



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Schools as learning organizations - 34244*

*Last update 31-10-2022*

*HU Credits: 2*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: Education*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Rima'a Da'as*

*Coordinator Email: [rimaa.daas@mail.huji.ac.il](mailto:rimaa.daas@mail.huji.ac.il)*

*Coordinator Office Hours: By appointment*

*Teaching Staff:*

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Dr. Rima Da'as

Course/Module description:

The trend today is to turn schools into learning organizations, to improve the teaching and learning processes, teachers' professional development and students' academic achievements. Thus, by combining theory and practice, the course will focus on schools as learning organizations, and on theories and conceptualizations of the learning organization, their implementation and evaluation in the educational system.

Course/Module aims:

1. Gaining a theoretical understanding of the concepts of "learning organization" and "organizational learning", barriers to achieving effective learning, learning mechanisms and school learning, including application of these concepts and their evaluation in the educational system.
2. Exposure to research in the field of organizational learning and on how to create a learning organization.
3. Focus on the leader's role in promoting and creating a learning organization.
4. Exposure to theories of organizational learning at different levels, such as leaders' learning.
5. Investigation of the school as a learning organization.

Learning outcomes - On successful completion of this module, students should be able to:

1. Students will recognize and understand the concept of a learning organization.
2. Students will understand the phenomenon of organizational learning and research in the field, and will be provided with practical tools for leading organizational learning in general and in the context of schools in particular.

Attendance requirements(%):

80

Teaching arrangement and method of instruction: Including digital tools

Course/Module Content:

1. Introduction, types of knowledge, and how to manage knowledge in organizations
2. Models of learning: single-loop learning, double-loop learning

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3. Who is the "learner" in the organization and what is a learning organization? The school as a learning organization
  4. Organizational learning mechanisms
  5. Characteristics that promote organizational learning in the school system, barriers
  6. Team learning
  7. School principals' learning mechanisms
  8. The leader's role in promoting and creating organizational learning
  9. Learning, change and times of crisis
  10. Learning from successes
  11. Ambidexterity: the balance between exploration and exploitation abilities
  12. Absorptive capacity, school culture and learning

#### Required Reading:

Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. *Organization science*, 5(1), 14-37.

Argyris, C. (1977). Double loop learning in organization. *Harvard Business Review*, 115-125.

סומך, א., בר, ע. (ד"ר). (2019). גישה אינטגרטיבית להבנת למידה ארגונית: הקשרים בין למידה ארגונית מוכוונת פנים ומוכוונת חוץ לבין תוצרים ארגוניים. הרבעון לחקר ארגונים וניהול המשאב האנושי. נמצא ב: [https://il.org.nli.merhav/primos/explore/search?vid&eq;ULI&lang&eq;iw\\_IL&query&eq;lsr10,contains,001231654](https://il.org.nli.merhav/primos/explore/search?vid&eq;ULI&lang&eq;iw_IL&query&eq;lsr10,contains,001231654)

Crossan, M. M., Lane, H. W., & White, R. E. (1999). An organizational learning framework: From intuition to institution. *Academy of management review*, 24(3), 522-537

Garvin D. A., Edmondson, A.C. & Gino F. (2008). Is Yours a Learning Organization? *Harvard Business Review* 109-116.

Ortenblad A. (2001). On Differences Between Organizational Learning and Learning Organization. *The Learning Organization*, 8 (3) 125-133.

Schechter, C., & Qadach, M. (2012). Toward an organizational model of change in elementary schools: The contribution of organizational learning mechanisms. *Educational Administration Quarterly*, 48(1), 116-153.

Qadach, M., Schechter, C., & Da'as, R. (2020). From Principals to Teachers to Students: Exploring an Integrative Model for Predicting Students' Achievements. *Educational Administration Quarterly*, 56(5), 736-778.

Schechter, C., & Qadach, M., & Da'as, R. (2021). Organizational learning mechanisms for learning schools. *The Learning Organization*, 1-15.

קליין, י. (2000). גורמים המאיצים למידה ארגונית בבתי-ספר. עיונים במינהל ובארגון החינוך, 24, 57-72.

