Prof. Orit Avidov-Ungar   **10 June 2023**

CURRICULUM VITAE

1.   Personal Details

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2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Degree Approval
1997-2001	Hebrew University, Jerusalem: School of Education, Dept. of Educational Policy and Administration	Ph.D.	2001
1990-1993	Tel Aviv University: Educational Administration and Educational Policy, graduated cum laude	M.A.	1995
1990-1991	Tel Aviv University, School of Education	High School Teaching Diploma	1992
1986-1989	Tel Aviv University: Educational Policy and Hebrew Literature, graduated cum laude	B.A.	1991

3. **Academic Ranks and Tenure in Institutes of Higher Education**

Dates	Name of Institution and Department	Rank/Position
2017-	Achva Academic College	Received associate professorship
2013-	Achva Academic College	Member of Achva Academic Council
2001	Achva Academic College	Awarded the rank of Senior lecturer
1997	Achva Academic College	Received Tenure at Achva Academic College

4. **Offices in Academic Administration**

Achva Academic College

Dates	Name of Institution and Department	Rank/Position
*2019- Present	Achva Academic College	-Dean of the School of Education -Chairperson of the management of the School of Education -Member of the college Deans forum
*2017- 2019	Achva Academic College	-Dean of the Graduate School -Chairperson of the management of Graduate School -Member of the college Deans forum
*2014-2018	Achva Academic College	Head of the Ethics Committee
*2012 - Present	Achva Academic College	Member of the Supreme Academic Council
2012 - 2016	Achva Academic College	Head of the Research Authority, member of the College administration
2012 - 2015	Achva Academic College	Member of the editorial board of the "Ma'of Uma'asseh" Journal

Dates	Name of Institution and Department	Rank/Position
1998-2012	Achva Academic College	Coordinator of M.Ed. program for education systems administration

1995 - 2003	Achva Academic College	Deputy Director, College of Education; member of the College administration and member of the College Academic Council
		• Developed a unique program of study for academic retraining
		• Developing and teaching courses for training school principals
		• Developing cooperation with teachers' organizations for in-service courses and professional development for teaching personnel
		• Established the Center for Professional Development, which is one of the two units at the College and managed it for nine years.
		• Projects within this framework:
		   - Member of the lead team for writing M.Ed. programs in Educational Administration, approved by the Council for Higher Education
		   - Led an educational intervention project in the Bedouin sector in Rahat
		   - Led and developed an academic consultancy setup for advanced study towards an academic B.Ed. degree
		   - Organized a pedagogic and administrative setup for developing teaching personnel, position holders and principals in the education system

2001 - 2003	Achva Academic College	Leading and initiating a joint project with Intel Global and Intel to train teachers to use science technology. The project won broad national and international recognition including launching by the Minister of Education
1999 - 2002	Achva Academic College	Coordinated and taught courses for training school principals. In this framework I was a member of selection committees, and participated in the national forum for training principals under the school for senior educational personnel

Dates	Name of Institution and Department	Rank/Position
1998 - 2002	Achva Academic College	Head of Teachers Center at the College In the framework of applying the "Tomorrow 98" report, regional teachers' centers were established. I led the writing of the tender which won. The Center provided service to 100 schools and 250 kindergartens
1999 - 2001	Achva Academic College	Head of the five-year plan for the Bedouin sector in the Southern District on behalf of Achva Academic College
1994-Present	Achva Academic College	Member of the senior staff and lecturer in the M.Ed. Education Systems Administration program
1994-1995	Achva Academic College	Coordinator of in-service training at Achva College
1993-1998	Achva Academic College	Senior instructor and member of the senior staff at the Institute for Leadership Development

The Open University

Dates	Name of Institution and Department	Rank/Position
*2013-Present	The Open University	Teaching coordinator for Issues in School Management in the M.A. program in Administration, Policy and Educational Leadership
2010-Present	The Open University	Member of the Chais Research Center for Innovation in Learning Technologies
2009-Present	The Open University	M.A thesis instructor Coordinating the teaching of M.A courses
2006 - 2007	The Open University	Developing and writing a master's degree course in education: Organizational change in learning systems
2005-Present	The Open University	Teaching coordinator in the Department of Education and Psychology M.A. program

Dates	Name of Institution and Department	Rank/Position
2013	The Open University	Developing the new M.A. course on issues in managing a unique type of school for e-learning

The MOFET Institute

Dates	Name of Institution and Department	Rank/Position
*2022- present	The MOFET Institute	Member of the steering committee of the post-doctoral program
*2022	The MOFET Institute	Academic Consultant for International Literature Review on the subject: Digital Professional Development
2014 - 2016	The MOFET Institute	Member of the research network on professional development of teachers in Israel. Head the secondary team on leading teachers research.
2014 - 2015	The MOFET Institute	Coordinated the National Forum of Academic Cooperation professional development coordinators from all colleges and universities in Israel together with Dr. Dalia Emmanuel and Dr. Ditza Maskit
2014 - 2015	The MOFET Institute	Coordinated research of the Ministry of Education and MOFET requested by the Administration for Teaching Personnel
2012- present	The MOFET Institute	Coordinating the forum on advancement ranks (Forum 7-9)
2012 -2015	The MOFET Institute	Member of the research team headed by Dr. Olzan Goldstein into assimilating IT in teaching into the education system: MOFET Research Authority. http://www.mofet.macam.ac.il/rashut/aricha/technet/Pages/default.aspx
2008-2012	The MOFET Institute	Coordinated the Forum for Professional Development and Training Academics as Teachers.
2010-2014	The MOFET Institute	Chairperson, Research Authorities Steering Committee; coordinating research groups from the academic colleges of education with the Ministry of Education, MOFET Research Authority
2010-2012	The MOFET Institute	Head of research team: Ministry of Education District and school principals' attitudes to the professional development of teachers; partner in the research by Dr. Roni Reingold.

| 2008-2010 | The MOFET Institute | Section head for the professional development of teaching staff. Led a program for training college position holders to lead professional development in colleges of education; Moses Silberstein School for Professional Development. |
| 2008 | The MOFET Institute | Led a think tank on the professional development of teaching staff, prior to training position holders from academic colleges of education. Produced a position paper. |

Ministry of Education

Dates	Name of Institution and Department	Rank/Position
*2022-2026	Ministry of Education	Member of the the National Education Committee leading by the Minister of Education (Appointment as a director member for 4 years)
2015	Ministry of Education	Member of the steering committee and of a group leading the forum for assimilating the Academia-Class program
2016 - 2014	Ministry of Education	Coordinating research between the Ministry of Education and the MOFET Institute and in research networks of the Teaching Staff Authority
2014	Ministry of Education	Member of the task force appointed by the Minister of Education and the Managing Director on academia-field partnership, headed by the Deputy Managing Director and the head of the educational staff authority in the Ministry of Education, accompanying consultant for the team
2005-2014	Ministry of Education	Academic consultant to the Deputy Managing Director, the Authority for Training and Professional Development of Teachers on policy on developing teaching staff, professional development in the New Horizon framework, establishing planning units, establishing the Israel Institute for School Leadership Teacher Policy
2007-2012	Ministry of Education	Consultant to the Deputy Managing Director, the Teaching Training and In-Service Administration, on constructing policy for the professional

		development of teachers – developing and leading the process.
2007-2009	Ministry of Education	Member of the group establishing the Institute for School Leadership: representative of the Ministry of Education. Yad HaNadiv were also team members.
2007-2008	Ministry of Education	Academic consultant and leading the process in the Ministry of Education for writing the standard for school management, under the bureau of the Deputy Managing Director

Hebrew University of Jerusalem

Dates	Name of Institution and Department	Rank/Position
1997-1998	Hebrew University of Jerusalem	Teaching assistant, Institute for Researching Nurturing in Education. In this position I led a group of research students on the subject of the professional development of teachers and mentors. Similarly, I was involved in the process of developing and instructing coordinators of mentoring instructors in the Yachad project conducted in 400 schools in Israel
1993-1997	Hebrew University of Jerusalem	Teaching assistant, Department of Educational Administration and Policy. Active participant in planning and teaching courses on leadership in education, leadership aspects in the role of the school principal, and a seminar on leadership

Additional Position

Dates	Name of Institution and Department	Rank/Position
1989-1997	Beer Tuvia Regional High School	Teacher of Hebrew literature, Hebrew language and homeroom teacher in middle school
1988	London, England (in the framework of my husband's work for the Ministry of Defense)	Coordinator of advanced kindergarten class

5. **Scholarly Positions and Activities outside the Institution**

Academic Positions Outside the College

*2023-present	Member of the academic steering committee of the post-doctoral program at the MOFET Institute
*2022-2026	Member of the National Education Committee leading by the Minister of Education (Appointment as a director member for 4 years)
*2019-2020	Member of a professional committee for associate professors
*2018-2023	Member of a reviewer's team of 5 promotion cases of faculty members towards: senior lecturer and associate professor from colleges: Oranim, Tel Hai, Holon Institute of Technology, Gordon College.
*2018-2020	Member of Academic Council in Al-Qasemi, Academic College of Education
*09/2017-2022	International Advisory Board, Journal of Professional Development in Education (Q1), Professor Ken Jones, Managing Editor, publisher Taylor & Francis
2013- 2016	Member of the MOFET Institute Supreme Advisory Council
2010-2015	Appointed as member of the committee headed by Prof. Yizhar Oplatka examining the M.A. Program in Educational Administration and Policy at the Orot Israel College, on behalf of the Council of Higher Education.

Member of professional SIG

Coordinator Strand SIG on Technology	IAIE Organisation https://www.conftool.net/iaie2024
Technology Leadership (TL) SIG	SITE SIG: Society for Information Technology & Teacher Education
Research & Evaluation SIG	SITE SIG: Society for Information Technology & Teacher Education
Teaching and Learning with Emerging Technologies (TLET) SIG	SITE SIG: Society for Information Technology & Teacher Education
TPACK SIG	SITE SIG: Society for Information Technology & Teacher Education

Position and Articles and Conferences Reviewed

*2023-present	**Strand coordinator** on SIG of technology The IAIE conference 2024 at the Chemnitz University of Technology. https://www.conftool.net/iaie2024/
*2022-present	**Guest editor** for the journal of Education Sciences Special Issue: **Teacher's Professional Learning from Education Practices** https://www.mdpi.com/journal/education/special_issues/DPSG4JK95Y
*2022-2023	Head of SIG and reviewer - 8th International Conference on Teacher Education. MOFET Institute, Israel Head of SIG: Teacher Educators.
*2022-present	Reviewer –International Journal of Educational Management (Q1)
*2020-present	Reviewer – Teacher Development. Taylor & Francis (Q1)
*2020-present	Reviewer – International Journal of Leadership in Education. Taylor & Francis (Q1)
*2020-present	Reviewer of Master's Theses at Levinsky College of Education
*2020-present	Reviewer –Teaching and Teacher Education: An International Journal of Research and Studies (Q1) Elsevier
*2018-present	Review of 3 Bar Ilan University doctoral dissertations
*1/2019-present	Reviewer - Editor, British Journal of Educational Technology, (Q1), Editor Prof. Sara Price. Blackwell Publishing
*2/2019-	Reviewer – The Society for Information Technology and Teacher Education (SITE), Las Vegas, March 2019 SITE–Society for Information Technology and Teacher Education
*2/2019	Reviewer – World Education Research Association 2019: Focal Meeting in Tokyo
*1/2019	Reviewer – InSite 2019
*9/2018 - 7/2019	Head of SIG and reviewer - 7th International Conference on Teacher Education. MOFET Institute, Israel Head of SIG: Career-long Professional Learning.
*08/2018-Present	Reviewer - Teaching and Teacher Education: An International Journal of Research and Studies (Q1), Co-Editors: Jennifer Gore, Terence Lovat, Elsevier
*06/2018-Present	Reviewer - International Journal of Educational Management (Q1), Editor: Brian Roberts, University of Hull, UK and Shenyang Normal University.
*06/2018-Present	Reviewer - Journal of Quality Assurance in Education (Q2), Co-Editors: Professor John F Dalrymple

	Swinburne University of Technology, Melbourne, Australia & Professor Madhabi Chatterji
	Teachers College, Columbia University, New York, USA, Emerald Publishing
*04/2018-present	Reviewer for ECER, European Educational Research Association, conference 2018.
	SIG 01. Continuing Professional Development: Learning for Individuals, Leaders and Organizations.
*09/2017-Present	Reviewer - Journal of Professional Development in Education (Q1), Professor Ken Jones, Managing Editor, Taylor & Francis
*2015-Present	The journal Iyunim BeMinhal Ube'irgun HaHinuch, Haifa University: reviewing articles
*2014-Present	MOFET Institute: Reviewing research proposals submitted to the inter-collegiate research network
*2014-Present	Meital conference: reviewing articles
*2014	Conference: Meeting in education – between cultures and pedagogy: Kaye College, Beer Sheva. Reviewing articles
*2013-Present	MOFET Institute, Dapim journal; reviewing articles
2013	International conference on Education Changing Society. MOFET Institute and David Yellin College: reviewing articles
*2012-Present	The Open University, Department of Education and Psychology – reviewing theses
*2011-Present	The Open University, reviewing articles for the Chais conference
2002	4th International Conference on Teacher Training: Training teachers as a social mission – the key to the future: reviewing articles

Leading Teams and Professional Programs (main programs I have led)

At the national and international level

*2022-present	Leading together with colleagues an international program with the embassy of the Dominican Republic on the issue of: Innovative approaches in integrating children with special needs and social emotional learning
*2022-present	Leading together with colleagues from Germany and Spain an international program: Cooperation Online Germany Israel Catalonia COGIC - Virtual Worlds 2022. On: Collaborative learning in high technology environments such as virtual worlds
*2022-present	Leading with a colleague from Colombia University in New York City a large-scale project on research-practice partnership (RPP) between Teachers College, Columbia University and the Office of

	Sustainability at the New York City Department of Education (NYC DOE). The main issue is leadership and empowerment of Sustainability Coordinators in NYC (See letter1)
*2021-2023	Leading as a Dean of School of Education the new curriculum for teacher training according to the Council for Higher Education, in all tracks and academic departments
*2022-present	Academic consultant, Mandel Leadership Institution
*2022-2023	Leading as a Dean of School of Education a unique academic curriculum in teacher training with an emphasis on pedagogical innovation in teaching
2014	Writing policy on the academia-class partnership. A unique program for teacher training. Ministry of Education. Appointment by the Minister of Education and the Deputy Managing Director of the Teaching Staff Authority (in the lead team)
2013	Member of the pedagogical flexibility team, examining alternatives to independent management by principals to managing professional development, Ministry of Education, (member of the lead team)
2012	Member of the team writing policy for the professional development of teachers in high school education in the framework of the Oz LeTmura reform, Ministry of Education, Department of Professional Training and the Development of Teachers (member of the lead team)
2012	Member of the writing team on policy in the Ministry of Education on developing an outline for professional development for vice-principals in the New Horizon framework (member of the lead team)
2010	Leading and writing professional development policy in the New Horizon program for the higher grades (7-9). Ministry of Education, Department of Professional Training and the Development of Teachers (member of the lead team)
2008	Leading and writing the policy outline for the professional development policy of educational staff in the New Horizon framework, Ministry of Education, Department of Professional Training and the Development for Educational Staff (member of the lead team)
2008	Leading and writing the standards for school administration, Ministry of Education, Deputy Managing Director's bureau (team member)
2007	Writing programs for training and developing principals, supervisors and heads of education authorities, in the framework of implementing the Dovrat report in the education system, Ministry of Education, Deputy Managing Director's bureau (team member)

2006	Ministry of Education: led the process to develop an M.A. degree to train school principals in Israel; Deputy Managing Director's bureau (member of the lead team)
2005	Developed a program for training principals, supervisors, and directors of education departments for implementing the Dovrat report in a consultancy framework of the Ministry of Education, Deputy Managing Director's bureau (member of the lead team)
2005	Partner to writing the basic document for establishing the Israeli Institute for School Leadership together with the Ministry of Education, the Yad HaNadiv Foundation, and IVN (member of the lead team)

Achva Academic College

*2021-2023	As the Dean of School of Education, leading the new curriculum for teacher training according to the Council for Higher Education, in all tracks and academic departments.
*2022-2023	As the Dean of School of Education, leading a unique academic curriculum in teacher training with an emphasis on pedagogical innovation in teaching.
*2022	Leading M.A. program as part of the College Council for Higher Education on issue of: Training development in a digital world
*2020	As the Dean of School of Education, leading development of an academy-classroom partnership program as a significant part of the clinical teaching experience in all pre-service academic programs in the B.Ed.
*2019	As the Dean of Graduate school and a senior faculty member of the M.Ed. Program for a master's degree in education systems administration – we are converting the program from M.Ed. to M.A.
2015	Writing an M.Ed. program for teaching social sciences and humanities in the digital era; Program submitted to the Council for Higher Education in October 2015 (led the program)
2014	Writing a unique training program for student teachers according to the academia-class model (in a team)
2002-2003	Developed and led an experimental pilot program on training academicians, according to the University of Calgary, Canada, model (led the program)
2002	Member of the senior team writing M.Ed programs in Administering Education Systems, approved by the Council for Higher Education as an operative program for 2004
2001	Led a center for cooperation with Intel - won and led the national program, Intel teach to the Future. Achva Academic College of Education with Intel (led the program)

1999-2001	Led and managed an intervention program in the Bedouin sector as part of the national five-year plan, southern district (led the team)
1998-2002	Wrote a tender for establishing a View to Tomorrow teachers' center. Won the tender and managed the Center for five years (led the team)
1998	Led and wrote (together with colleagues) the B.Ed program for the Department of Education Systems Administration (member of the lead team)
1997	Partner to leading a national workshop in developing learning materials for developing educational leadership, together with senior university lecturers, colleges, and the Ministry of Education, in the meeting with an expert from Bristol University, England (member of the lead team)

6. Participation in Scholarly Conferences

A. Active Participation

Participation in International Scholarly Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*August 2023	Global Conference on Advances in Education and Social Sciences (GCAES 2023)	Malaga, Spain	Personalized continuing professional learning of teachers: A global perspective	**Invited speaker**
* August 2023	EARLI Annual Conference	Thessaloniki, Greece	The contributions of unique professional learning communities with preservice and tutor teachers.	Co-Presenter with: O. Heaysman, A. Amir, R. Amzaleg, & Y. Alamour.
* August 2023	EARLI Annual Conference	Thessaloniki, Greece	Special education Bedouin teachers' learning processes during a social-emotional learning program.	Co-Presenter with: O. Heaysman, R. Frei-Landau, & A. Abu Sareya
*July 2023 17 to 20, 2023	**Visiting scholar Summer Institute for New**	Teachers College, Columbia University	Professional development and empowerment	**invite as Visiting scholar at Teachers College, Columbia University join the**

	York City Public Schools teachers Supported by grant from the National Science Foundation (to establish the Science and Technology Center: Learning the Earth with Artificial Intelligence & Physics)	NYC, USA		**faculty of Teachers College, Columbia University as a partner and keynote in the Summer Institute** ([see letter](#))
*July 2023	EdMedia + Innovate Learning 2023	Vienna, Austria	Virtual Worlds to Enhance Collaborative Learning	Presenter Written with: Shonfeld, M., Hayak, M
*August, 2022	ECER 2022	Yerevan, Armenia	The contribution of formal and informal teacher professional development during the COVID-19 pandemic at different career stages	Written with: S. Hadad, T. Shamir-Inbal & I. Blau
*June, 2022	EdMedia + Innovate Learning 2022	New York City, NY, United States	Perceptions of senior academics in Israeli Teacher Education Colleges regarding the integration of digital games during the COVID-19 pandemic	Presenter with: M. Hayak
*June, 2022	EdMedia + Innovate Learning 2022	New York City, NY, United States	Emotional aspects of the of mobile-learning adoption process among inservice teachers in the COVID-19 pandemic.	Presenter The co-authors are: Y. Muchnic & R. Frei

*April, 2022	Association for the Advancement of Computing in Education (AACE). Retrieved May 5, 2022 from https://www.learntechlib.org/primary/p/220754/	San Diego, CA, United States	Professional development processes of teachers in different career stages and in different COVID-19 pandemic periods. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 312-318).	Written with: S. Hadad, T. Shamir-Inbal & I. Blau
*September, 2021	ECER 2021	Online Conference.	Teachers educator perceptions and patterns of use of the integration of digital games-based learning (DGBL) during the COVID-19 pandemic.	Presenter with: M. Hayak,
*September, 2021	ECER 2021	Online Conference.	Prototypes representing policy-makers' positions in academic colleges of education regarding integration of digital games-based learning (DGBL) in teacher training during the COVID-19 pandemic.	Presenter with: M. Hayak
*September 2020	Paper accepted for presentation at the annual British Educational Research Association (BERA) conference	Liverpool, UK	Job satisfaction and professional development among teachers working under top-down reforms	Written with: Y. Grinshtain & E. Barenboim Canceled due to the COVID-19 pandemic
*September, 2020	ECER 2020.	The University of	Factors that hinder and encourage teachers at different career stages	Written with:

		Glasgow, Scotland	regarding the integration of DGBL into their instruction.	M. Hayak, Canceled due to the COVID-19 pandemic
*September, 2020	ECER 2020.	The University of Glasgow, Scotland	Teachers' own technological innovation initiatives: examining the supporting factors and conditions for such initiatives submitted to NW: '16. ICT in Education and Training'.	Written with I. Biton, Canceled due to the COVID-19 pandemic
*April, 2020	AERA Annual Meeting (Conference Canceled)	San Francisco, CA. USA.	The effective integration of ICT tools within a particular discipline to enhance teachers' professional development. [Paper Session]. http://tinyurl.com/tj44nm9	Written with A. Amir Canceled due to the COVID-19 pandemic
*September, 2019	ECER 2019	Hamburg, Germany.	Video clubs for teachers' professional development: Implications for organizational culture and teacher empowerment.	Presenter with: G. Zilka
*August, 2019	World Education Research Association (WERA) 2019: Focal Meeting in Tokyo. Future of Democracy and Education: Realizing Equity	Tokyo, Japan.	A case study of a school in the periphery implementing ICT: From traditional teacher to innovative teacher.	Presenter Co-author: B. Toussia-Cohen

	and Social Justice			
*August, 2019	World Education Research Association (WERA) 2019: Focal Meeting in Tokyo. Future of Democracy and Education: Realizing Equity and Social Justice	Tokyo, Japan.	The integration of Digital Game-Based Learning into the instruction: Teachers' perceptions in different career stages.	Presenter Co-author: M. Hayak
*March, 2019	SITE 2019 - The Society for Information Technology & Teacher Education.	Las Vegas, Nevada, USA	Teachers' perceptions on what it means to be a teacher in the digital age.	Presenter Co-author: D. Tsybulsky
*March, 2019	SITE 2019 - The Society for Information Technology & Teacher Education.	Las Vegas, Nevada, USA	Teacher educators' perceptions regarding pedagogical innovation: Three modes of existence.	Presenter Co-author: A. Forkosh Baruch
*March, 2019	SITE 2019 - The Society for Information Technology & Teacher Education.	Las Vegas, Nevada, USA	Use of digital tools by high school teachers teaching writing participating in an intervention program to reduce the "discipline block".	Presenter Co-author: A. Amir
*March, 2019	SITE 2019 - The Society for Information Technology & Teacher Education.	Las Vegas, Nevada, USA	Elementary school teachers' perceptions of integrating digital games in their teaching at different career stages.	Presenter Co-author: M. Hayak

*March, 2019	SITE 2019 - The Society for Information Technology & Teacher Education.	Las Vegas, Nevada, USA	Barriers and facilitators of information and communications technologies usage for in-classroom teaching.	Presenter Co-authors: B. Leshem, A. Margaliot & E. Grobgeld
*September, 2018	ECER 2018	Bolzano, Italy	Communities of Practice (CoPs) as sites of collaboration between teacher educators and policymakers – a multiple case study	Presenter Co-authors: E. Guberman, R. Serlin & O. Dahan,
*September, 2018	ECER 2018	Bolzano, Italy	Features of organizational culture that impede or accelerate the change implementation processes in a school modeling ICT integration in Israel.	Presenter with: B. Tussia-Cohen
*September, 2018	ECER 2018	Bolzano, Italy	Teacher-led professional development communities	Presenter
*August, 2018	World Education Research Association (WERA) 2018 World Congress	Cape Town, South Africa	Implementation of an Israeli Ministry of Education's policy – Relationship between three hierarchic levels of stakeholders.	Co-author: R. Reingold,
*July, 2018	The World Congress on Education (WCE-2018)	Dublin, Ireland	Implementation of an Israeli Ministry of Education's policy – relationship between three hierarchic levels of stakeholders.	Presenter Co-author: R. Reingold
*June, 2018	EdMedia + Innovate	Amsterdam, Netherlands	Measuring student's digital literacies.	Presenter with: G. Kurtz & Y. Peled,

	Learning Conference			
*June, 2018	EdMedia + Innovate Learning Conference	Amsterdam, Netherlands	Level of digital literacies among Israeli education college students	Presenter with: G. Kurtz & Y. Peled
*June, 2018	EdMedia + Innovate Learning Conference	Amsterdam, Netherlands	Experiences of teachers in an online course on the PBL approach: The perception of the teacher's role in the digital age.	Presenter Co-author: D. Tsybulsky
*June, 2018	The 11th Annual International Conference on E-Learning in the Workplace (ICELW 2018).	Columbia University, New York, USA	Measuring digital literacy and readiness in the workplace.	Presenter with: Kurtz, G. Peled, Y.
*April, 2018	AERA 2018	New York, USA	Teacher educators in the digital era: A new professional identity?	Presenter with: A. Forkosh Baruch
*August, 2017	ECER 2017	Copenhagen, Denmark	Teacher perceptions of empowerment and promotion during reforms	Presenter with: R. Arviv-Elyashiv
*August, 2017	ECER 2017	Copenhagen, Denmark	Motivation patterns revealed through teachers' stories of professional development: The self, the other, and the education system.	Presenter Co-author: Y. Oshrat-Fink
*March, 2017	12th Annual Education and Development Conference	Bangkok, Thailand	What's blocking the integration of technology in teaching? The disciplinary barrier.	Presenter with: A. Amir

*March, 2017	12th Annual Education and Development Conference	Bangkok, Thailand	Motivational characteristics and patterns of empowerment of teachers leading ICT implementation.	Presenter with: A. Amir
*August, 2016	ECER 2016	Dublin, Ireland	Intercollegiate communities for professional development of teacher educators: The factors that promote their success.	Presenter Co-authors: E. Guberman, O. Dahan & R. Serlin
*August, 2016	ECER 2016	Dublin, Ireland	Between generic digital literacy and disciplinary digital literacy: A pioneer study – first language teaching.	Presenter Co-author: A. Amir
*April, 2016	AERA 2016	Washington, DC, USA	Perceptions of teacher educators regarding IT implementation in Israeli teacher education institutions.	Presenter Co-author: A. Forkosh Baruch
*April, 2016	The World Education Research Association (WERA) 2016 Focal Meeting.	Washington, DC, USA	Faculty usage of the active leaning classroom: Model of teaching and learning styles.	Presenter Co-authors: B. Leshem, A. Margaliot & E. Grobgeld
*September, 2015	ECER 2015	Budapest, Hungary	Incorporating IT in teaching and learning processes during a systemic reform of IT implementation – Validation of a questionnaire for teachers	Presenter Co-author: A. Amir
*September, 2015	ECER 2015	Budapest, Hungary	Faculty usage of the active leaning	Presenter Co-authors:

			classroom: Model of teaching and learning styles**.**	B. Leshem, A. Margaliot & E. Grobgeld
*March, 2015	SITE	Las Vegas, USA	Faculty usage of the active leaning classroom: Teacher perceptions, teaching patterns, barriers and facilitators	Presenter Co-authors: B. Leshem, A. Margaliot & E. Grobgeld
*March, 2015	SITE	Las Vegas, USA	The contribution of academic education to predicting the level of technological pedagogical content knowledge of teachers in Israel	Presenter with: N. Magen-Nagar
*March, 2015	SITE	Las Vegas, USA	Empowerment patterns of teachers leading IT implementation programs	Presenter with: N. Magen-Nagar
June, 2014	EdMedia, 2014 World Conference on Educational Media and Technology	Tampere, Finland	The Effect of PITK Knowledge and Instructional TPACK Knowledge on the sense of empowerment among IT Instructors	Presenter Co-author: N. Magen-Nagar
June, 2014	EdMedia, 2014 World Conference on Educational Media and Technology	Tampere, Finland	Measures for IT implementation in colleges of education	Presenter Co-author: A. Forkosh Baruch
December, 2012	Conference on Information Technology in Education (CITE)	Hainan Island, China.	The implications of teachers' professional attributes on assimilating a computerized learning and management	Presenter Co-author: N. Magen- Nagar

			system in an Israeli school	
2011	INSITE conference	Novi Sad, Serbia	The "Islands of Innovation" model: Opportunities and threats for effective implementation of technological innovation in the education system	Presenter Co-author: Y. Eshet-Alkakay
2010	The 35th Annual Conference of the Association for Teacher Education in Europe	Budapest, Hungary	The "ambitious" – excellent teachers in additional positions: The characteristics of the stages of a professional career, the additional position and their sense of empowerment.	Presenter
2009	The International Technology, Education and Development Conference (INTED 2009),	Valencia, Spain	Empowering Teachers in Israel in times of terror - A case study of an Information Technology (IT) training program.	Presenter
2009	ICERI Scientific Committee. International Association for Technology, Education and Development (IATED)	Madrid, Spain	Empowerment amongst Master Teachers (MT) in the international training program on the use of Information Technology (IT) in schools in Israel	Presenter
2003	EARLI	Padova, Italy	Teachers in leading positions: The significance of the additional role to teaching amongst	Presenter

			teachers in elementary schools in Israel	
2003	EARLI	Padova, Italy	Characteristics of empowerment amongst teachers on the use of information technology in schools in Israel.	Presenter
2002	JURE EARLI	Amsterdam, Netherlands	The additional role to teaching as a catalyst for creating types of empowerment among teaching in leading position in Israeli elementary schools.	Presenter

Participation in Scholarly Conferences in Israel

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*June 2023	The 8th International Conference on Teacher Education Passion and Professionalism in Teacher Education	Mofet, Tel-Aviv, Israel	The contribution of an SEL program for Bedouin special-education teachers. (24#)	Co-Presenter Co-authors: O. HeaysmanR. Frei-Landau, & A. Abu Sareya
*June 2023	The 8th International Conference on Teacher Education Passion and Professionalism in Teacher Education	Mofet, Tel-Aviv, Israel	Effective principles for pre-service teacher training in hybrid environments. (34#)	Co-Presenter with Co-authors: Hadad, S., Avidov-Ungar, O., Shamir-Inbal, T. Amir, A., Blau. I. & Or Griff, T.
*June 2023	The 8th International Conference on Teacher Education Passion and Professionalism in Teacher Education	Mofet, Tel-Aviv, Israel	Coherence and Self-Efficacy Among Kindergarten Student Teachers Learning NLP Skills ((525#)	with Co-authors: Idit Joss, Yael Barak Levy, Becky Leshem
*June 2023	The 8th International Conference on	Mofet, Tel-Aviv, Israel	Programs for Training Digital Leaders in	with Co-authors:

			Preservice/Inservice Teacher Education (194#)	Alona Forkosh Baruch, Ina Blau, Tamar Shamir Inbal, Orit Avdiel, Zehavit Silual
Teacher Education Passion and Professionalism in Teacher Education				
*June 2023	The 8th International Conference on Teacher Education Passion and Professionalism in Teacher Education	Mofet, Tel-Aviv, Israel	Student Expectations on International Online Cooperation: Focus on Virtual Worlds (470#)	Co-Presenter with Co-authors: Claudia Finkbeiner Miri Shonfeld, Madeleine Olson, Josep Cots, Hayak Merav, Howie Gordon
* February 2023	17th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel	Principles for practical training of pre-service teachers in face-to-face, online and hybrid environments.	Co-author: S. Hadad
* February 2023	17th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel	The Integration of Digital Games in Elementary Schools: The Principals' Point of View	Co-authors: M. Hayak, & S. Hodatatov-Rachmilov
*February, 2022	16th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana	"On both sides of the divide": Perceptions of senior academic staff in colleges of education regarding integration of technology during the Covid-19 pandemic.	Presenter with: M. Hayak
*February, 2022	16th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana	Professional development processes of teachers at different career stages and at different phases of the COVID-19 pandemic	Presenter Co-authors: S. Hadad, T. Shamir-Inbal & I. Blau
* June 27-30, 2021	IAIE 2021 conference: Intercultural	The Kibbutzim College of	Integration of digital games-based learning in teacher training: Coping	Presenter with: M. Hayak,

	Education in an Age of Information and Disinformation.	Education and MOFET institute, Tel Aviv, Israel	with the phenomenon during the Covid-19 pandemic in the light of experiences of teacher educators.	
* June 27-30, 2021	IAIE 2021 conference: Intercultural Education in an Age of Information and Disinformation.	The Kibbutzim College of Education and MOFET institute, Tel Aviv, Israel	Educational equity? comparing the online learning challenges encountered by Bedouin and Jewish female preservice teachers in Israel during the COVID-19 pandemic	Presenter with: R. Frei,
* February 2021	15th Chais Conference on the Research of Innovation and Learning Technologies	Open University, Raanana, Israel.	Teacher training colleges' positions towards Integrating DGBL in teacher training	Presenter with: M. Hayak & A. Kesler
* February 2021	15th Chais Conference on the Research of Innovation and Learning Technologies	Open University, Raanana, Israel.	Teachers` educators` perceptions and patterns of integration of digital game-based learning in teacher training during the COVID-19 pandemic.	Presenter Co-authors: M. Hayak & S. Cherni
* July 2020	The Meital 18th Annual National Conference on New Technologies in Teaching and Learning in Higher Education: Directions and Trends.	Online, Israel.	Elementary-school teachers' perceptions: Teachers' knowledge and planning patterns used to integrate DGBL into their classroom.	Presenter with: M. Hayak
* July 2019	The Meital 17th Annual National Conference on New Technologies in Teaching and Learning in Higher Education: Directions and Trends.	Rabin Center, Israel	Innovation in teaching: the typology of the integration of DGBL into the instruction among teachers.	Presenter with: M. Hayak
*June, 2019	7th International Conference on Teacher Education: The Story of Innovation in Teacher Education.	Tel-Aviv, Israel.	Israeli teachers` perceptions on the integration of Digital Game-Based Learning (DGBL) into their instruction	Presenter with: M. Hayak,

*June, 2019	7th International Conference on Teacher Education: The Story of Innovation in Teacher Education.	Tel-Aviv, Israel.	Communities as sites of professional learning for teacher educators	Presenter Co-authors: A. GubermanL. Hadar, R. Serlin, & D. Brody
*June, 2019	7th International Conference on Teacher Education: The Story of Innovation in Teacher Education.	Tel-Aviv, Israel.	A model school for ICT implementation – What can be learned from a success story	Presenter Co-author: B. Toussia-Cohen
*February, 2019	14th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel.	Teachers` perceptions of integrating digital game-based learning into their instruction at different career stages.	Presenter Co-author: M. Hayak
*July, 2018	Conference of Trends in Education Administration Programs in Israel	Jerusalem College, Jerusalem	The "SKY" program in education: Implications for the organizational culture and the empowerment of teachers at the school.	Presenter Co-author: Zilka, A.
*July, 2018	Conference of Trends in Education Administration Programs in Israel	Jerusalem College, Jerusalem	The Professional Learning Community (PLC) of physics teachers and its contribution to the professional development of the leading teachers and the participating teachers - A case study.	Presenter Co-author: Z. Argaman
*February, 2018	13th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel.	Professional identity of faculty training teachers – what has changed in the digital era?	Presenter Co-author: A. Forkosh Baruch
*February, 2018	13th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel.	Using the ClassBoost system at a college of education from the student's perspective: Learning patterns and collaborative learning patterns - System properties at the beginning of the process	Presenter Co-author: O. Levin

*February, 2018	13th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel.	Digital literacies of Israeli college students majoring in education	Presenter Co-authors: G. Kurtz & Y. Peled
*February, 2018	13th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel.	Digital literacies and readiness assessment of participants in a training program in a security-technological organization	Presenter Co-authors: G. Kurtz, S. Hezi & Y. Peled
*February, 2018	13th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel.	What hinders the integration of technology in teaching? The disciplinary barrier: The case of teaching first language (L1)**.**	Presenter Co-author: A. Amir
*October, 2017	. Israel Associate Applied Linguistics (IAAL), 44th International Conference	Achva Academic College, Israel	A disciplinary barrier combined with ICT in teaching writing	Presenter Co-author: A. Amir
*July, 2017	11th Conference of the Israeli Association for Literacy and Language	Open University, Raanana, Israel.	Writing in the digital era - Promoting writing using ICT tools: Implications for professional development of teachers.	Presenter Co-author: A. Amir
*February, 2017	12th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel	Advantages of using the ClassBoost system in learning and teaching process in an academic college of education - The students' perception**.**	Presenter Co-author: O. Levin
December, 2016	Melton Center of Jewish Education	Hebrew University of Jerusalem, Israel	What do we learn from teacher stories? The ambition of professional development among teachers	Presenter Co-author: Y. Oshrat - Fink
June, 2016	Building Bridges through Academic Writing: Research, Policy, and Practice, Third International Conference on Academic Writing	, MOFET Institute, Tel-Aviv.	Writing in the digital era: Teachers promoting writing – Learning to write through mastery and use of ICT tools.	Presenter Co-author: A. Amir

June, 2016	14th National Meital Conference on Technological Innovation and their Evaluation in Teaching and Learning in Higher Education	Bar Ilan University, Israel	ICT Implementation in colleges of education – Faculty viewpoint over time	Presenter Co-author: A. Forkosh Baruch
June, 2016	14th National Meital Conference on Technological Innovation and their Evaluation in Teaching and Learning in Higher Education	Bar Ilan University, Israel	Perception of professional identity of teacher educators in colleges of education in the context of pedagogical innovation in teacher training in a time of change	Presenter Co-author: A. Forkosh Baruch
February 2016	11th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel	Perception and teaching style as helping or impeding the use of ICT in the active learning classroom	Presenter Co-authors: B. Leshem, A. Margaliot & E. Grobgeld
February 2016	11th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel	Perception of pedagogical innovation among the managers of the Pisga centers for teacher professional development	Presenter Co-author: Hadad, B.
February 2016	11th Chais Conference on the Research of Innovation and Learning Technologies.	Open University, Raanana, Israel	Promoting and hindering forces and perceptions of successful ICT implementation in colleges of education – Faculty viewpoint over time.	Presenter Co-author: A. Forkosh Baruch
June 2015	Education Authority Trends Conference	Orot College, Israel.	Types of empowerment amongst IT coordinators.	Presenter Co-author: L. Henin
February 2015	10th Chais Conference on the Research of Innovation and Learning Technologies.	Raanana, Israel.	A sense of empowerment amongst school IT coordinators	Presenter Co-author: L. Henin
February 2015	10th Chais Conference on the Research of Innovation and	Open University Raanana, Israel.	Promoting strengths and inhibiting strengths in integrating IT amongst teacher mentors in teacher training colleges	Presenter Co-author: A. Iluz

	Learning Technologies.			
July, 2014	12th Meital Conference on New Technologies in Teaching and Learning in Higher Education: Directions and Trends	Levinsky College of Education, Israel.	Integrating IT as an index for examining its assimilation in colleges of education – validating the lecturers' questionnaire	Presenter Co-author: A. Forkosh Baruch
July, 2014	12th Meital Conference on New Technologies in Teaching and Learning in Higher Education: Directions and Trends	Levinsky College of Education, Israel.	Disparity in the perception of learning technologies as an obstacle in effective assimilation: The case of assimilating smartboards in the education system	Presenter Co-authors: T. Shwartz & Y. Eshet-Alkalay
March 2014	Meeting in Education – Between Cultures and Pedagogies	Kaye College, Beer Sheva, Israel.	Identifying disparities between attitudes of stakeholders who are partner to assimilating technological innovation: A case study of assimilating interactive boards in the education system in Israel	Presenter Co-authors: T. Shwartz & Y. Eshet-Alkalay
February 2014	9th Chais Conference on Researching Innovation and Learning Technologies	Open University, Raanana, Israel	Assimilating innovative pedagogy at a teacher training college - the teacher mentors' attitude; A case study **The article was a candidate for the outstanding student prize**	Presenter Co-author: Iluz-Emma, A.
February 2014	9th Chais Conference on Researching Innovation and Learning Technologies	Open University, Raanana, Israel	The influence of PITK knowledge and TPACK knowledge on the sense of empowerment of IT instructors	Presenter Co-author is: Magen-Nagar, N.
February 2014	9th Chais Conference on Researching Innovation and Learning Technologies	Open University, Raanana, Israel	What affects the assimilation of IT in schools? The level of the teacher's pedagogical technical knowledge (TPACK), attitudes towards change and assimilating IT	Presenter Co-author: P. Arazi Cohen
July, 2013	The 6th International Conference on	David Yellin College of	Evaluation of implementing the	Presenter with:

	Teacher Education, Changing Reality through Education	Education (DYC) and The MOFET Institute, Israel.	national initiative in Israeli teacher education	O. Goldstein, M. Asaf, M. I. Barak, A. Ganaeem, A. Forkosh-Baruch, R. Peled, Y. Peled & M. Shonfeld
July, 2013	The 6th International Conference on Teacher Education, Changing Reality through Education	David Yellin College of Education (DYC) and The MOFET Institute, Israel.	Teacher policy in Israel: Integrating the outline of the policy regarding professional development into the New Horizon reform: The stance of the Education Ministry's districts	Presenter Co-author: R. Reingold
July, 2013	The 6th International Conference on Teacher Education, Changing Reality through Education	David Yellin College of Education (DYC) and The MOFET Institute, Israel.	Professional development model: Evaluating teachers' perceptions during organizational change	Presenter
July, 2013	The 6th International Conference on Teacher Education, Changing Reality through Education	David Yellin College of Education (DYC) and The MOFET Institute, Israel.	Professional school development and its contribution to organizational learning culture	Presenter
February 2013	The 8th Chais Conference on Learning Technologies Research February 2011	Open University, Raanana, Israel	Empowerment generating change amongst teachers leading IT in teaching	Presenter Co-author: A. Iluz
February 2013	The 8th Chais Conference on Learning Technologies Research February 2011	Open University, Raanana, Israel	Types of empowerment of school IT leaders in assimilating a national IT program in Israel	Presenter Co-author: T. Shamir-Inbal
February 2012	The Israeli Interdisciplinary Conference on Qualitative Research,	Ben Gurion University, The Israel Center for	What motivates teachers to professional development? Stories of professional development	Presenter Co-author: Y. Oshrat-Fink

	Quantitative Research and the Challenges of Social Change	Qualitative Research of Man and Society, Israel.	of teachers as a narrative motivating the professional development	
February 2012	The Israeli Interdisciplinary Conference on Qualitative Research, Quantitative Research and the Challenges of Social Change	Ben Gurion University, The Israel Center for Qualitative Research of Man and Society, Israel.	In the paths of excellence – success stories of outstanding teachers	Presenter Co-author: Y. Hirshberg
February 2011	The 6th Chais Conference on Researching Innovation and Learning Technologies	Open University, Raanana, Israel	The teacher's professionalism (TPACK) and school culture as a learning organization as predicting the effectiveness of assimilating innovative technologies in school	Presenter
February 2011	The 6th Chais Conference on Researching Innovation and Learning Technologies	Open University, Raanana, Israel	The "Islands of Innovation" model – opportunities and dangers on the path to effective assimilation of technological innovation in the education system	Presenter Co-author: Y. Eshet-Alkalay
February 2010	The Chais Conference on Learning Technologies 2010: The learner in the digital era.	Open University, Raanana, Israel	"Islands of innovation" or "general innovation": Assimilating educational technologies in teaching, learning and in administering the system – case study of the school network in Israel	Presenter

2004	The 1st Inter-disciplinary Conference on Qualitative Research Methods.	Tel Aviv, Israel	The involvement of teacher mentors in a program for academic retraining as teachers: From personal strength to professional empowerment	Presenter Co-author: S. Avdor
2004	The 1st Inter-disciplinary Conference on Qualitative Research Methods.	Tel Aviv, Israel	Teachers filling positions: The significance of the additional role to teaching amongst teachers filling roles in elementary schools in Israel	Presenter
2003	IAPE Conference	Ben Gurion University, Israel	Promoting and assimilating processes of internal evaluation as a lever to designing policy and improving processes	Presenter
2003	The MOACH Conference – From Plentiful Information to the Knowledgeable Person	Tel Aviv, Israel	Evaluating the contribution of a joint training program, for Intel and the academic college of education, from the perspective of those participating: lead teachers and participating teachers	Presenter Co-authors: R. Oren & O. Zak
2003	The MOACH Conference – From Plentiful Information to the Knowledgeable Person	Tel Aviv, Israel	The reactor, the encourager and the creator – types of empowerment amongst leading teachers (MT) in the teacher training program to use IT	Presenter Co-authors: R. Oren & O. Zak
2002	Teacher training as a social mission – a key to the future. 4th International	Tel Aviv, Israel	The "entire range" of types of empowerment amongst teachers filling	Presenter

	Conference on Teacher Training		positions at elementary school in Israel	
2002	Teacher training as a social mission – a key to the future. 4th International Conference on Teacher Training	Tel Aviv, Israel	Coping with parameters that indicate teacher training as being in a crisis	Presenter Co-author: S. Avdor
2002	Training teachers as a social mission – a key to the future. 4th International Conference on Teacher Training	Tel Aviv, Israel	Attributes of a sense of empowerment amongst lead teachers (MT) in the teacher training program to use IT	Presenter Co-authors: R. Oren & O. Zak
2000	IAPE conference	Tel Aviv University, Israel	Developing principals as a community of leaders	Presenter Co-author: Z. Tal
1999	Almost 2000: Crisis and chance in teacher training and in-service courses. 3rd International Conference on Teacher Training.	Tel Aviv, Israel	Evaluating the academic retraining track for teaching.	Presenter Co-authors: R. Oren, Y. Gross & S. Millet

b. Organization of Conferences or Sessions

Date	Name of Conference	Place of Conference	Subject of Conference/ Role at Conference/ Comments	Role
*2022-2023	8th International Conference on Teacher Education	MOFET Institute, Israel .	Head of SIG: Teacher Educators	Member of the academic program committee
*2018-2019	The InSITE 2019 Conference	Jerusalem, Israel.	Informing Science + IT Education Conferences	Advisory Committee

*2018-2019	7th International Conference on Teacher Education	MOFET Institute, Israel .	Head of SIG: Career-long professional learning	Member of the academic program committee
*2017-present	The 12th, 13th, 14th Chais Conference	Open University, Raanana, Israel	The study of innovation and learning technologies: Learning in the technological era	Member of the academic program committee
2016	The 14th Meital Conference	Bar Ilan University, Ramat Gan, Israel	New technologies and ways of evaluating them in online teaching and learning	Member of the academic program committee
2015	The 13th Meital Conference	Technion, Haifa, Israel	New technologies in teaching and learning in higher education	Member of the academic program committee
2014	The conference on Meeting in Education	Kaye College, Beer Sheva, Israel	Between cultures and pedagogy	Member of the academic steering committee
2014	The 12th Meital Conference,	Levinski College, Tel Aviv, Israel	New technologies in teaching and learning in higher education: Directions and trends	Member of the academic program committee
2002	4th International Conference on Teacher Training	MOFET Institute and Achva Academic College, Israel	Training teachers as a social mission – the key to the future	Member of the academic steering committee

8. **Research Grants**

   a. **Grants Awarded**

Role in Research	Co-Researchers	Topic	Funded by/ Amount	Year

* PI with partners	Dr. Aliza Amir, Dr. Tamar Shamir-Inbal, Prof. Ina Blau	Professional development of teachers in a digital learning professional community in an innovative space of virtual worlds for building knowledge and skills - research and development	Israeli Ministry of Education Research Grant (No. 20.11/22) 500,000 NIS	2022-2025
*CO-PI	Dr. Pninit Roso-Nezer, Daniel Kovler	"Seeing Far, Seeing Deep" - an in-depth holistic alternative assessment - an assessment tool for teachers that enables students to deal with mental and physical disabilities, with an emphasis on providing online learning solutions for the teacher while teaching remotely	DAIDA Grant No. 181790983 250,000 NIS	2021-2022
*CO-PI	Prof. Alona Forkosh-Baruch, Prof. Ina Blau, Dr. Tamar Shamir-Inbal	Evaluation of programs for the training of digital leaders in teacher training colleges and in the centers for professional development of in-service teachers.	MOFET Institute http://www.mofet.macam.ac.il/eng/Pages/default.aspx 160,000 NIS	2021-2022
*CO-PI	R. Frei-Landau Y. Muchnik-Rozanov	'Using mobile-learning (ML) technology in online teaching: Characterization of the formative experiences in the adoption process of ML-based teaching and its implementation into online teaching in school, among in-	Israeli Ministry of Education Research Grant (No. 20.11/20) No.6 50,000 NIS	2021

		service and preservice teachers.'		
*PI with partners	Prof. Ina Blau, Dr. Tamar Shamir-Inbal	Characteristics of professional development processes for online teaching in elementary schools..	The Chief Scientist Foundation, Ministry of Education. 50.000 NIS (No. 20.11/20) No.3	2021
*PI with partners	Prof. Ina Blau, Dr. Aliza Amir, Dr. Tamar Shamir-Inbal	Practical experience in the hybrid space among teaching trainees, through the use of an innovative physio-digital platform for building knowledge and skills - research and development	The Chief Scientist Foundation, Ministry of Education. 500.000 NIS (No. 37.12.2020) 750,000 NIS	2021-2023
*PI with partners	Dr. Haim Shaked, Dr. Idit Livne, Dr. Yael Grinshtain, Dr. Daniel Nyktrin	Partnerships in Academia and in the field in teacher training in colleges and universities - Partnership models, challenges and opportunities	MOFET Institute http://www.mofet.mac am.ac.il/eng/Pages/def ault.aspx 150,000 NIS	2020-2021
*PI		Integrating a digital game into teaching in teacher training: The perspective of policymakers and teacher educators: Defining the phenomenon and its characteristics	The Open University 39,500 NIS	2019-2020
*PI with partner	Dr. Aliza Amir	Usages of ICT tools in language teaching among teachers in elementary schools - Implications for training and professional	MOFET Institute http://www.mofet.mac am.ac.il/eng/Pages/def ault.aspx 39,000 NIS	2016-2017

		development of teachers		
CO-PI	Prof. Ilana Margolin (network head), Dr. Liron Doshenik, Dr. Chayuta Regev, Dr. Vered Rephaeli, Dr. Hadas Brodi-Shroeder, Dr. Dana Selinger-Azoulay	Professional development of teachers in Israel. Led the sub-research on leadership teachers.	MOFET Institute Three hours weekly for 3 years+ 100,000 NIS	2015-2016
PI with partners	Dr. Orit Dahan, Dr. Einat Guberman, Ruthi Serlin	The forums as learning communities	MOFET Institute 2 hours weekly throughout the year for 2 years+ 30,000 NIS	2014-2015
CO-PI	Dr. Olzin Goldstein (team head), Dr. Osnat Dagan, Dr. Merav Assaf, Dr. Asmaa Genaim, Ms. Berta Tessler, Dr. Alona Forkosh-Baruch, Dr. Yehuda Peled, Ms. Ruthi Peled, Dr. Miri Shonfeld	The IT network for examining assimilating IT in teacher training in academic colleges of education	MOFET Institute 1 hour weekly throughout the year for 3 years + 60,000 NIS	2012-2015
PI with partner	Dr. Roni Reingold	The teaching forces policy in Israel – applying and assimilating	MOFET Institute 2 hours weekly throughout the year for 3 years+ 20,000 NIS	2011-2014

		professional development policy		

b. **Submission of Research Proposals – Pending**

Role in Research	Co-Researchers	Topic	Funded by	Year
*Partner with other colleagues from Achva Academic College and The REEMA consortium	Al Akhawayn University in Ifrane, Morocco The REEMA consortium is composed of 14 HEIs and 9 Associated Partners. From the 14 HEIs, there are 58 team members.	REEMA Regenerative education educational programs - accumulating information for REEMA project Call: ERASMUS-EDU-2023-CBHE - Capacity Building in Higher Education: International collaborations	ERASMUS-EDU-2023-CBHE	2023-2026

c. **Submission of Research Proposals – Not Funded**

Role in Research	Co-Researchers	Topic	Funded by	Year	Score
PI*		Prototyping teacher-led innovative instruction diffusion at school: The case of digital game-based learning	ISF #2112/19 234,911 ILS per year	2019-2022 Three years	High Rank
CO	Dr. Haim Shaked (Chair), Prof. Chen Shechter (Chair,) Prof. Zmira Mevarech, Prof. Adam Nir, Prof. Jeffrey	Leading holistically: How schools, districts, and states improve systemically	Request to fund a seminar submitted to the Foundation for the Advancement of Social Sciences and Humanities, Israel	March 2019	

	Glanz, Dr. Pascale Benoliel & Dr. Emmanuel Tamir		Academy of Sciences 40,000$		
*CO-PI	Dr. Heidi Flavian - PI	Parents of children with ADHD choosing to become teachers: What we can learn from their professional development life story	The Spencer Foundation $ 49,000 http://www.spencer.org	2018-2019 1 year	
*PI	Dr. Yehuda Peled – PI, Prof. Gila Kurtz – PI	Teachers' digital literacy: Discrepancy between self-perceptions and actual performance	ISF No. ISF-570/18 ILS 54,660 per year	2018-2020 Three years	
*PI	Prof. Daniel Algom, Prof. Dana Ganor-Stern, Dr. Raisa Guberman, Dr. Dina Tsybulsky	Teachers as change agents in digital society: A practical model applying digital technology and cognitive neuroscience insights to promote meaningful learning	ISF No. ISF-2656Q17 ILS 4 million	2017-2021 four years	High Rank
PI	Dr. Yehuda Peled, Israel – PI, Prof. Armin Weinberger, Germany – PI, Prof. Gila Kurtz, Israel – CI	Digital Readiness for lifelong learners: A mapping-tool to bridge the digital gap in Israel and Germany No. I-97-117.5-2016	GIF - German-Israeli Foundation for Scientific Research and Development € 177,600 http://www.gif.org.il/Pages/default.aspx	2016 Three year pro-gram	

CO-PI	Dr. Yehuda Peled – PI, Prof. Gila Kurtz - CO-PI	Digital learning literacies - Literacies for lifelong learners: A mapping-tool to bridge the digital divide in Israel	The Ministry of Science, Technology & Space, Israel 250,000 NIS	2016 One year pro-gram	
CO-PI	Dr. Yehuda Peled, Prof. Gila Kurtz	Digital readiness for lifelong learners: A mapping-tool to bridge the digital gap in Israel	The Spencer Foundation $ 50,000 http://www.spencer.org	2016	
PI	Dr. Aliza Amir, Prof. Hanan Yaniv, Dr. Dan Doron	Pre-proposal for research and development on the subject: Using technology to promote teaching and learning in Hebrew language and literature in an adventurous environment	Chief Scientist, Ministry of Education, Israel $ 390,000	2016	High Rank
PI	Dr. Aliza Amir	Revolutionizing language instruction: Improving pupils' writing skills by training teachers in Information and Communications Technologies (ICT)	Naomi Foundation http://naomi.org $ 93,000	2016	

9. **Scholarships, Awards and Prizes***

2015   Letter of Commendation for excellence in teaching at the School for Advanced Degrees (I could not receive a prize as it was decided that College administrative staff cannot win prizes)

2015   Letter of Lecturer Award in graduate school, Achva Academic College

Lecturer Award, Achva Academic College.

*Since 2015 I have been in positions in the senior academic management team at the college as Dean (of the graduate school and later of the School of Education) and because of this I could not receive awards for excellence in teaching and research even though I was ranked high in terms of achievements.

10. Teaching

a. Courses Taught in Recent Years

Year	Name of Course	Type of Course Lecture/Seminar /Workshop/High Learn Course/ Introduction Course	Degree	Number of Students
2023-present	Change processes in organizations אחת עם כתוביות בעברית אחת עם כתוביות באנגלית	Innovative online teaching units in the course	M.A. Education Systems Administration Achva Academic College	15-30
2023-present	Learning in the information society Part unite: Characteristics of organizational change in the assimilation of technology in school culture מאפיינים של שינוי (179) ארגוני בהטמעת טכנולוגיה בתרבות בית הספר - YouTube	MOC course CampusIL Open course	Open University of Israel B.A	Open course- Advanced open resources
2021-present	A journey through the teacher's professional identity as a leader	Lesson with workshop	Achva Academic College, B.Ed. For excellence teachers	15-30
2021-present	Innovative approaches in integrating children with special needs and social emotional learning	International course	Achva Academic College, B.Ed.	15-30

2021-present	Collaborative learning in high technology environments such as virtual worlds	International course	Achva Academic College, M.Ed.	15-20
2018- 2022	Entrepreneurship in Education	Lesson	Achva Academic College, M.Ed.	100-160
2016-2018	Professional learning community of teachers	Virtual course	Achva Academic College, M.Ed.	20-30
2013-2022	Issues in managing and leading school	Teacher coordinators and mentoring	Open University, Department of Education and Psychology M.A. programs	20-40
2009-2018	Choice in education: Schools and alternative processes	Teacher coordinators and mentoring	Open University, Department of Education and Psychology M.A. programs	15-40
2009- Present	Managing groups in Organization	Activity Lesson Workshop	Achva Academic College, M.Ed.	18-26
2009-Present	Organizational change in learning systems	Teacher coordinators and mentoring	Open University, Department of Education and Psychology M.A. programs	10-60
2008-2015	Organizational Learning	Lesson	Achva Academic College, B.Ed.	20-30
2005- Present	Professional Development in Teaching	Lesson	Achva Academic College, M.Ed.	20-30
2005- Present	Organizational changes in education	Seminar	Achva Academic College, M.Ed.	15-22
2005- Present	Organizational Theory – meaning for leading in education	Virtual course	Achva Academic College, M.Ed.	20-40

b. **Supervision of Graduate Students**

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Students' Achievements

*Orit Selach		**Postdoctoral studies**	in Progress	Postdoctoral studies Mofet Institution
*Ravit Elgraby	Practical experience in an innovative physical space among teaching students in two teaching colleges in Israel	M.A. Education Systems Administration. Graduate School, Achva Academic College	in Progress	M.A. Education Systems Administration. Graduate School, Achva Academic College
*Liroz Koskos	Perceptions of Policymakers and Supervisors of the Practical Training with regard to Hybrid Practical Training	M.A. Education Systems Administration. Graduate School, Achva Academic College	in Progress	M.A. Education Systems Administration. Graduate School, Achva Academic College
*Yael Birch	Students with disabilities in academia redefine activism: a place for expression or preservation of stigma	M.A. Open University, Department of Education and Psychology	in Progress	M.A in Technology and learning Systems
*Chani Massinger Chen	Professional Learning Communities that take place within the framework of the "Academy-Classroom " partnership in teacher training - a look at their characteristics and contribution to the members of the participating communities	M.A. Open University, Department of Education and Psychology	in Progress	M.A in Technology and learning Systems

*Smadar Shani	Growth mindset and grit in the way of entrepreneurial success among teachers at different career stages	M.A. Open University, Department of Education and Psychology	in Progress	M.A in Technology and learning Systems
*Hila Hachmon	Kindergarten teacher's perceptions of integrating digital games into their instruction at different career stages	M.Ed. Education Systems Administration. Graduate School, Achva Academic College	in Progress	M.A in Technology and learning Systems
*Hadar Mamo	Teachers in different career stages coping with the transition to distance learning due to COVID-19 pandemic, in light of the Institutional Theory, the Loosely Couple System Theory, and the Affect-Based Model of Recipients' Responses to Organizational Change Events	M.Ed. Education Systems Administration. Graduate School, Achva Academic College	2022	Graduated with M.Ed in Education Systems Administration
*Sofia Rahamelov	Distributing technological innovation in elementary schools: The standpoint of principals who lead technological innovation in the schools and promote a policy of combining digital games in teaching	M.Ed. Education Systems Administration. Graduate School, Achva Academic College	2022	Graduated with M.Ed in Education Systems Administration
*Stoler Michal	Experiences of teachers during their studies in various types of "regular" and "pedagogical flexibility" professional development frameworks in relation to building their knowledge and shaping their sense of empowerment	Open University, Department of Education and Psychology M.A.	2021	Graduated with M.A in Technology and learning Systems

*Inbar Biton	The use of social networks among kindergarten teachers: Definition and composition of the phenomenon	M.Ed. Education Systems Administration. Graduate School, Achva Academic College	2020	Graduated with M.Ed in Education Systems Administration
*Akiva Meital	Initiating innovation in the school that originated in the teachers themselves: Examining the professional identity of the teachers and the factors that support their initiation of innovation	M.Ed. Education Systems Administration. Graduate School, Achva Academic College	2020	Graduated with M.Ed in Education Systems Administration
*Koren Iris	Teachers' and functionaries' perspective regarding the integration of Escape Rooms in schools: Opportunities, difficulties and definition of the phenomenon	M.A. Open University, Department of Education and Psychology	2020	Graduated with M.A in Technology and learning Systems
*Troper Adi	The professional development of leader teachers in special education during reform: The perspective of stakeholders at different hierarchical levels	M.Ed. Education Systems Administration. Graduate School, Achva Academic College	2019	Graduated with M.Ed in Education Systems Administration
*Berenbuym Elize	The feeling of satisfaction from work among teachers who participation in two reforms simultaneously	M.Ed. Education Systems Administration. Graduate School, Achva Academic College	2019	Graduated with M.Ed in Education Systems Administration
*Hayak, Merav	Digital games as a teaching tool – teachers' attitudes in various career stages toward integrating digital games in primary school class lessons	Open University, Department of Education and Psychology M.A.	2018	Graduated with M.A in Technology and learning Systems

*Argaman, Zhala	The Professional Learning Community (PLC) of physics teachers and its contribution to the professional development of the leading teachers and the participating teachers - A case study	M.Ed. Education Systems Administration. Graduate School, Achva Academic College	2018	Graduated with M.Ed in Education Systems Administration
*Ben Hamo-Cohen, Sivan	Characteristics of preschool teachers who lead a professional community for professional development	M.Ed. Education Systems Administration. Graduate School, Achva Academic College	2018	Graduated with M.Ed in Education Systems Administration
Geblinger, Sharon**	Teachers' attitudes towards the role of technology in teaching in their professional development. Department of Education and Psychology, Learning Technology track	Open University, Department of Education and Psychology** M.A.	2016	Graduated with M.A in Technology and learning Systems
Insler, Tamar	The sense of empowerment amongst mentors	Open University, Department of Education and Psychology M.A.	2016	Graduated with M.A in Technology and learning Systems
Hershko, Osnat	Teachers' perceptions of their professional development at different stages in their careers	Open University, Department of Education and Psychology M.A.	2015	Graduated with M.A in Technology and learning Systems
Schwartz, Tamar **	Assimilating the interactive board in the education system in Israel – the disparity between stakeholders who are partner to the assimilation of technological innovation	Open University, Department of Education and Psychology** M.A.	2014	Graduated with M.A in Technology and learning Systems

Lugasi-Chen, Keren	Professionalism and teacher burnout in the education system in the Jewish sector compared to the Arab sector	Open University, Department of Education and Psychology M.A.	2012	Graduated with M.A in Technology and learning Systems
Milo-Tamir, Rinat	The perception of educational advisors of their role as leading a process of change from the school climate to an optimal climate	Open University, Department of Education and Psychology M.A.	2012	Graduated with M.A in Technology and learning Systems
Hirshberg, Yael	In the paths of excellence: success stories of outstanding teachers	Open University, Department of Education and Psychology M.A.	2011	Graduated with M.A in Technology and learning Systems

** Mentoring together with Prof. Yoram Eshet-Alkalay

C.Review Doctoral Thesis

Name of Student	Title of Doctoral thesis	Degree	Date of Completion	Institution
*Florit Firouz-Yacob	Mentoring at the entrance to management: examining the interpersonal relationship that develops during the stages of the mentoring process in the first two years of school management	PhD	2019	Bar Ilan University Israel
*Sharon Rahmim	Implementing educational innovation: Examining the teacher's professional identity	PhD	2018	Bar Ilan University Israel

11. Miscellaneous

Policy paper

1. *Academe-class partnerships-continuing process to improve the teaching- policy paper*, (2015). The educational staff authority. Ministry of Education, Jerusalem (academic consultancy and member of the writing team). [Hebrew]

2. Avdor, S. & **Avidov-Ungar, O.** (2010). The professional development of educational staff – partnership between the academic colleges of education and the PISGA Centers. *Journal of MOFET Institute*, *43*. Tel Aviv. [Hebrew]

3. Avdor, S. & **Avidov-Ungar, O.** (2009). *The place of colleges of education in the professional development processes of teachers in Israel*. MOFET Institute, Tel Aviv. [Hebrew]

4. *Managing the professional development of educational staff in elementary schools,* (2009). Kit for principals, The pedagogic administration and the administration of professional training and development for educational staff. Ministry of Education, Jerusalem (Member of the writing team). [Hebrew]

5. *The perception of the role of school principals in Israel*, (2009). Paper of professional committee. The Israeli Institute for School Leadership. Avney Rosha. Jerusalem. (Member of the writing team). [Hebrew]

6. *The standard for school administration in Israel*, (2008). Ministry of Education, Jerusalem (academic consultancy and final editing). [Hebrew]

7. *The policy outline for professional development of educational staff in the "New Horizon" framework*, (2008). Ministry of Education, Jerusalem (Academic consultancy and final editing). [Hebrew]

12. Professional Experience

כאן המקום לציין ניסיון מקצועי אחר (תפקידים ציבוריים) ומקומות עבודה נוספים (מחוץ לאקדמיה).

PUBLICATIONS

A. Ph.D. Dissertation

1. Ph.D. dissertation: Empowerment amongst teachers holding positions: the concept and its components, (2001). 331 page [Hebrew], Hebrew University, Jerusalem. Mentors: Prof. Yitzhak Freidman & Prof. Ilit Olshtain.

2. Thesis: The implications of computerizing the school administration on the type of communication between role holders in school, (1995). 117 pages [Hebrew]. Tel Aviv University. Mentor: Prof. Moshe Telem.

B.   Scientific Books (Refereed)

A. Authored Books – Published

1. *Bar Zohar, B., Joseberg Ben-Yehoshua, L, **& Avidov-Ungar, O.,** (2023). Measurement, assessment and digital professional development of digital skills in education, according to the European Commission infrastructure (DigCompEdu). MOFET Institute Publication. Tel Aviv. [Hebrew].

2. **Avidov-Ungar, O.,** & Oshrat-Fink, Y. (2016). *From a bird's eye view. Stories of the professional development of teachers*. MOFET Institute, Tel Aviv, Israel. 154 pages. [Hebrew].

3. **Avidov-Ungar, O.,** & Fridman, Y. (2011). *Empowering teachers – essence and models. Information available to the professional*. Henrietta Szold Institute, Jerusalem, Israel. 85 pages. [Hebrew].

4. **Avidov, O.** (2007). *Organizational change in learning systems. A learning guide*. Open University, Raanana, Israel. 109 pages. [Hebrew]

B. Edited Books and Special Journal Issues – Published

4. Shimoni, S., & **Avidov-Ungar, O.** (Eds), (2013). On the continuum – from training to professional development – research and theory meet policy and practice. MOFET Institute Publication, Tel Aviv. 306 pages. [Hebrew]

C. Authored Book – Accepted for Publication

5. ***Avidov-Ungar, O.** (Accepted). *Personalized continuing professional learning of teachers: A global perspective.* Routledge. *100* pages (I have a contract with Routledge).

D. Edited book and special journal issues – Published

6. ***Avidov-Ungar, O.** & Zamir S. (Eds.). (under contract). *Teacher's Professional Learning from Education Practices*. Special issue, Education Sciences journal.

D. Articles in Refereed journals

H-index

Update to 02.06.23 according to Google Scholar - **H-index 22**

Update to 02.06.23 according to Web Science **- H-index 10**

Published

1. ***Avidov-Ungar, O.** Hadad, S., Shamir-Inbal, T. & Blau, I. (2023). Formal and informal teacher professional development during different COVID-19 periods: The role of teachers' career stages**.** *Professional Development in Education***.** 1-17 (Q1) https://www.tandfonline.com/doi/abs/10.1080/19415257.2023.2174163

V ,IF (2021)= 2.513 ,5-year IF= 2.637 ,Ranking: Education & educational research 129/270 (Q2), Education & educational research 157/743(Q1)

2. ***Avidov-Ungar, O.,** (2023). The learning expectations of teachers in different professional development periods. *Professional Development in Education.* 49(1), 123-124.   (Q1) https://www.tandfonline.com/doi/abs/10.1080/19415257.2020.1763435?journalCode=rjie20

V, IF (2021)= 2.513, 5-year IF= 2.637, Ranking: Education & educational research 129/270 (Q2), Education & educational research 157/743 (Q1); Citations: 3

3. *Hayak, M., & **Avidov-Ungar, O**., (2023). Knowledge and planning among teachers integrating digital game-based learning into elementary school classrooms. *Technology, Pedagogy and Education*. 32(2), 239-255.   (Q1) https://www.tandfonline.com/doi/full/10.1080/1475939X.2023.2175719

V, IF (2021)= 3.87, 5-year IF= 3.616, Ranking: Education & educational research 51/270 (Q1), Education & educational research 97/743 (Q1)

4. *Grinshtain, Y., **Avidov-Unger, O.,** & Barenboim, E. (2023). Job satisfaction and professional development among teachers working under top-down reforms. *Teacher Development.* 22(7), 201-233.   (Q1) https://www.tandfonline.com/doi/full/10.1080/13664530.2023.2169748

V, Ranking: Education & educational research 430/743 (Q3)

5. *Arviv Elyashiv, R. **& Avidov-Ungar, O**., (2023). Teachers' pedagogical implementation of the National Large-Scale Assessment (NLSA): Improving and advancing teaching-learning processes. *Quality Assurance in Education*, *31*(2), 313-330. (Q1) https://www.emerald.com/insight/content/doi/10.1108/QAE-04-2022-0098/full/html

V, Ranking: Education & educational research 328/743 (Q2)

6. ***Avidov-Ungar, O.,** Shamir-Inbal, T., & Blau I. (2022). Typology of digital leaders' responsibility for leading innovations as a part of educational reforms: Insights from metaphors' analysis. *Journal of Research on Technology in Education,* 54(4), 92-107. (Q1) https://doi.org/10.1080/15391523.2020.1809035

V, IF (2021)= 3.281, 5-year IF= 3.473, Ranking: Education & educational research 76/270 (Q2), Education & educational research 131/743 (Q1); Citations: 10

7. ***Avidov-Ungar, O.,** & Hayak, M., (2022). Attitudes toward the integration of digital games into instruction in teacher education colleges during the COVID-19

pandemic. *Journal of Information Technology Education: Research, 21*, 623-638. (Q1) https://www.informingscience.org/Publications/5037

V, Ranking: Education & educational research 161/743 (Q1)

8. *Guberman, E., **Avidov-Ungar, O**., Dahan, A., & Serlin, R. (2022). Professional communities as a framework for the professional development of teachers' mentors – the forums at the MOFET Institute: Attributes that affect the Forum's success. *Iyunim BeMinhal UBeIregun HaHinuch*, *37*, 284-316. [Hebrew] (A) https://drive.google.com/file/d/13nuj3NNWpT7wy78y9I8m_KoFfJjmIbUQ/view

9. *Frei-Landau, R., Muchnik-Rozanov, Y., & **Avidov-Ungar, O**., (2022). From a Caterpillar into a Butterfly": Using Rogers' Diffusion of Innovation Theory to conceptualize the mobile-learning adoption process in teacher education in the COVID-19 era". *Education and Information Technologies*, *27*, 12811-12838. (Q1) https://link.springer.com/article/10.1007/s10639-022-11148-8

V, IF (2021)= 3.666, 5-year IF= 3.605, Ranking: Education & educational research 62/270 (Q1), Education & educational research 61/743 (Q1); Citations: 3

10. *Frei-Landau, R., & **Avidov-Ungar, O**., (2022). Educational equity amidst COVID-19: Exploring the ICT-related learning challenges of Bedouin and Jewish female preservice teachers in Israel. *Teaching and Teacher Education*, *111*, 1-14 (Q1) https://www.sciencedirect.com/science/article/pii/S0742051X21003486

V, IF (2021)= 3.782, 5-year IF= 5.112, Ranking: Education & educational research 55/270 (Q1), Education & educational research 44/743 (Q1); Citations: 9

11. *Hayak, M., & **Avidov-Ungar, O.** (2022). Perceptions of senior academic staff in colleges of education regarding integration of technology in online learning. *Journal of Information Technology Education: Innovations in Practice*, *21*, 77-94. (Q1) https://www.informingscience.org/Publications/5005

V, Ranking: Education & educational research 321/743 (Q2)

12. ***Avidov-Ungar, O**., & Hayak, M., (2021). Teachers' perception of the adoption and implementation of digital game-based learning (DGBL) into their classroom teaching. *International Journal of Game Base Learning (IJGBL), 11*(1). 17-30. (Q2) https://www.igi-global.com/article/teacher-perception-of-the-adoption-and-implementation-of-dgbl-in-their-classroom-teaching/267904

V, Ranking: Education & educational research 394/743 (Q3); Citations: 2

13. *Guberman, A., **Avidov-Ungar, O**., Dahan, O, & Serlin, R., (2021). Expansive learning in joint inter-institutional communities of practice for teacher educators and policymakers. *Frontiers in Education*, 6. 1-12. (Q3) Article 5333941. https://www.frontiersin.org/articles/10.3389/feduc.2021.533941/full

V, Ranking: Education & educational research 281/743 (Q2); Citations: 1

14. *Peled, Y., Kurtz, G., & **Avidov-Ungar, O**., (2021). Pathways to a knowledge society: A proposal for a hierarchical model for measuring digital literacy among Israeli pre-service teachers. *The Electronic Journal of e-Learning*, *19*(3), 118-132. available online at www.ejel.org

V, Ranking: Education & educational research 229/743 (Q2)

15. ***Avidov-Ungar, O**. Hayak, M. & Cohen S., (2021). Role perceptions of early childhood teachers leading professional learning community who are a part of the

early childhood new policy. *Leadership and Policy in Schools*, *22*(1), 225-237. (Q1) https://www.tandfonline.com/eprint/GVJNEXAJISDIJHARCSQV/full?target=10.1080/15700763.2021.1921224

V, Ranking: Education & educational research 314/743 (Q2); Citations: 2

16. ***Avidov-Ungar, O.**, & Arviv-Elyashiv, R., (2021**).** Teachers' perspectives on educational reform: implementation and contribution. *International Journal of Educational Management.* *35*(1), 173-187. (Q2) https://www.emerald.com/insight/content/doi/10.1108/IJEM-12-2018-0386/full/html

V, Ranking: Education & educational research 293/743 (Q3); Citations: 2

17. ***Avidov-Ungar, O**., Guberman, E., Dahan, O, & Serlin, R., (2021). Professional communities of teacher educators: The characteristics that promote their success. *International Journal of Leadership in Education*. 24(4), 491-512 (Q1) https://www.tandfonline.com/doi/abs/10.1080/13603124.2019.1613563?role=button&needAccess=true&journalCode=tedl20

V, Ranking: Education & educational research 217/743 (Q2)

18. ***Avidov-Ungar, O.,** & Tsybulsky, D. (2021). Shaping teachers' perceptions of their role in the digital age through participation in an online PBL-based course. *Electronic Journal of e-Learning*, *19*(3), 186-198. https://academic-publishing.org/index.php/ejel/article/view/2300

V, Ranking: Education & educational research 229/743 (Q2); Citations: 2

19. ***Avidov-Ungar, O**., & Ezran, E. (2020). The *Hashkafa* programme as a framework for the professional development of teachers: The perceptions of principals. *Leadership and policy at school*, *19*(2), 190-208. (Q1) https://www.tandfonline.com/doi/full/10.1080/15700763.2018.1513157

V, Ranking: Education & educational research 314/743 (Q2); Citations: 1

20. ***Avidov-Ungar, O**., & Herscu, O., (2020). Formal professional development as perceived by teachers in different professional life periods. *Professional Development in Education*, *46*(5), 833-844. (Q1) https://www.tandfonline.com/doi/full/10.1080/19415257.2019.1647271

V, IF (2020)= 2.689, 5-year IF= 2.947, Ranking: Education & educational research 129/270 (Q2), Education & educational research 157/743 (Q1); Citations: 7

21. *Hayak, M., & **Avidov-Ungar, O**., (2020). The integration of Digital Game-Based Learning into the Instruction: Teachers' perceptions at different career stages. *TechTrends*, *64*(6), 887-898. (Q2) http://link.springer.com/article/10.1007/s11528-020-00503-6

V, Ranking: Education & educational research 194/743 (Q2); Citations: 5

22. *Arar, K., & **Avidov-Ungar, O**. (2020). Superintendents' perception of their role and their professional development in an era of changing organizational environment. *Leadership and Policy in Schools*, 19(3), 462-478. (Q1) https://www.tandfonline.com/doi/abs/10.1080/15700763.2019.1585550?journalCode=nlps20

V, Ranking: Education & educational research 314/743 (Q2); Citations: 4

23. *Forkosh Baruch, A. & **Avidov Ungar, O.** (2019). ICT implementation in colleges of education: A framework for teacher educators. *Journal of Information Technology Education: Research. 18*, 207-229. (Q2) http://www.jite.org/documents/Vol18/JITEv18ResearchP207-229Baruch5211.pdf.

V, Ranking: Education & educational research 161/743 (Q1)

24. ***Avidov-Ungar, O.** & Konkes Ben-Zion, R. (2019). The characteristics and perceptions of teachers engaged in leading professional communities. *Teacher development*: *An International Journal of Teachers' Professional Development*, *23*(3), 325-344. (Q1) https://www.tandfonline.com/doi/pdf/10.1080/13664530.2019.1607772?needAccess=true

V, Ranking: Education & educational research 430/743 (Q3); Citations: 2

25. ***Avidov Ungar, O**. (2019). Professional development communities of teachers: Israeli principals' perceptions. *Journal of Educational Administration. 57(6), 658-674.* (Q1) https://www.emerald.com/insight/content/doi/10.1108/JEA-10-2017-0126/full/html

V, IF (2021)= 2.152, 5-year IF= 2.716, Ranking: Education & educational research 159/270 (Q3), Education & educational research 237/743 (Q2); Citations: 1

26. ***Avidov-Ungar, O.** & Tsybulsky. D. (2019). Teachers in leadership positions: Experiences of professional career development. *International Journal of Leadership in Education*. 25(4), 567-585. (Q1) Published online: https://www.tandfonline.com/doi/abs/10.1080/13603124.2019.1662950?scroll=top&needAccess=true&journalCode=tedl20

V, Ranking: Education & educational research 217/743 (Q2)

27. ***Avidov-Ungar, O.** (2018). Professional development communities: The perceptions of Israeli teacher-leaders and program coordinators. *Professional Development in Education, 44*(5), 663-677. (Q1) https://www.tandfonline.com/doi/abs/10.1080/19415257.2017.1388269

V, IF (2018)= 1.258, 5-year IF= 2.637, Ranking: Education & educational research 129/270 (Q2), Education & educational research 157/743 (Q1); Citations: 13

28. ***Avidov Ungar, O.** & Hanin Yitzhak, L., (2018). Sense of empowerment among school ICT coordinators: Personal, subject-area and leadership empowerment. *Technology, Knowledge and Learning*. 24, 401-417. (Q1) https://link.springer.com/article/10.1007/s10758-017-9346-8

V, Ranking: Education & educational research 53/743 (Q1); Citations: 7

29. *Avidov-Ungar, O., & Amir, A., (2018). Teacher use of online tools in teaching: Development and validation of a questionnaire for secondary school first language teachers Instruments of IT Teaching Methods (ITTM). *Computer Assisted Language Learning*, *31*(7), 675-693. (Q1) https://www.tandfonline.com/doi/abs/10.1080/09588221.2018.1433216

V, IF (2018)= 2.018, 5-year IF= 2.484, Ranking: Education & educational research 16/270 (Q1), Linguistics 4/195 (Q1), Education & educational research 4/743 (Q1), Language and linguistics 2/372 (Q1), Linguistics 2/275 (Q1); Citations: 3

30. ***Avidov-Ungar, O.**, & Reingold, R., (2018). Israeli Ministry of Education's district managers' and superintendents' role as educational leaders—implementing the new policy for teachers' professional development. *International Journal of Leadership in Education: Theory & Practice. 21*(3), 293-309. (Q1) https://eric.ed.gov/?id=EJ1174560

V, Ranking: Education & educational research 217/743 (Q2)

31. *Avidov-Ungar, O. (2018), Teacher evaluation following reform: the Israeli perspective. *Quality Assurance in Education, 26*(4), 511-527. (Q2) https://doi.org/10.1108/QAE-01-2018-0009

V, Ranking: Education & educational research 328/743 (Q2); Citations: 3

32. *Levin, O, **& Avidov-Ungar, O.**, (2018). The use of ClassBoost in an education college from the students' viewpoint. *Journal of Computer Assisted Learning, 34*(6), 816-827. (Q**1**) https://onlinelibrary.wiley.com/doi/abs/10.1111/jcal.12290

V, IF (2018)= 2.451, 5-year IF= 3.257, Ranking: Education & educational research 57/270 (Q1), Education & educational research 49/743 (Q1); Citations: 1

33. *Reingold, R. & **Avidov-Ungar, O**. (2018). 'There should be more cooperation in setting the policy': Israeli stakeholders' perceptions of their appropriate role in implementing a new educational reform. *International Journal of Leadership in Education. 22*(6), 731-748. (Q1) https://www.tandfonline.com/doi/abs/10.1080/13603124.2018.1529820?journalCode=tedl20

V, Ranking: Education & educational research 217/743 (Q2)

34. *Guberman, A., **Avidov-Unger. O.,** Dahan, O., Serlin, R., Maskit, D., & Reichenberg, R. (2018). 'Expansive Learning' in inter-organizational communities of practice shared by teacher educators and policymakers. *Dapim, 69*, 151-176. [Hebrew] (B)

35. ***Avidov-Ungar, O.,** Leshem, B., Margaliot, A., & Grobgeld, E. (2018). Faculty use of the active learning classroom: Barriers and facilitators. *Journal of Information Technology Education: Research, 17*, 495-504. (Q2) https://doi.org/10.28945/4142

V, Ranking: Education & educational research 161/743 (Q1)

36. ***Avidov Ungar, O.,** & Forkosh-Baruch, A. (2018). Professional identity of teacher educators in the digital era in light of demands of pedagogical innovation. *Teaching and Teacher Education: An International Journal of Research and Studies, 73*, 183-191. (Q1) https://www.learntechlib.org/p/202404/

V, IF (2018)= 2.411, 5-year IF= 3.218, Ranking: Education & educational research 55/270 (Q1), Education & educational research 44/743 (Q1); Citations: 41

37. ***Avidov Ungar, O.**, & Arviv-Elyashiv, R., (2018**).** Teachers' perceptions of empowerment and chances of promotion to in-school leadership positions during educational reforms**.** *International Journal of Educational Management, 32*(1), 155-170. (Q2) https://www.researchgate.net/publication/322316191_Teacher_perceptions_of_empowerment_and_promotion_during_reforms

V, Ranking: Education & educational research 293/743 (Q3); Citations: 13

38. ***Avidov-Ungar, O.**, (2018). Empowerment patterns among teachers in leadership positions involving ICT implementation in schools. *Leadership and Policy in Schools, 77*(1), 138-163. (Q1) https://eric.ed.gov/?id=EJ1172545

V, Ranking: Education & educational research 314/743 (Q2); Citations: 4

39. ***Avidov-Ungar, O.** & Reingold, R. (2017). Inhibiting forces and promoting forces in the professional development reform of teachers in Israel: From policy to practice. The supervisor's perspective. *Iyunim BeMinhal UBeIrgum HaHinuch, 35*, 9-36. [Hebrew] (A).

40. *Reingold, R. & **Avidov-Ungar, O.** (2017). The school principal as an educational leader: Principals' attitudes towards their role and functioning in leading the assimilation of professional development policy. *Iyunim BeMinhal UBeIrgum HaHinuch, 35,* 37-63. [Hebrew] (A).

41. ***Avidov-Ungar, O.** & Shamir-Inbal, T. (2017) ICT Coordinators' TPACK-based leadership knowledge in their roles as agents of change. *Journal of Information Technology Education: Research, 16,* 169-188. (Q2) https://www.informingscience.org/Publications/3699

V, Ranking: Education & educational research 161/743 (Q1)

42. ***Avidov-Ungar, O.**, (2017). The professional development of the superintendent in a time of reforms and change: The superintendent' perspective. *Dapim*, *MOFET Institute, 65*, 167-189. [Hebrew] (B).

43. **Avidov-Ungar, O.** (2016). A model of professional development: Teachers' perceptions of their professional development. *Teacher and Teaching: Theory and Practice, 22*(6), 653–669. (Q1) https://www.tandfonline.com/doi/full/10.1080/13540602.2016.1158955

V, IF (2016)= 1.158, 5-year IF= 1.447, Ranking: Education & educational research 82/270 (Q2), Education & educational research 105/743 (Q1); Citations: 38

44. **Avidov-Ungar, O**., (2016). School-based professional development as an organizational learning mechanism: The significance of teachers' involvement. *International Journal of Educational Reform, 25*(1), 16-37. (Q4) (open access)

45. **Avidov-Ungar, O**., & Forkosh-Baruch, A., (2016). Perceptions of teacher educators regarding ICT implementation in Israeli colleges of education. *Interdisciplinary Journal of E-Skills and Lifelong Learning*, *12*, 279-296. Invited manuscript. (open-access journal)

46. **Avidov-Ungar, O.**, (2016). Understanding teachers' attitude among educational reforms through metaphor. *International Journal of Educational Research, 77,* 117-127. (Q2)

47. **Avidov-Ungar, O.**, (2016). Professional development processes of excellent teachers and the manifestations of their excellence in work. *Journal of Education and Human Development, 5*(3)*.* 122-136. (Q**3**) http://jehdnet.com/vol-5-no-3-september-2016-abstract-14-jehd

48. Avidov-Ungar, O., & Magen-Nagar, N. (2015). IT Instructors' sense of empowerment and viewpoint on the implementation of a national it program. *Journal of Computers in Education, 2*(2), 163-182. (Springer, Q2 computer science, Q3 education) https://link.springer.com/article/10.1007/s40692-015-0030-5

49. Avidov-Ungar, O. & Reingold, R. (2015). Reform in professional development policy in Israel, from policy to practice: The attitude of Ministry of Education districts**. *Dapim*, *52*, 207-230. [Hebrew] (B).

50. **Avidov-Ungar, O.**, Fridman, I, & Olshtain, E. (2014). Empowerment amongst teachers who hold leadership positions, *Teacher and Teaching Theory and Practice, 20*(6), 704-720. (Q1) https://www.tandfonline.com/doi/abs/10.1080/13540602.2014.885706

V, IF (2014)= 0.449, 5-year IF= 0.897, Ranking: Education & educational research 82/270 (Q2), Education & educational research 105/743 (Q1); Citations: 13

51. **Avidov-Ungar, O.**, & Iluz, I. E. (2014). Levels of IT integration among teacher educators in a teacher education academic college. *Interdisciplinary Journal of E-Learning and Learning Objects*, *10*, 195-216. (computer science Q2, education, Q3) http://www.ijello.org/Volume10/IJELLOv10p195-216Avidov0892.pdf

52. **Avidov-Ungar, O.**, & Magen-Nagar, N. **(2014).** Teachers in a changing world: Attitudes towards organizational change. *Journal of Computers in Education*, *1*(4), 227-249. (Springer, computer science Q2, education, Q3) https://link.springer.com/article/10.1007/s40692-014-0014-x

53. Magen-Nagar, N., & **Avidov-Ungar, O.** (2014). The effect of PITK and TPACK knowledge on IT Instructors' Sense of empowerment. *International Journal of Learning, Teaching and Educational Research*, *5*(1), 48-62. (open-access journal) http://www.ijlter.org/index.php/ijlter/article/view/60

54. **Avidov-Ungar, O.**, & Eshet-Alkalay, Y. (2014). Islands of innovation: A critical analysis of a model for innovation implementation in school systems, *Adult Education in Israel*, *13*, 91-105. (open-access journal). **Invited manuscript.**

55. **Avidov-Ungar, O.** & Eshet-Alkalay, Y. (2014). TPACK revisited: A systemic perspective on measures for predicting effective integration of innovative technologies in school systems. *Journal of Cognitive Education and Psychology*, *13*(1), 19-31. (A1, Springer Publishing Company) link

56. **Avidov-Ungar, O.** & Shamir-Inbal, T. (2013). Empowerment patterns of leaders in IT and school strengths following the implementation of national IT reform. *Journal of Information Technology Education: Innovations in Practice*, *12*, 141-158. (Q2) link

V, Ranking: Education & educational research 321/743 (Q2)

57. **Avidov-Ungar, O.** & Magen-Nagar, N. (2012). The implications of teachers' professional attributes on assimilating a computerized learning and management system in an Israeli School: A case study. *Creative Education*, *3*, 116-119. (open-access journal)

58. **Avidov-Ungar, O**. & Eshet-Alkalay, Y. (2011). Teachers in a world of change: Teachers' knowledge and attitudes towards the implementation of innovative technologies in schools. *Interdisciplinary Journal of E-Learning and Learning, 7*, 291-303. (computer science Q2, education, Q3) link

59. **Avidov-Ungar, O.** & Eshet-Alkalay**,** Y. (2011). The Islands of Innovation model: Opportunities and threats for effective implementation of technological innovation in the education system**.** *Issues in Informing Science and Information Technology, 8*, 363-376. (computer science Q2, education, Q3) link

60. **Avidov-Ungar, O.**, Fridman, T., Olshtain, A. (2011). Types of empowerment amongst teachers in elementary schools in Israel: Limited empowerment, rewarding empowerment and empowerment generating change. *Iyunim BeMinhal UBeIrgum HaHinuch*, *32*, 153-184. [Hebrew] (A).

61. **Avidov-Ungar, O.** (2010). 'Islands of Innovation" or "Comprehensive Innovation" assimilating educational technology in teaching, learning, and management: A case study of school networks in Israel. *Interdisciplinary Journal of E-Learning and Learning Objects*, 6, 259-280. (computer science Q2, education Q3) file:///C:/Users/User/Downloads/article_44786%20(3).pdf

62. Telem, M. & **Avidov, O.** (1996). The Effect of school management information systems on the nature of a loosely coupled high school instruction, administration subsystem: A preliminary study. *The Journal of Research on Technology in Education,* *28*(2), 258-270. (Q1) https://www.tandfonline.com/doi/abs/10.1080/08886504.1995.10782164

V, IF (2021)= 3.281, 5-year IF= 3.473, Ranking: Education & educational research 76/270 (Q2), Education & educational research 131/743 (Q1)

Accepted for Publication

63. ***Avidov-Ungar, O.** & Amir, A., (Accepted for publication). What hinders the integration of technology in teaching? The case of first language teachers: Implications for teachers' training and professional development. *Dapim*. [Hebrew] (B)

64. Hayak, M., & **Avidov-Ungar, O**., (Accepted for publication). Perception of kindergarten teachers leading a professional learning community (PLC) about their professional role: The conflict in their role as leaders of the professional community. *Iyunim BeMinhal UBeIregun HaHinuch*. [Hebrew] (A)

E. Articles or Chapters in Scientific Books

Published

1. ***Avidov-Ungar, O.,** & Hayak, M. (2023). Game theory - From idea to practice. Education and games: Teachers' professional knowledge in integrating digital games into instruction in school. In: *Ranislav Sobota (Editor). Game Theory - From Idea to Practice*. IntechOpen publication. (Q2) https://mts.intechopen.com/booksprocess/aboutthebook/chapter/290636/book/11864

2. *Goldstein, O., Forkosh-Baruch, A., Shonfeld, M., **Avidov-Ungar, O.,** Oster, A., Dagan, D., Asaf, M., Ganaim, A., Weissblueth, E., Tessler, B., Peled, Y., Peled, R. and Sternlicht, O. (2022). Implementation of the national program to transform colleges of education to match the demands of education in the 21st century: Evaluation research. In R. Blonder, M. Shonfeld, H. Meishar-Tal, A. Forkosh-Baruch, & E. Shoshani Bachar, (Eds). *Learning Technologies in Higher Education in Israel (*Volume 2, pp. 29-55*).* Meital - Learning Technologies Center. [Hebrew].

3. ***Avidov-Ungar, O.,** & Hayak, M. (2022). Innovation in instruction: Case study of teachers adopting and integrating digital game-based learning into instruction". In

K. Arar, G. Kurtz, & D. Chen, (Eds.), *Education as a Complex System* (pp. 569-593) Pardes. [Hebrew].

4. **Avidov-Ungar, O**. Rosner, M., & Rosenberg, A. (2013). The professional development of educational staff in view of the New Horizon and Oz LeTmura reforms- from policy to practice. In, S. Shimoni & O. Avidov-Ungar (Eds.) *On the continuum – from training to professional development – research and theory meet policy and practice* (pp. 165-196). MOFET Institute. [Hebrew]

5. Shimoni, S., & **Avidov-Ungar, O.,** (2013). Introduction. In, S. Shimoni & O. Avidov-Ungar (Eds). *On the continuum – from training to professional development – research and theory meet policy and practice* (pp. 5-13). MOFET Institute, Tel Aviv. [Hebrew]

6. **Avidov-Ungar, O.** (2013). Professional development in the era of reform and change – the significance of perceiving a sequence. In, S. Shimoni & O. Avidov-Ungar (Eds). *On the continuum – from training to professional development – research and theory meet policy and practice*. (pp. 197-228). MOFET Institute [Hebrew]

F. Articles in Conference Proceedings

Published

1. ***Avidov-Ungar, O**., Hadad, S., Shamir-Inbal, T. & Blau, I. (2022). Professional development processes of teachers in different career stages and in different COVID-19 pandemic periods. In E. Langran (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 312-318). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved May 5, 2022 from https://www.learntechlib.org/primary/p/220754/

2. ***Avidov-Ungar, O.** & Toussia-Cohen, B. (2019). A case study of a school in the periphery implementing ICT: From traditional teacher to innovative teacher. *World Education Research Association (WERA). Future of Democracy and Education: Realizing Equity and Social Justice Worldwide*, Tokyo, Japan.

3. ***Leshem, B., Avidov-Ungar, O.,** Margaliot, A., & Grobgeld, E. (2019). Barriers and facilitators of Information and Communications Technologies usage for in-classroom teaching. *SITE 2019 - The Society for Information Technology & Teacher Education Proceedings.* Las Vegas, Nevada, USA. http://www.learntechlib.org/fromc/54491

4. ***Avidov-Ungar, O.** & Hayak, M. (2019). The integration of digital game-based learning into the instruction: Teachers' perceptions in different career stages. *World Education Research Association (WERA). Future of Democracy and Education: Realizing Equity and Social Justice Worldwide*, Tokyo, Japan.

5. ***Hayak, M. & Avidov-Ungar, O.** (2019). Elementary schools teachers' perceptions of integrating digital games in their teaching at different career stages. *SITE 2019 - The Society for Information Technology & Teacher Education Proceedings.* Las Vegas, Nevada, USA. http://www.learntechlib.org/fromc/53679

6. ***Avidov-Ungar, O.**, & Amir, A. (2019). Use of digital tools by high school teachers teaching writing participating in an intervention program to reduce the "discipline block". *SITE 2019 - The Society for Information Technology & Teacher Education Proceedings.* Las Vegas, Nevada, USA. http://www.learntechlib.org/fromc/53889

7. ***Avidov-Ungar, O.**, & Forkosh-Baruch, A. (2019). Teacher educators' perceptions regarding pedagogical innovation: Three modes of existence. *SITE 2019 - The Society for Information Technology & Teacher Education Proceedings.* Las Vegas, Nevada, USA.

8. ***Tsybulsky, D. & Avidov-Ungar, O.** (2019). Teachers' perceptions on what it means to be a teacher in the digital age. *SITE 2019 - The Society for Information Technology & Teacher Education Proceedings.* Las Vegas, Nevada, USA. http://www.learntechlib.org/fromc/53636

9. *Kurtz, G. Hezi, S., Peled, Y., & **Avidov Ungar, O.** (2018). Digital literacies and readiness assessment of participants in a training program in a security-technological organization. *13th Chais Conference on the Research of Innovation and Learning Technologies.* Open University, Raanana, Israel, pp. 267-272.

10. *Kurtz, G. Peled, Y. **& Avidov Ungar, O.** (2018). Digital literacies of Israeli college students majoring in education. *13th Chais Conference on the Research of Innovation and Learning Technologies*. Open University, Raanana, Israel, pp. 273-279.

11. *Levin, O. **& Avidov Ungar, O.** (2018). Using the ClassBoost system at the college of education from the student's perspective: Learning Patterns and Collaborative Learning Patterns - System properties at the beginning of the process. *13th Chais Conference on the Research of Innovation and Learning Technologies*. Open University, Raanana, Israel, pp. 331-332.

12. *Forkosh-Baruch, A., & **Avidov Ungar, O.** (2018). Professional identity of faculty training teachers – what has changed in the digital era? *13th Chais Conference on The Research of Innovation and Learning Technologies.* Open University, Raanana, Israel, pp. 258-261.

23. ***Avidov-Ungar, O.** & Tsybulsky, D. (2018). Experiences of teachers in an online course on the PBL approach: the perception of the teacher's role in the digital age. *Proceedings of EdMedia: World Conference on Educational Media and Technology*, pp. 682-691. Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE).

24. ***Avidov Ungar, O.** & Amir, A. (2018). What hinders the integration of technology in teaching? The disciplinary barrier: The case of teaching first language (L1)**.** 13th Chais Conference on The Research of Innovation and Learning Technologies. Open University, Raanana, Israel, pp. 3-12.

25. *Hayak M., & **Avidov Ungar, O.** (2019). Teachers` perceptions of integrating digital game-based learning into their instruction at different career stages. In: Y. Eshet-Alkalay, I. Blau, A. Caspi, N. Geri, Y. Kalman, S. Etgar (Eds.), *Proceedings of the 14th Chais Conference for the Study of Innovation and Learning Technologies: Learning in the Technological Era,*. Open University, Raanana, Israel, 31-40. [Hebrew].

26. *Levin, O, **& Avidov-Ungar, O.**, (2017). Advantages of using the ClassBoost system in learning and teaching process in an academic college of education: The perspective of the students. In: Y. Eshet-Alkalay, I. Blau, A. Caspi, N. Geri, Y. Kalman, V. Silber-Varod (Eds.), *Proceedings of the 11th Chais Conference for the Study of Innovation and Learning Technologies: Learning in the Technological Era*, Raanana: The Open University of Israel, pp. 253-254.

27. **Avidov-Ungar, O**, & Hadad, B., (2016). Perception of pedagogical innovation among the managers of the "Pisga" centers for teacher professional development. In: Y. Eshet-Alkalay, I. Blau, A. Caspi, N. Geri, Y. Kalman, V. Silber-Varod (Eds.), *Proceedings of the 11th Chais Conference for the Study of Innovation and Learning Technologies: Learning in the Technological Era*, Raanana: The Open University of Israel, pp. 234-235.

28. **Avidov-Ungar, O.**, & Forkosh-Baruch, A., (2016). Promoting and hindering forces and perceptions of successful ICT implementation in colleges of education – Faculty viewpoint over time. In: Y. Eshet-Alkalay, I. Blau, A. Caspi, N. Geri, Y. Kalman, V. Silber-Varod (Eds.), *Proceedings of the 11th Chais Conference for the Study of Innovation and Learning Technologies: Learning in the Technological Era*, Raanana: The Open University of Israel, pp. 1-11.

29. Magen-Nagar, N., & **Avidov-Ungar, O.** (2015). The contribution of academic education to predicting the level of technological pedagogical content knowledge of teachers in Israel. In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 61-66). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

30. **Avidov-Ungar, O.** & Magen-Nagar, N. (2015). Empowerment patterns of teachers leading ICT implementation programs. In D. Slykhuis & G. Marks (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 4-9). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

31. **Avidov-Ungar, O.**, & Henin Yitzhak, L., (2015). The sense of empowerment amongst school IT coordinators, In, Y. Eshet-Alkalay, A. Blau, A. Caspi, N. Geru, Y. Kelman, V. Silber-Varod (Eds) *The learner in the technological era. Proceedings of the 10th Chase conference on the Research of Innovation and Learning Technologies*. The Open University, 22-29.

32. **Avidov-Ungar O.**, & Iluz, A. (2015). Motivating forces and inhibiting forces together with IT amongst teachers' mentors at teachers training colleges. In, Y. Eshet-Alkalay, A. Blau, A. Caspi, N. Geri, Y. Kelman, V. Silber-Varod (Eds), *The learner in the technological era. Proceedings of the 10th Chase conference on the Research of Innovation and Learning Technologies*. The Open University, 12-21.

33. **Avidov-Ungar, O.** & Iluz Emma, A. (2014). Assimilating innovative pedagogy in a teacher training college. The teacher's mentors perspective – a case study. In, Y. Eshet-Alkalay, A. Caspi, N. Geri, Y. Kelman, & V. Silber-Varod (Eds), *The learning person in the technological era. 9th Chase Conference Proceedings on The Study of Innovation and Learning Technologies* Raanana: The Open University, 1-9. **The article is a candidate for the outstanding student prize.**

34. Magen-Nagar, N., & **Avidov-Ungar, O.** (2014). The impact of PICTK and knowledge of TPACK on the sense of empowerment of IT instructors. In, Y. Eshet-

Alkalay, A. Caspi, N, Geri, Y. Kelman, & V. Silber-Varod (Eds), *The learning person in the technological era: 9th Chais Conference Proceedings on The Study of Innovation and Learning Technologies 94-103.*

35. **Avidov-Ungar, O.**, & Arazi-Cohen, P., (2014). What influences the assimilation of IT in school? The teacher's level of pedagogic knowledge (TPACK), attitudes to change and assimilating IT. In, Y. Eshet-Alkalay, A. Caspi, N. Geri, Y. Kelman, & V. Silber –Varod (Eds.) *The learning person in the technological era: Chais 9th Book of Conference Proceedings on the Study of Innovation and Learning Technologies 10-17.*

36. Forkosh-Baruch, A., & **Avidov-Ungar, O.**, (July 2014). Integrating IT as an index for examining the assimilation in colleges of education – validating a lecturer's questionnaire. *The Meital 12th Annual National Conference on New Technologies in Teaching and Learning in Higher Education: Directions and Trends*. Levinsky College of Education, Israel.

37. Schwartz, T., **Avidov-Ungar, O.**, & Eshet-Alkalay, Y., (July 2014). Disparity in the learning technology perceptions as an obstacle in effective assimilation: the case of assimilating smart boards in the education system. *The Meital 12th Annual National Conference on New Technologies in Teaching and Learning in Higher Education: Directions and Trends*. Levinsky College of Education, Israel.

38. **Avidov-Ungar, O.** & Iluz Emma, A. (2013). Empowerment creating change amongst teachers leading IT in teaching, In, Y. Eshet-Alkalay, A. Caspi, S. Sadan, N. Geri, & Y. Yair, *The learning person in the technological era*. Raanana: The Open University, 1-9.

39. **Avidov-Ungar, O.** & Shamir, T (2013). Types of empowerments amongst IT leaders and school strengths in assimilating the national IT program. In, Y. Eshet-Alkalay, A. Caspi, S. Sadan, N, Geri, & Y. Yair (Eds), *The learning person in the technological era.* Raanana: The Open University, 10-19.

40. **Avidov-Ungar, O.**, (2011). The teacher's professionalism (TPACK) and the school culture as a learning institution as predicting the effectiveness of assimilating innovative technologies in school. In, Y. Eshet-Alkalay, A. Caspi, N. Geri, & Y. Yair *The learning person in the technological era*. Raanana: The Open University, 1-10.

41. **Avidov-Ungar, O.** & Eshet-Alkalay, Y. (2011). The "Islands of Innovation" model: opportunities and dangers for the effective assimilation of technological innovation in the education system. In, Y. Eshet-Alkalay, A. Caspi, N. Geri, & Y. Yair (Eds) *The learning person in the technological era*. Raanana: The Open University, 11-21.

42. **Avidov-Ungar, O.**, (2010). Islands of innovation or general innovation: Assimilating technologies to manage learning – a case study of the schools' network in Israel. In, Y. Eshet-Alkalay, A. Caspi, N. Geri, & Y. Yair (Eds). *The learning person in the technological era*. Raanana: The Open University, 1-9.

G. Other Publications

1. ***Avidov-Ungar, O.**, & Hersco, O. (2019). The perceptions of teachers at different stages of career change their professional development: Implications for effective professional development. *Journal of Mofet Institute, 62*, 113-119. [Hebrew].

2. **Avidov-Ungar O.**, & Eshet-Alkalay, Y. (2012). The "islands of innovation" model: Analysis of the reasons for success and failure in assimilating innovative technologies in the education system. *Maof Uma'asseh*, Achva College of Education, on teaching and learning in the internet era, 14, 1-12. [Hebrew]. **Invited article.**

3. **Avidov-Ungar, O.** & Reingold, R. (2012). From policy to practice: The policy for the professional development of educational staff: the perspective of Ministry of Education districts and of school principals. *Shviley Mechkar*. The Inter-Collegial Research Authority, MOFET Institute, *18*, 98-108. [Hebrew].

4. **Avidov, O.**, Oren, R., & Yossef, A., (2011). Empowering schools through feedback on the schoolwork program. Proposal for an evaluation process. *Maof Uma'asseh*, *7*, 97-118. Achva Academic College, [Hebrew].

5. **Avidov, O.** Oren, R. (2002). *Teachers' Center workshops – summary evaluation report for the 2002 academic year. The "View to tomorrow" teachers' center*. Achva Academic College of Education. [Hebrew]

6. **Avidov, O,** Oren, R., Zak, O. (2002). *Intel education for the future. Report on the evaluation of the program*. Achva Academic College of Education. [Hebrew]

7. **Avidov, O.**, (2001). Intra-organizational learning in the accompanying process of a school principal and the teaching staff. *Mercaz Morim – Mabat LeMachar. An anthology of articles of the annual conference of teachers' centers.*

8. **Avidov, O.**, Oren, R., & Yossef, A. (2001). *Summary report of the operation of the pilot program "Intel education for the Future"*. Achva Academic College of Education. [Hebrew]

9. **Avidov, O.**, Oren, R., & Yossef, A., (2001). *A needs survey prior to the 2002 academic year.* Achva Academic College of Education. [Hebrew]

10. **Avidov, O.**, Oren, R., & Yossef, A. (2001). *Workshops at the Teachers' Center- summary evaluation report for the 2001 academic year.* Achva Academic College of Education. [Hebrew]

11. **Avidov, O.**, Oren, R. & Meinart, S., (2001). *Intervention program in the Bedouin sector for the 2001 academic year. Evaluation report.* Achva Academic College of Education. [Hebrew]

12. **Avidov, O.**, Oren, A., & Yossef, A. (2001). An evaluation model as a resource for evaluating the schoolwork program. *Merkazey Morim – Kav VeReshet*, *4*, 97-118.

13. **Avidov, O.**, Oren, R., & Yossef, A. (2000). *Workshops at the Teachers Center – summary evaluation report for the 2000 academic year.* Evaluation report. Achva Academic College of Education. [Hebrew]

14. **Avidov, O.**, Nir Gal, A. & Tal, Z. (1999). Regional teachers' center: A view to tomorrow: the perception towards in-role functioning training of educational staff. *Maof Uma'asseh*, Achva Academic College, *5*, 61-80.

15. **Avidov, O.**, Oren, R., Gindin, A., Gross, Y., & Millet, S. (1999). *Evaluation of the academic retraining track in 1979-1999 at the Achva Academic College*. Evaluation report, Achva Academic College. [Hebrew]

16. **Avidov, O.**, Oren, R., & Yossef, E. (1999). *Workshops at the Teachers Center – summary evaluation report for the 1999 academic year*. Evaluation report. Achva Academic College of Education. [Hebrew]

17. **Avidov, O.**, Oren, R., Gindin, A., Gross, Y., & Millet, S. (1999). *Evaluating the academic retraining track for teaching for the years 1979-1999 at the Achva Academic College,* Evaluation report, Achva Academic College of Education. [Hebrew]

18. **Avidov, O.**, Oren, R. & Yossef, A. (1999). *A survey of expectations, needs, and objectives of participants in the "View to tomorrow" workshops during the 1999 year – a summary of the findings*. Achva Academic College of Education. [Hebrew]

19. Tal, Z., & **Avidov, O.** (1999). *Images of a professional career amongst student teachers and practicing educational staff*. MOFET Institute.

20. **Avidov, O.**, Nir Gal, A. & Tal, Z. (1998). A regional teachers' center – a view to tomorrow at the Achva Academic College. *The curriculum for the 1999 academic year.*

21. **Avidov, O.** & Oren, R. (1998). *The rationale of evaluation at the teachers' center: "A view to tomorrow*". Achva Academic College.

22. **Avidov, O.,** Oren, R., Gefen, Y., & Nur, T. (1998). *A survey of needs prior to establishing a regional teachers center, "A view to tomorrow".* Evaluation report, Achva College of Education. [Hebrew]

H. Other Works Connected with my Scholarly Field

1. ***Avidov-Ungar, O**., Shamir-Inbal, T., Blau, I. Amir L. (2022). *Practical experience in the hybrid space through the use of an innovative physical platform to build knowledge and skills among student-teacher and academic staff: - Research and development*. Report from the Chief Scientist of Ministry of Education. [Hebrew] Available here

2. *Frei-Landau, R**., Avidov-Ungar, O**., Abu-Saraiya, A., Heaysman, O. (2022 ,July). *Promoting empathic communication using SEL-based collaborative learning within learning communities in Bedouin special education training – Final Research Report* .Academy-Classroom Program, Ministry of Education, Israel. [Hebrew]

3. ***Avidov-Ungar, O**., Shamir-Inbal, T., Blau, I. Amir L. (2022). *Practical experience in the hybrid space through the use of an innovative physical platform to build knowledge and skills among student-teacher and academic staff: - Research and development*. Report from the Chief Scientist of Ministry of Education. [Hebrew] Available here

4. ***Avidov-Ungar, O**., Shamir-Inbal, T., Blau, I. (2021). *Characteristics of professional development processes for online teaching and characteristics of teaching activities of teachers in elementary schools during the Covid-19 closure*

period. Report from the Chief Scientist of Ministry of Education. [Hebrew] [Available here](#)

5. *Frei-Landau, R., **Avidov-Ungar, O**., Muchnick-Rozonov, Y. (2021, May) .*Using mobile-learning (ML) in online teaching: Teachers' meaningful experiences in the ML adoption process and its implementation in teaching among in-service and preservice teachers – Midterm report* .Chief Scientist, Ministry of Education, Israel. [Hebrew]

6. *Frei-Landau, R., **Avidov-Ungar, O**., Muchnick-Rozonov, Y. (2021, July). *Using mobile-learning (ML) in online teaching: Teachers' meaningful experiences in the ML adoption process and its implementation in teaching among inservice and preservice teachers – Final report* .Chief Scientist, Ministry of Education, Israel. [Hebrew]

7. **Avidov-Ungar, O.** & Nagar, S. (2015). *The attitudes of role holders in academic colleges of education regarding the assimilation of IT in teacher training curricula**.** Research report in the framework of the IT research network, MOFET Institute. [Hebrew]

8. **Avidov-Ungar, O.** & Forkush-Baruch, A. (2015). *The perception of professional identity of teacher mentors in colleges of education regarding pedagogic innovation in teacher training.* Research report in the framework of the IT research network. MOFET Institute. [Hebrew]

9. **Avidov-Ungar, O.** & Forkush-Baruch, A. (2015). *Motivating forces and inhibiting forces and the perception of success in assimilating IT in colleges of education – the perspective of teacher's mentors at teacher training colleges in Israel.* Research report in the framework of the IT research network. MOFET Institute. [Hebrew]

10. **Avidov Ungar, O.** & Reingold, R. (2012). *The policy of professional development of educational staff from policy to practice: The point of view of Ministry of Education districts and school principals.* Research reports no. 1-3. The Research Authority: Teaching forces policy in Israel. MOFET Institute. [Hebrew]

I. <u>Other Works Connected with my Scholarly Field</u>

*2022-2023 - Voted one of the outstanding lecturers at the college, I was chosen to develop virtual units with WebAcademix in innovative media for teaching in three subjects: (1) leading change processes, (2) organizational culture and first- and second-order change, and (3) personalization in professional development processes during change. ([see here](#)).

J. <u>Submitted Publications</u>

1. Peled, Y. Kurtz, G. & **Avidov Ungar, O.** (under review) Level of digital literacies among Israeli college educational students. *Journal of Research on Technology in Education.* (19 pages). (Q1)

2. Grinshtain, Y., **Avidov-Ungar, O.,** Livneh, I., Shaked, H., & Nikritin, D. (under review)**.** 'Not fully coordinated': The loosely coupled paradigm as a framework for understanding leading and instruction in pre-service teachers' training programmes, *European Journal of Teacher Education.* (Q1).

3. Shaked, H., & Nikritin, D. **Avidov-Ungar, O.,** Livneh, I., Grinshtain, Y., (under review)**.** The goals of pre-service teachers' school-based experience as perceived by Israeli mentor teachers. *Asia-Pacific Journal of Teacher Education*. (Q1).

4. Muchnik-Rozanov, Y., Frei-Landau R., & **Avidov-Ungar, O.** (under review 160222). Two critical stages in the process of mobile-learning adoption among inservice teachers in the COVID-19 era. *Learning and Instruction*. (Q1)

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K. <u>Summary of my Activities and Future Plans</u>

My academic research revolves around two main areas: professional development as a personalized process of continuing professional learning of teachers and educators. It places emphasis on understanding the motives for the professional development of teachers and other functionaries and on professional learning communities. I also update on leading processes of change in organizations with an emphasis on the difficulties and the opportunities in assimilating innovative technologies in the

education system. These areas of my research touch upon several circles of influence in education "along the continuum". They relate to different roles - student-teachers, teachers, teacher-educators, superintendents and policymakers and to different systems - teachers in schools, teacher-educators, academic institutions involved in teacher training.

The contribution of my research

The unique contribution of my research to the research field theoretically, refers to several aspects dealing with the professional development of teachers and officials. My studies renew an observation on professional development from an organizational perspective. They create a hierarchy of the empowerment phenomenon in three concepts: 1. limited empowerment, 2. transactional empowerment, 3. transformational empowerment. I develop a new concept of personalization in the continuous learning of teachers - while observing the phenomenon from a global perspective. My latest book published by Rutledge is about it. In this context I suggest an innovative multidimensional model in which there is a combination of the characteristics of the profession and the perception of the role of teachers for effective professional development, a perspective that has not been studied yet. Additionally, my studies express a unique reference to the career stages of teachers and the changing needs and motivation of teachers at their different career stages. In the context of assimilating technology in educational systems, I conceptualized the strategy as "islands of innovation" and "general innovation".

According to this, I define myself as someone who specializes in the research of education policy, of teachers' professional development, including the study of assimilation of educational innovations and innovative pedagogies, during educational reform.

During my own professional development, I ask myself questions regarding the educational-professional reality in which I function as a professional. These questions motivate my work at the meeting point between academic research, teaching, developing and leading academic programs, and administering organizational systems in and outside the College. I see myself as a leader of educational processes on both my research and the senior academic roles I hold.

I have published more than 60 articles in refereed journals with high level impact factors and have presented more than 100 research studies at international

conferences, and have supervised over 20 students in the Open University and in Achva Academic College, guiding them through the writing of their thesis. I also guide post-doctoral students in MOFET institution.

As mentioned, my last book titled *The personalized continuing professional learning of teachers: A global perspective -* is soon to be published by Routledge. The book taking a personalised and global approach, links theory with application in the context of continuing professional development (CPD) for teachers, exploring current scholarship on teachers' CPD and charting the shift towards continuing professional learning (CPL). Chapters look at concepts such as motivation, expertise, career trajectory, life story and empowerment, as well as their influences and respective roles in the personalization of teachers' professional growth during their career, presenting the principles of personalization and their significance for teachers' practice. The book provides a global perspective and model that clarifies the practical implications of the move towards teachers' personalized CPL, including the necessary changes in both teachers' attitudes and teacher educational frameworks. I offer in the book a unique and innovative multidimensional "template" model that works as a tool for teachers interested in structuring their professional learning.

This is in addition to books I have already published as well as several chapters in other books. The latest of these is titled *Teachers' professional knowledge in integrating digital games into instructions in school*, published by IntechOpen. I am also a guest editor with a colleague of the Education Sciences journal of a special issue on *Teacher's Professional Learning from Educational Practices* (see the call for papers).

International Collaboration

I am involved in some international projects that include research. One program is with a Dominican Republic colleague on the issue of: *Innovative approaches in integrating children with special needs and social emotional learning.* The program is accompanied by an international course and research. Another program is with academic colleagues from Germany and Catalonia known as: Cooperation Online Germany Israel Catalonia COGIC - Virtual Worlds 2022-3, on: *Collaborative learning in high technology environments such as virtual worlds.* One more international project is accompanied by international research, with a colleague from Colombia University,

NYC, a large-scale project on research-practice partnership (RPP) between Columbia University Teachers College and the Office of Sustainability at the NYC Department of Education. The main issue is leadership and empowerment of Sustainability Coordinators in NYC (See letter). I am invited as a visiting scholar at Teachers College, Columbia University in June 2023 as part of the collaboration and to lead a 4-day workshop for outstanding sustainability leaders.

In addition, I am invited in August 2023 to give a guest lecture at the Global Conference on Advances in Education and Social Sciences—GCAES 2023 at Malaga, Spain, on personalization in continuous teachers' learning – a global perspective. And in October 2023 I will be a guest lecturer at the University of Cambridge in England.

My expertise in teaching

Furthermore, not only do I write about the assimilation of innovative technologies in the education system, but even apply them to my work as an excellent and chosen lecturer at the College. All my courses are accompanied by a website, rich in materials and interactive activities on the Moodle platform, using game-based learning that enables innovative communications between myself and the students, and among the students themselves, and it is also a transition to the formal lesson framework. I teach a seminar on educational change on the M.A. program in Education System Administration. I have been given a very high evaluation for my teaching. Having been voted as one of the outstanding lecturers at the college, I was chosen to develop virtual units in innovative media for teaching in three subjects: leading change processes, organizational culture and personalization in professional development processes during change.

Research Grant

Over the past two years, I have received several grants of over 2 million NIS (570,000$~) for projects that I have lead together with my colleagues in a number of competitive academic researches. The studies all deal with examining the implementation of innovative technologies for teacher training and teachers' professional development. All the research is innovative and sheds light on new digital platforms. Some of these studies have already been presented at conferences and published in international journals.

Contribution to educational system

I have been appointed as a member of the Ministry of Education's Directorate' for the State of Israel. Furthermore, over the years I have been an academic consultant for the Ministry of Education, involved in the development of the newest reforms. Consequently, I am in contact with senior education administration officials in the Ministry of Education regarding professional training and development. In the framework of my consultancy, I also presented insights from my research to policy makers in the form of policy papers. For example, I was involved in the establishment of the Israeli Institute for School Leadership, co-founded by the Yad HaNadiv Foundation and the Ministry of Education. I participated in writing the policy regarding professional development in the "New Horizon" (elementary and secondary school) and "Oz LeTmura" (high school) reforms. I was also involved in constructing the policy on integrating 21st-century skills in teachers' professional development. I presented my research, proposing a conceptual framework for assimilating technological innovation in order to move a strategy for leading change from "islands of innovation" to "general innovation". I was also involved in writing the new policy on the academia-classroom partnership, a new systemic program for training teachers with an emphasis on models of the PDS (Professional Development School). Here, I shared my research on implementing a professional development policy in Israel and another study on the school as an organization that leads professional development. Recently, a literature review was published for which I was asked to be an academic advisor on the subject of *Measurement, assessment and digital professional development of digital skills in education, according to the European Commission Infrastructure (DigCompEdu)*, which has also been translated into English and will appear in an international publication. Recently I received a request from an international book publisher to write a chapter on the implementation of digital learning in Israel. The book will review 10 countries, including Israel. The chapter I am writing will represent the situation in Israel.

Academic position

Together with my teaching and research, I have held senior administrative positions in and outside the College. Since September 2019, I have headed the College's Education Faculty. As part of my functions as Dean of Education, I am responsible for the management of the school that consists of 300 academic staff members, and approximately ten academic departments. The School of Education serves around 1,200

students studying for their B.Ed. in four-year streams, in several fields of specialization. In this role, I have initiated and led an innovative program for teacher training, highlighting on entrepreneurship. As of September 2023, I will be the Dean of the Faculty of Education and Leadership, offering both B.Ed., M.A. and M.Ed. degrees in education. In all these positions, I lead faculty members and serve as an academic and pedagogical model for them.

Further research plans

Furthermore, I am currently conducting several studies on the following topics. Using artificial Intelligence (AI) in teacher training and in professional development of teachers; the perception of entrepreneurship in education among different educators including student-teachers, kindergarten teachers, teachers, superintendents and local government officials. I promote the use of digital games in teacher training - characteristics of the phenomenon and its components, motivating factors for entrepreneurship in teacher training, etc.

I am currently completing the writing of a book, together with a colleague, on the topic of *Personalization of the meaning in education in a changing world: An integrative view of personal and professional aspects - theory and practice*. The book will present a model for empowering teachers via the search for personal meaning as part of the process of leading change in an innovative world, while personalizing teachers' continuing professional learning.

Similarly, together with colleagues, I have just worked on submitting two research proposals for competitive grants to: (1) the Spencer Foundation, Topic: Prototyping teacher-led innovative instruction diffusion at school: The case of digital game-based learning; and (2) The ISF Foundation, Topic: Changing the rules of the game: The role of entrepreneurial pedagogy on developing teachers as social agents. I am also about to start working on new research for which I received a grant of 500,000 NIS (145,000$~) for three years 2022-5) on the topic: Professional development of teachers in a digital professional learning community, in an innovative space of virtual worlds for building knowledge and skills - research and development.

On a personal note

In conclusion, I greatly enjoy what I do and feel blessed. I also feel that my research adds another tier to the existing knowledge about professional development as

personalized process, and about understanding the difficulties and opportunities in leading change in the education. At the same time, I feel a sense of empowerment that accompanies me in research, in teaching and in the senior roles. I feel that it is a daily event intertwined with my educational and academic work that enables me to influence the academic and education systems in which I am involved. In this context, I feel I have an important mission in all the areas which I am active in and lead.