Karsten, S., Voncken, E., & Voorthuis, M. (2000). Dutch primary schools and the concept of the learning organization. *The Learning Organization*, 7 (3), 145-155.

בניה, י., יעקובזון, י. וצדיק, י. (2013). קהילה מקצועית לומדת. אבני ראש"ה. נמצא ב: [http://www.avneyrosha.org.il/resourcecenter/Pages/Professional\\_learning\\_community.aspx](http://www.avneyrosha.org.il/resourcecenter/Pages/Professional_learning_community.aspx)

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Schechter, C., & Qadach, M. (2016). Principals' learning mechanisms: exploring an emerging construct. *Leadership and Policy in Schools*, 15(2), 141-167.

דעאס, ר., קדח, מ. ועלי, נ. (2020). הקשר בין חזון משותף, למידה ארגונית והיעדרויות מורים, קשת 2, 76-93.

Berson, Y., Da'as, R. A., & Waldman, D. A. (2015). How do leaders and their teams bring about organizational learning and outcomes?. *Personnel Psychology*, 68(1), 79-108.

Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). Leadership style and organizational learning: The mediate effect of school vision. *Journal of Educational administration*, 48(1), 7-30.

דעאס, ר., קדח, מ. ושכטר, ח. (ספטמבר, 2021). ניהול בית ספר בתקופת הקורונה –מחקר משווה בין החברה הערבית ליהודית: תפיסות של מנהלים, מסוגלות עצמית, אתגרים והזדמנויות. דוח מדעי מסכם. משרד החינוך, המדען הראשי.

שני, א. וסומך, א. (2019). חוסן ארגוני בבתי ספר: גורמים מקדמים והשלכות יישומיות למנהל וליועץ החינוכי. היעוץ החינוכי, 36, 1-36.

Da'as, R., 2021. School principals' skills and teacher absenteeism during Israeli educational reform: Exploring the mediating role of participation in decision-making, trust and job satisfaction. *Journal of Educational Change*, 22(1), 53-84.

You, J., Kim, J., & Lim, D. H. (2017). Organizational Learning and Change: Strategic Interventions to Deal with Resistance. In *Handbook of Research on Human Resources Strategies for the New Millennial Workforce* (pp. 310-328). IGI Global.

סייקס, י. וגולדמן, מ. (2000). למידה מהצלחות: הפקת ידע מכון לפעולה מהרהור על עבודת מרכז "קשר". ירושלים: גוינט - מכון ברוקדייל. (לא חובה)

Schechter, C., & Ganon, S. (2012). Learning from success: exploring the sustainability of a collaborative learning initiative. *Journal of Educational Administration*, 50(6), 732-752. ה"ראש אבני באתר נמצא תרגום:

<http://www.avneyrosha.org.il/resourcecenter/Pages/Learnfromsuccess.aspx>

Carmeli, A., & Halevi, M. Y. (2009). How top management team behavioral integration and behavioral complexity enable organizational ambidexterity: The moderating role of contextual ambidexterity. *The leadership quarterly*, 20(2), 207-218.

Da'as, R. (2021). The Missing Link: Principals' Ambidexterity and Teacher Creativity. *Leadership and Policy in Schools*, 1-22.

Nemanich, L.A. and Vera, D., 2009. Transformational leadership and ambidexterity in the context of an acquisition. *The Leadership Quarterly*, 20(1), pp.19-33.

Raisch, S., & Birkinshaw, J. (2008). Organizational ambidexterity: Antecedents, outcomes, and moderators. *Journal of management*, 34(3), 375-409.

Da'as, R. & Qadach, M. (2018). Examining organizational absorptive capacity construct: a validation study in the school context. *Leadership and Policy in Schools*, 1-19.

Da'as, R., Schechter, C., & Qadach, M. (2019). From principal cognitive complexity to teacher intent to leave. *Journal of Educational Administration*, 58(2), 227-245.

Egan, T. M., Yang, B., & Bartlett, K. R. (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human resource development quarterly*, 15(3), 279-301.

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Additional Reading Material:

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Course/Module evaluation:

End of year written/oral examination 80 %

Presentation 20 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: