

CURRICULUM VITAE AND LIST OF PUBLICATIONS

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• **Personal Details**

Name: Dana Vedder-Weiss

Work: Ben-Gurion University of the Negev, Be'er Sheva; Telephone 08-6461846

• **Education**

B.Sc. 1995-1997, The Hebrew University of Jerusalem, Faculty of Agriculture, Food and Environment. Summa cum laude.

M.Sc. 1997-1999, The Hebrew University of Jerusalem, Faculty of Agriculture, Food and Environment. Magna cum laude.

Name of advisor: Yaacov Okon

Title of thesis: " β -glucosidase activity in maize (*Zea mays*) and common bean *Phaseolus vulgaris*) inoculated with *Azospirillum brasilense*".

Ph.D. 2007-2012, Weizmann Institute of Science, Department of Science Teaching.

Name of advisor: David Fortus

Title of thesis: "Characterizing environmental factors that are associated with adolescents' motivation to learn science in and out of school".

Teaching certificate - 2003-2005, The Hebrew University of Jerusalem, Faculty of Agriculture, Food and Environment. Magna cum laude.

• **Employment History**

2019-present Senior lecturer, Department of Education, Ben-Gurion University.

2015-2019 Lecturer, Department of Education, Ben-Gurion University of the Negev.

2014-2015 Kreitman Postdoctoral Fellow (Mentor: Adam Lefstein), Department of Education, Ben-Gurion University of the Negev.

2013- 2015 Teaching Fellow, Department of Education, Tel Aviv University.

- 2013- 2014 Postdoctoral Fellow, Department of Science Teaching, Weizmann Institute (Mentor: Bat-Sheva Elon).
College of Education, Temple University, Philadelphia, PA (Mentor: Avi Kaplan).
- 2004-2008 Developer of curriculum and learning materials for middle- and high-school students, Ministry of Education, Israel.
- 2002-2011 Science teacher and curriculum developer, “Hashita” open school, Rehovot.
- 1998-2002 Developer of curriculum and learning materials for high-school students, Faculty of Agriculture, Food and Environment, The Hebrew University, Rehovot, Israel.
- 1993-1995 Instructor in Science Oriented Youth summer schools and courses, Faculty of Agriculture, Food and Environment, The Hebrew University, Rehovot, Israel.
- 1989-1994 Field trips guide, The Society for the Protection of Nature.

• **Professional Activities**

(a) Positions in academic administration (departmental, faculty & university)

2019-present Chair, M.A. in Curriculum and Instruction, BGU

2017-2019 Co-chair, Departmental seminar, Department of Education, BGU

(b) Professional functions outside universities/institutions

2020-2021 Co-chair of the Outstanding Dissertation Research Award committee, NARST (National Association for Research in Science Teaching)

2018-2020 Member of the Outstanding Dissertation Research Award committee, NARST (National Association for Research in Science Teaching)

confidential Member of a scientific peer review committee, ISF (Israeli Science Foundation).

(c) Significant professional consulting

2020 Member of advisory board of *Handbook of Research on Science Teacher Education*, Taylor and Francis.

- 2020-present Member of academic board of *Interjection* (“*Kriat Beynayim*”), *Journal for Middle School Science and Technology Teachers*, Weizmann Institute of Science and Israeli Ministry of Education.
- 2018-present Member of academic board for a translated articles assembly "Teacher Disciplinary Communities", Mofet Institute.
- 2018-present Ministry of Education, Science teachers professional development communities, Central District.
- 2017-2018 Agriculture Science, Ministry of Education and Volcani Institute, Disciplinary leading teachers professional learning community.
- 2016-2017 Mofet Institute, Leading teacher's coach course.
- 2015-2019 Southern District of the Israeli Ministry of Education, District-wide strategy for developing pedagogical discourse and in-school leadership
- 2014 Ministry of Education, Out-of-class learning

(d) Member of editorial board of scientific journal

Journal of Research in Science Teaching, Associate Editor, 2020-2023.

Journal of Research in Science Teaching, Editorial board member, 2013-2016.

(e) Ad-hoc reviewer for journals

Journal of Research in Science Teaching

Science Education

Journal of Educational Psychology

Instructional Science

Journal of Experimental Education

(f) Membership in professional/scientific societies

2016-present ISLS - International Society of the Learning Sciences

2015-present EARLI – European Association for Research on Learning and instruction

2012-present NARST - National Association for Research in Science Teaching

- 2011-2017 AERA - American Educational Research Association
- 2011 ESERA - European Science Education Research Association 2
- 2010 APA Div. 15 - American Psychological Association, Educational Psychology.

- **Educational activities**

- (a) Courses taught

- MA:

- Studying Classroom Pedagogy - BGU

- Beyond School: Learning in In-formal Environments - BGU

- Alternative Models of Teaching and Learning: From Theory to Practice - TAU

- BA:

- Alternative Approaches to Learning and Teaching: Ideology and Practice - BGU

- Post-graduate science teaching certificate:

- Inquiring Practice - BGU

- (b) Research Students

- Post-doctoral fellows*

- 2017 Dr. Tamara Buzakshvili, Post-doctoral fellow, Department of Education, BGU, (jointly supervised with Adam Lefstein).

- 2018 Dr. Itay Pollak Post-doctoral fellow, Department of Education, BGU.

- 2018 Rinat Sabag, Post-doctoral fellow, Department of Education, BGU, (jointly supervised with Yariv Feniger).

- 2018 Dr. Einav Aizikovitsh-Udi, Post-doctoral fellow, Department of Education, BGU, (jointly supervised with Adam Lefstein).

- 2019 Dr. Tali Aderet, Post-doctoral fellow, Department of Education, BGU, (jointly supervised with Adam Lefstein).

- 2019 Dr. Eran Hakim, Post-doctoral fellow, Department of Education, BGU.

- 2020 (expected) Mirit Israeli, Post-doctoral fellow, Department of Education, BGU.

- 2020 (expected) Dr. Wisam Sedawi, Post-doctoral fellow, Department of Education, BGU.

2020 (expected)	Dr. Ido Gideon, Post-doctoral fellow, Department of Education, BGU.
2020 (expected)	Dr. Avner Cohen Zamir, Post-doctoral fellow, Department of Education, BGU.
2021 (expected)	Miriam Babichenko, Post-doctoral fellow, Department of Education, BGU.

Doctoral student

2020	Rotem Trachtenberg, PhD, Department of Education, BGU, (jointly supervised with Adam Lefstein)
2021 (expected)	Livat Ashchar-Netz, PhD, Department of Education, BGU, (jointly supervised with Adam Lefstein)
2022 (expected)	Karin Sarfati-Shaulov, Department of Education, BGU.
2022 (expected)	Adi Mendler, Department of Education, BGU.
2023 (expected)	Keny Naaman, Department of Education, BGU.
2024 (expected)	Ziv Goldberg, Department of Education, BGU, (jointly supervised with Gidi Dishon)

Masters students

2018	Adi Mendler M.A. Thesis completion, Department of Education, BGU.
2019	Hasida Yak, M.A. Thesis completion, Department of Education, BGU.
2019	Ayelet Drori, M.A. Department of Education, BGU.
2020 (expected)	Irit Vivante, M.A. Department of Education, BGU.
2020 (expected)	Tali Ben David, M.A. Department of Education, BGU.

- **Awards, Citations, Honors, Fellowships**

- (a) Honors, Awards

2020	NARST, A Global Organization for Improving Science Education through Research, Early Scholar Research Award.
2013	Weizmann Institute of Science, Elchanan E. Bondi Prize, Feinberg Graduate School Award for PhD excellence.

- 2012 Weizmann Institute of Science, Orly Kaplan Prize, Department of Science Teaching Award for PhD excellence.
- 2011 Council for Higher Education, Shosh Berlinsky Award for Social Involvement.
- 2010 APA Division 15, Annual Doctoral Student Research Seminar Award, Ca, USA.
- 1997 The Hebrew University, Rohama Berliner Award for M.Sc excellence.
- 1997 The Hebrew University, Rector Award for M.Sc. excellence.
- 1996 The Hebrew University, Rector Award for M.Sc. excellence.
- 1994 The Hebrew University, Dean Award for B.Sc. excellence.
- 1993 The Hebrew University, Dean Award for B.Sc. excellence.

(b) Fellowships

- 2014-2015 Kreitman Postdoctoral Fellowship, School of Education, BGU.
- 2013-2014 Postdoctoral Fellowship, Department of Science Teaching, Weizmann Institute.
- 2011 Mandel Scholars in Education Fellowship, Jerusalem, Israel.
- 2007-2012 Doctoral Fellowship, Department of Science Teaching, Weizmann Institute.

• **Scientific Publications**

(a) Edited books

1. **Vedder-Weiss, D.**, & Lefstein, A. Editors (2017). *Cultivating Teacher Pedagogical Discourse and Leadership: Tools and Materials for Leading Teachers and Coaches*. Mofet Institute, Israel (in Hebrew).
<<http://www.mofet.macam.ac.il/amitim/iun/Documents/movilim-tools-2.pdf>>

(b) Chapters in collective volumes

1. **Vedder-Weiss, D.**, Segal, A., & Lefstein, A. (2016). Face management in problems-of-practice based discussions. In Mandel-Levy, N. & Bozo-Schwartz, M., Editors, *Making School: Practical Knowledge about Pedagogical Leadership*. Jerusalem: Avnei Rosha Institute (in Hebrew).

(c) Refereed chapters in collective volumes

1. **Vedder-Weiss, D.**, Biran, L., Kaplan, A., & Garner, J.K. (2018). Reflexive inquiry as a scaffold for teacher identity exploration during the first year of teaching. In Ellyn R. Lyle, Ed. *The Negotiated Self: Employing Reflexive Inquiry to Explore Teacher Identity*. Rotterdam, The Netherlands: Sense Publishers.

(d) Refereed conference proceedings

1. **Vedder-Weiss, D.**, Segal, A., & Lefstein, A. (2016). Managing threats to teacher face in discussions of video-recorded lessons. *Proceedings of the International Conference of the Learning Science (ICLS)*. Singapore.
2. **Vedder-Weiss, D.** (2016). Multiple Legitimate Language Games in Family Serendipitous Science Engagement. *Proceedings of the International Conference of the Learning Science (ICLS)*. Singapore.

(e) Refereed articles in scientific journals

1. **Vedder-Weiss, D.**, Jurkevitch, E., Burdman, S., Weiss, D. and Okon, Y. (1999). Root growth, respiration and β -glucosidase activity in maize (*Zea mays*) and common bean (*Phaseolus vulgaris*) inoculated with *Azospirillum brasilense*. *Symbiosis* 26: 363-377.
2. **Vedder-Weiss, D.** & Fortus, D. (2011). Adolescents' declining motivation for science learning: Inevitable or not?". *Journal of Research in Science Teaching*, 48(2): 199-216.
3. **Vedder-Weiss, D.** & Fortus, D. (2012). Adolescents' declining motivation to learn science: A follow up study. *Journal of Research in Science Teaching*, 49(9): 1057-1095. Issue's lead article.
4. **Vedder-Weiss, D.** & Fortus D. (2013). School, teacher, peers and parents' goals emphases and adolescents' motivation to learn science in and out of school. *Journal of Research in Science Teaching*, 50(8): 952-988.
5. Fortus, D. & **Vedder-Weiss, D.** (2014). Measuring students' continuing motivation for science learning". *Journal of Research in Science Teaching*, 51 (4): 497-522.
6. **Vedder-Weiss, D.** (2017). Serendipitous science engagement: A family self-ethnography. *Journal of Research in Science Teaching*, 54(3): 350-378.
7. **Vedder-Weiss, D.** (2017). Teaching Higher and Lower in Mastery Goal Structure: The Perspective of Students. *The Elementary School Journal*, 117(4), 566-592.

8. **Vedder-Weiss, D.**, & Fortus, D. (2017). Teachers' mastery goals: Using a self-report survey to study the relations between teaching practices and students' motivation for science learning. *Research in Science Education*, 1-26.
9. Segal, A., Lefstein, A. & **Vedder-Weiss, D.** (2018) Appropriating Protocols for the Regulation of Teacher Professional Conversations. *Teaching and Teacher Education*, 70, 215-226.
10. Lefstein, A., **Vedder-Weiss, D.**, Tabak, I. & Segal, A. (2018) Learner Agency in Scaffolding: The Case of Coaching Teacher Leadership. *International Journal of Educational Research*, 90, 209-222.
11. **Vedder-Weiss, D.**, (2018) "Won't You Give Up Your Snack for Science?" Emerging Science Identities in Family Everyday Interaction. *Journal of Research in Science Teaching*, 55(8), 1211-1235.
12. **Vedder-Weiss, D.**, Ehrenfeld, N., Ram, M. & Pollak, I. (2018). Productive Framing of Pedagogical Failure: How Teacher Framings Can Facilitate or Impede Learning from Problems of Practice. *Thinking Skills and Creativity*, 30, 31-41.
13. **Vedder-Weiss, D.**, Segal, A. & Lefstein, A. (2019). Teacher face-work in discussions of video recorded classroom practice: Constraining or catalyzing opportunities to learn? *Journal of Teacher Education*, 70(5), 538-551.
14. Aderet, T., Segal, A. & **Vedder-Weiss, D.** (2019). Leading teacher professional identity construction and school reform development: A reciprocal relationship. *Research Papers in Education*. DOI: 10.1080/02671522.2019.1633562
15. Shaby, N. & **Vedder-Weiss, D.** (2019). Science Identity Trajectories throughout School Visits to a Science Museum. *Journal of Research in Science Teaching*. doi.org/10.1002/tea.21608
16. **Vedder-Weiss, D.**, Lefstein, A., Segal, A. & Pollak, I. (accepted). Dilemmas of leadership and capacity building in a research-practice partnership. *Teacher College Record*.
17. Lefstein, A., **Vedder-Weiss, D.**, Segal, A. (in press). Relocating research on teacher learning: Toward pedagogically productive talk. *Educational Researcher*.

(h) Unrefereed professional publications

1. **Vedder-Weiss, D. & Fortus, D.** (2011). Is adolescents' declining motivation to learn science inevitable?. *The Science Education Review*, 10(1): 8-9.

In Hebrew:

Edited Books

1. **Vedder-Weiss, D. & Lefstein, A.,** Editors (2016) *Facilitating Pedagogical Discourse in Teacher Teams: Principles and Tools*. Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev and Mofet Institute, Israel (in Hebrew).

<http://www.mofet.macam.ac.il/amitim/iun/Documents/hashkafa-tools.pdf>

ודר-ווייס, ד. ולפסטיין א., עורכים (2016). הנחיית שיח פדגוגי בצוותי מורות: עקרונות וכלים. המעבדה לחקר הפדגוגיה, המחלקה לחינוך, אוניברסיטת בן-גוריון בנגב ומכון מופת, ישראל.

Educational Journals

1. **Vedder-Weiss, D.** (2013). Studying – for what? Emphasizing learning goals in class. *Interjection ("Kriat Beynayim"), Journal for Middle School Science and Technology Teachers*, 9: 30-40.

ודר-ווייס, ד. (2013). ללמוד - לשם מה? הדגשת מטרות הלמידה בכיתה, קריאת ביניים, כתב עת למורי מדע וטכנולוגיה בחטיבת הביניים, 9:30-40.

2. **Vedder-Weiss, D.** (2013). Adolescents' declining motivation is not inevitable. *Education and Around ("Hachinuch Usvivo")*, Kibbutzim College, 35: 43-54

ודר-ווייס, ד. (2013). האם ירידה במוטיבציה של מתבגרים ללמידה היא תופעה בלתי נמנעת. החינוך וסביבו, סמינר הקיבוצים, 35:43-54.

3. **Vedder-Weiss, D.** (2014). Motivation and goals in science learning: Who influences and how? *Better Now ("Mootav Kaet"), Journal for High School Science and Technology in the Society Teachers*, 13:12-18.

ודר-ווייס, ד. (2014). מוטיבציה ומטרות בלמידת מדעים: מי משפיע ואיך? מוט"ב כעת, כתב עת למורי מדע וטכנולוגיה בחברה, 13:12-18.

4. **Vedder-Weiss, D.** (2018). The Tension between teachers' initiatives, collaborative critical learning and educational sustainability. *Laboratory of Pedagogy web-log*.

<https://pedagogicresearch.wordpress.com/2018/02/11/>

ודר-וייס, ד. (2018). המתה בין יוזמות מורים, למידה שיתופית ביקורתית וקיימות הינוכית. אתר המעבדה לחקר הפדגוגיה.

5. **Vedder-Weiss, D.**, Ehrenfeld, N., Ram, M. & Pollak, I. (2018). From problem to learning: How can framing turn a problem-of- practice into an opportunity for learning? *Research Vision ("Hashkafa Mechkarit")*, 5: 31-35.

ודר-וייס, ד., ארנפלד, נ., רם-מנשה, מ., ופולק, א. (2018). מבעיה ללמידה: איך מסגור יכול להפוך בעיה בהוראה להזדמנות ללמידה? *השקפה מחקרית*, 5: 31-35.

Curriculum, teaching and learning materials

1. Kahana, O. & **Vedder-Weiss, D.** (2001). *Photosynthesis and Plant Nutrition* (Student book), Israeli Ministry of Education, Maalot Press.

כהנא, א. וודר-וייס, ד. (2001). פוטוסינתזה והזנה מינרלית (ספר לתלמיד), משרד החינוך, הוצאת מעלות.

2. **Vedder-Weiss, D.** (2002). *Photosynthesis and Plant Nutrition* (Teacher guide), Israeli Ministry of Education, Maalot Press.

ודר-וייס, ד. (2002). פוטוסינתזה והזנה מינרלית (מדריך למורה), משרד החינוך, הוצאת מעלות.

3. Kahana, O., Avida, E., **Vedder-Weiss, D.**, Cohen S. and Yarden R. (2002). *Molecular Genetics and Genetic Engineering* (Educational Website), Israeli Ministry of Education and Mapat Amal.

כהנא, א., אבידע, א., ודר-וייס, ד., כהן, ש., וירדן, ר. (2002). גנטיקה מולקולרית והנדסה גנטית (אתר), משרד החינוך ומפת עמל.

4. Kahana, O. & **Vedder-Weiss, D.** (2006). *Systems and Processes In Humans, Animals and Plants* (Teacher guide), Israeli Ministry of Education Press.

כהנא, א. וודר-וייס, ד. (2006). מערכות ותהליכים באדם, בע"ח וצמחים (מדריך למורה), משרד החינוך.

5. Kahana, O. & **Vedder-Weiss, D.** (2006). *Systems and Processes In Humans, Animals and Plants* (Student book), Israeli Ministry of Education Press.

כהנא, א. וודר-וייס, ד. (2006). מערכות ותהליכים באדם, בע"ח וצמחים (ספר לתלמיד), משרד החינוך.

6. **Vedder-Weiss, D.** (2009). *Growing plants* (Teacher guide), *Israeli Ministry of Education Press*.

ודר-וייס, ד. (2009). נגדל צמחים (מדריך למורה). משרד החינוך.

7. Kahana, O. & **Vedder-Weiss, D.** (2009). *Growing Plants* (Student book), Israeli Ministry of Education Press.

כהנא, א. וודר-וייס, ד. (2009). נגדל צמחים (ספר לתלמיד). משרד החינוך.

- **Lectures and Presentations at Meetings and Invited Seminars**

- (a) Invited keynotes and plenary lectures

- 2016 **Vedder-Weiss, D.** Criticism and defence: Balancing the pendulum. *Israeli Ministry of Education Central District* (conference for principals and leading teachers). Tel-Aviv, Israel.
 - 2016 **Vedder-Weiss, D.** Leading teachers are changing reality. *Israeli Ministry of Education Southern District* (conference for principals and leading teachers). Be'er Sheva, Israel.
 - 2018 **Vedder-Weiss, D.** Professional development through inquiry of practice. *Israeli Ministry of Education Southern District* (conference for principals and teachers). Ashdod, Israel.
 - 2018 **Vedder-Weiss, D.** Learning from problems of practice. *Israeli Ministry of Education Southern District* (conference for principals and teachers). Eilat, Israel.
 - 2019 **Vedder-Weiss, D.** Fostering productive pedagogical discourse. *The Initiative for Applied Education Research*. Jerusalem, Israel.
https://www.youtube.com/watch?v=6jiYtT01XDI&list=PLLM0R2O6eaF5VsnOO_fAmY1zc0g1GEoaS&index=3

- (b) Presentation of papers at conferences/meetings

- Academic*

- 2009 Fortus, D., **Vedder-Weiss, D.**, & Shwartz, Y. Supporting student and teacher learning about modeling practices. *National Association for Research in Science Teaching (NARST) Conference*, Orange County, CA, USA. April 17-21, 2009.
 - 2011 Fortus, D. & **Vedder-Weiss, D.** Adolescents' declining motivation to learn science: Inevitable or not?, *National Association for Research in Science Teaching (NARST) Conference*, Orlando, FL, USA. April 3-6, 2011.

- 2011 **Vedder-Weiss, D.** & Fortus, D. Adolescents' declining motivation to learn science: A follow up study, *European Science Education Research Association (ESERA) Conference*, Lyon, France, August 26-30, 2011.
- 2012 Fortus, D. & **Vedder-Weiss, D.** Measuring students' continuing motivation. *National Association for Research in Science Teaching (NARST) Conference*, Indiana, USA. March 25-28, 2012.
- 2012 **Vedder-Weiss, D.** & Fortus, D. Developing constructs to distinguish between schools. *American Educational Research Association (AERA) Annual Meeting*, Vancouver, Canada. April 13-17, 2012.
- 2013 Fortus, D. & **Vedder-Weiss, D.** The antecedents of adolescents' continuing motivation for science learning. *National Association for Research in Science Teaching (NARST) Conference*, Rio Grande, Puerto Rico. April 6-9, 2013.
- 2014 **Vedder-Weiss, D.** Serendipitous engagement in science in unstructured environment: An ethnographic study. *The Sixth Israeli Interdisciplinary Conference of Qualitative Research*, Be'er Sheba, Israel. February 4-6, 2014.
- 2014 **Vedder-Weiss, D.** & Fortus, D. Why study? Emphasizing mastery goals in the science classroom. *National Association for Research in Science Teaching (NARST) Conference*, Pittsburgh, PA, USA. March 30-April 2, 2014.
- 2014 Fortus, D. & **Vedder-Weiss, D.** Developing and utilizing teachers self-report survey to study the effect of instructional practices on students' motivation. *National Association for Research in Science Teaching (NARST) Conference*, Pittsburgh, PA, USA. March 30-April 2, 2014.
- 2014 **Vedder-Weiss, D.** Emphasizing mastery goals in the classroom: A qualitative characterization. *American Educational Research Association (AERA) Annual Meeting*, Philadelphia, PA, USA. April 3-7, 2014.
- 2014 **Vedder-Weiss, D.** Developing and utilizing teachers TARGETS self-report survey. *American Educational Research Association (AERA) Annual Meeting*, Philadelphia, PA, USA. April 3-7, 2014.
- 2014 **Vedder-Weiss, D.** Children's serendipitous engagement in science: An ethnographic study. *International Conference on Motivation (ICM)*, Helsinki, Finland. June 12-14, 2014.

- 2014 **Vedder-Weiss, D.** Serendipitous engagement in science: A family ethnography. *Learning Beyond the Classroom Conference*, London, UK. June 30-July 1, 2014.
- 2015 **Vedder-Weiss, D., & Kaplan, A.** Peer conversation as a mutually constructed identity exploration space. *American Educational Research Association (AERA) Annual Meeting*, Chicago, IL, USA. April 16-20, 2015.
- 2015 **Vedder-Weiss, D.** Serendipitous Engagement in Science: A Family Ethnographic Study. *American Educational Research Association (AERA) Annual Meeting*, Chicago, IL, USA. April 16-20, 2015.
- 2015 **Vedder-Weiss, D.** Children's serendipitous engagement in science: Conceptualization and characterization. *National Association for Research in Science Teaching (NARST) Conference*, Chicago, IL, USA. April 11-14, 2015.
- 2015 **Vedder-Weiss, D., & Kaplan, A.** Peer support of identity exploration in a conversation about STEM choices. *National Association for Research in Science Teaching (NARST) Conference*, Chicago, IL, USA. April 11-14, 2015.
- 2015 Segal, A., **Vedder-Weiss, D.** & Lefstein, A. Appropriating protocols for the regulation of teacher professional conversations. *16th Biennial European Association for Research in Learning and Instruction (EARLI) Conference*. Limassol, Cyprus. August 25-29, 2015.
- 2015 **Vedder-Weiss, D.** The potential contribution of STEM research to educational practice: Opportunities and obstacles in research-practice partnerships. *Research-based Partnerships in STEM Education: The Israeli Case*. Technion, Haifa, Israel. May 24, 2016.
- 2016 **Vedder-Weiss, D., & Biran, L.** Change in One Teacher's Professional Identity During the First Year of Teaching in an Alternative School: A Case Study. *American Educational Research Association (AERA) Annual Meeting*. Washington, DC, USA. April 8-12, 2016.
- 2016 **Vedder-Weiss, D., Segal, A. & Lefstein, A.** Face-work in Video-based Teacher Learning. *12th International Conference of the Learning Sciences (ICLS)*. Singapore. June 20-24, 2016.

- 2016 **Vedder-Weiss, D.** Multiple Legitimate Language Games in Family Serendipitous Science Engagement. *12th International Conference of the Learning Sciences (ICLS)*. Singapore. June 20-24, 2016.
- 2016 **Vedder-Weiss, D.**, Segal, A. & Lefstein, A. Face-work and argumentation in teacher collaborative discussion. *European Association for Research in Learning and Instruction (EARLI) SIG 26: Argumentation, Dialogue and Reasoning meeting*. Ghent, Belgium. August 22-24, 2016.
- 2016 **Vedder-Weiss, D.** Serendipitous science engagement: A family self-ethnography. *Emerging and Future Trajectories in Knowledge Integration Research (academic workshop)*, Weizmann Institute, Israel. November 6, 2016.
- 2017 **Vedder-Weiss, D.**, Segal, A. Science antagonist identity in everyday family engagement. *National Association for Research in Science Teaching (NARST) Conference*, San Antonio, Tx, USA. April 22-25, 2018.
- 2017 Segal, A., **Vedder-Weiss, D.** & Lefstein, A. The role of narratives in teacher professional discourse. *American Educational Research Association (AERA) Annual Meeting*, San Antonio, Tx, USA. April 27-May 1, 2018.
- 2018 Buzukashvili, T., **Vedder-Weiss, D.** & Lefstein, A. Leading teacher coaches' professional identity construction: An analysis based on the dynamic systems model of role identity (DSMRI). *The 8th Israeli Interdisciplinary Conference of Qualitative Research*, Be'er Sheba, Israel. February, 6-7, 2018.
- 2018 Buzukashvili, T., **Vedder-Weiss, D.** & Lefstein, A. Resources and tensions in coaches' professional role identity construction. *The 4th Conference of the Learning Sciences in Israel*, Tel-Aviv University, Tel Aviv, Israel. January 21, 2018.
- 2018 **Vedder-Weiss, D.** Science Knowledge Integration in Family Everyday settings: Cognitive, Social and Emotional Processes. *American Educational Research Association (AERA) Annual Meeting*, New-York, NY, USA. April 13-17, 2018.
- 2018 **Vedder-Weiss, D.**, Lefstein, A., Pollak, I., & Segal, A. Paradoxes of Agency and Leadership in a Research-Practice Partnership. *American Educational*

- Research Association (AERA) Annual Meeting*, New-York, NY, USA. April 13-17, 2018.
- 2018 Aderet, T., Segal, A., **Vedder-Weiss, D.** & Tachtenberg, R. Teacher Professional Role Identity Development and School Reform: A Reciprocal Relationship. *American Educational Research Association (AERA) Annual Meeting*, New-York, NY, USA. April 13-17, 2018.
- 2018 Aderet, T., Lefstein, A., & **Vedder-Weiss, D.** Reform Ripples: Scaling as Recontextualisation. *American Educational Research Association (AERA) Annual Meeting*. New-York, NY, USA. April 13-17, 2018.
- 2018 **Vedder-Weiss, D.** Science Engagement and Identities in Everyday Family Life. *13th International Conference of the Learning Sciences (ICLS)*. London, UK. June 23-26, 2018.
- 2018 Asterhan, C., Horn, I., Lefstein, A. & **Vedder-Weiss, D.** Conceptual and practical tools for analysing pedagogical discourse in teacher teams (full-day workshop). *13th International Conference of the Learning Sciences (ICLS)*. London, UK. June 23-26, 2018.
- 2018 **Vedder-Weiss, D.** Chair for "Social, cognitive and affective aspects of collaborative teacher inquiry" symposium. *European Association for Research in Learning and Instruction (EARLI) SIG 26: Argumentation, Dialogue and Reasoning meeting*. Jerusalem, Israel. October 9-12, 2018.
- 2018 Trachtenberg-Maslaton, R., **Vedder-Weiss, D.**, Lefstein, A. & Israeli, M. Deliberative and disputative discourse in teacher disagreements about assessment practices. *European Association for Research in Learning and Instruction (EARLI) SIG 26: Argumentation, Dialogue and Reasoning meeting*. Jerusalem, Israel. October 9-12, 2018.
- 2019 Asterhan, C., **Vedder-Weiss, D.**, & Babichenko, M. Productive pedagogical discourse in teacher professional communities: Conceptual and analytical development (workshop). *The 5th Conference of the Learning Sciences in Israel*, Technion, Haifa, Israel. January 31, 2019.
- 2019 **Vedder-Weiss, D.** Discourse genres in everyday family life: supporting or hindering engagement with science? Presented at the *National Association for*

- Research in Science Teaching (NARST) Conference*, Baltimore, MD, USA. March 31-April 3, 2019.
- 2019 **Vedder-Weiss, D.**, Segal, A. & Trachtenberg-Maslaton, R. 'It's not structured enough but it's correct science learning': Teacher Discussions about Out-of-Classroom Teaching. Presented at the *National Association for Research in Science Teaching (NARST) Conference*, Baltimore, MD, USA. March 31-April 3, 2019.
- 2019 Shaby, N. & **Vedder-Weiss, D.** Science identity trajectories throughout school visits to a science museum. Presented at the *National Association for Research in Science Teaching (NARST) Conference*, Baltimore, MD, USA. March 31-April 3, 2019.
- 2019 Segal, A., **Vedder-Weiss, D.** & Trachtenberg-Maslaton, R. Tensions in Teacher Professional Identity and Talk about Teaching in Informal Learning Environments. Presented at the *American Educational Research Association (AERA) Annual Meeting*, Toronto, Canada. April 5-9, 2019.
- 2019 Lefstein, A., Segal, A., **Vedder-Weiss, D.** & Asterhan, C. Design challenges of on-the-job, video-based teacher learning, at wide scale. Presented at the *American Educational Research Association (AERA) Annual Meeting*, Toronto, Canada. April 5-9, 2019.
- 2019 Eshchar-Netz, L., **Vedder-Weiss, D.** & Lefstein, A. Veteran and novice teacher participation in collaborative reflective inquiry. Presented at the *European Association for Research in Learning and Instruction (EARLI) Conference*. Aachen, Germany. August 12-16, 2019.
- 2019 **Vedder-Weiss, D.**, Mishaeli, Y. & Roth, G. Teacher reflection and motivation. Presented at the *European Association for Research in Learning and Instruction (EARLI) Conference*. Aachen, Germany. August 12-16, 2019.
- 2019 **Vedder-Weiss, D.** "You see the cup? I put the bill inside" Hybrid discourse in family everyday science engagement. Presented at the *European Association for Research in Learning and Instruction (EARLI) Conference*. Aachen, Germany. August 12-16, 2019.
- 2019 Shaby, N. & **Vedder-Weiss, D.** "Pull the rope!" Identity and embodied positioning in a science museum. Presented at the *European Association for*

- Research in Learning and Instruction (EARLI) Conference*. Aachen, Germany. August 12-16, 2019.
- 2019 Shaby, N. & **Vedder-Weiss, D.** The impact of school visits to a science museum on student science identity: A longitudinal study. Presented at the *European Science Education Research Association (ESERA) Conference*. Bologna, Italy. August 26-30, 2019.
- 2020 Shaby, N. & **Vedder-Weiss, D.** Embodied Interaction in a Science Museum. Accepted for presentation at the *National Association for Research in Science Teaching (NARST) Conference*, Portland, OR, USA. March 15-18, 2020.
- 2020 Wisam, S., Hasida Y., & **Vedder-Weiss, D.** Teachers' Professional Vision of Students' Motivation to Learn: Assessment and Implications. Accepted for presentation at the *National Association for Research in Science Teaching (NARST) Conference*, Portland, OR, USA. March 15-18, 2020.
- 2020 Gideon, I, Dishon, G., & **Vedder-Weiss, D.** Conceptual and Epistemic Uncertainties in Teacher Collaborative Learning. Accepted for presentation at the *14th International Conference of the Learning Sciences (ICLS)*. Nashville, TN, USA. June 19 – 23, 2020.
- 2020 Eschar-Netz, L., & **Vedder-Weiss, D.** Veteran and Novice Teachers' Reflective Inquiry in Collaborative Planning. Accepted for presentation at the *14th International Conference of the Learning Sciences (ICLS)*. Nashville, TN, USA. June 19 – 23, 2020.
- 2020 Mendler, A., **Vedder-Weiss, D.** Face-Work in Teacher Learning from Problems of Practice. Accepted for presentation at the *14th International Conference of the Learning Sciences (ICLS)*. Nashville, TN, USA. June 19 – 23, 2020.
- 2020 **Vedder-Weiss, D.**, Sabag-Cohen, R., & Feniger, Y. The Role of Motivational Structures in Teacher Professional Learning Communities. Accepted for presentation at the *14th International Conference of the Learning Sciences (ICLS)*. Nashville, TN, USA. June 19 – 23, 2020.
- 2020 **Vedder-Weiss, D.** Chair for "Socio-emotional Dynamics in Teacher Learning" symposium. Accepted for presentation at the *14th International*

- Conference of the Learning Sciences (ICLS)*. Nashville, TN, USA. June 19 – 23, 2020.
- 2020 Trachtenberg-Maslaton, R., **Vedder-Weiss, D.**, & Lefstein, A. “I really, really don't agree”: Aggravated disagreements in teacher on-the-job learning. Accepted for presentation at the *14th International Conference of the Learning Sciences (ICLS)*. Nashville, TN, USA. June 19 – 23, 2020.
- 2020 Mandler, A. & **Vedder-Weiss, D.** Factors Related to Face-Work in Teacher Collaborative Learning. Accepted for presentation at the European Association for Research in Learning and Instruction (EARLI) SIG 10: *Social Interaction in Learning and Instruction*. Groningen, Netherlands. July 1-3, 2020.
- 2020 Eshchar-Netz, L. & Vedder-Weiss, D. Planning sessions as a productive framework for Novice and Veteran teacher collaborative inquiry. Accepted for presentation at the European Association for Research in Learning and Instruction (EARLI) SIG 10: *Social Interaction in Learning and Instruction*. Groningen, Netherlands. July 1-3, 2020.
- 2020 Vivante, I. & Vedder-Weiss, D. Examining teacher engagement in-context in professional development activities. Accepted for presentation at the European Association for Research in Learning and Instruction (EARLI) SIG 10: *Social Interaction in Learning and Instruction*. Groningen, Netherlands. July 1-3, 2020.

Professional/practitioner

- 2011 **Vedder-Weiss, D.** *Students' motivation for science learning*. Lamda Center, Tel Aviv University, Israel.
- 2012 **Vedder-Weiss, D.** Factors influencing *students' motivation for science learning*. Hemda Schwarts-Reisman Science Education Center, Tel Aviv, Israel.
- 2017 **Vedder-Weiss, D.** What will they think of me? Face management in video-based discussions. *Israeli Ministry of Education Central District* (conference for principals and leading teachers). Ra'anana, Israel.

- 2018 **Vedder-Weiss, D.** What will they think of me? Face management in video-based discussions. *Israeli Ministry of Education Southern District* (conference for principals and leading teachers). Beer-Sheba, Israel.
- 2018 **Vedder-Weiss, D.** What will they think of me? Face management in video-based discussions. *Hashkafa (leading teachers) Research Conference. Mofet Institute*, Israel.
- 2018 **Vedder-Weiss, D.** Student and teacher motivation for learning. *Teacher Disciplinary Learning Communities. Mofet Institute*, Israel.
- 2019 **Vedder-Weiss, D.** Inquiry into Practice: Opportunities and Challenges. *Academic Leadership Program. Mandel Institute, Israel.*

(b) Seminar presentations at universities and institutions

- 2009 **Vedder-Weiss, D.** characterizing environmental factors that influence students' motivation for science learning. *Department of Education in Technology and Science, Technion, Haifa*, Israel.
- 2012 **Vedder-Weiss, D.** Environmental factors that influence students' motivation for science learning. *Davidson Institute of Science Education*, Rehovot, Israel.
- 2014 **Vedder-Weiss, D.** Motivation for science learning in formal and informal environments. *Faculty of Education, University of Haifa*, Israel.
- 2015 **Vedder-Weiss, D.** Motivation, identity and engagement in learning in formal and informal environments. *Department of Education, Ben Gurion University of the Negev*, Israel.
- 2015 **Vedder-Weiss, D.** Motivation for science learning in informal environments. *Davidson Institute of Science Education*, Rehovot, Israel,
- 2017 **Vedder-Weiss, D.**, Segal, A. Babichenko, M., Trachtenberg, M., Abu-Asaad, I., Cohen-Zamir, A. & Israeli, M. Teacher discussions of problems of practice: Conceptualizing and investigating “productive” pedagogical discourse. *Department of Education, Ben Gurion University of the Negev*, Israel.

- **Research Grants**

- 2015-2016 Yad Hanadiv (Rothschild Foundation in Israel). **Vedder-Weiss, D.** (PI and Director), Lefstein, A. (PI), Development, Research and Capacity-Building to Support Teacher Leaders.
- 2016-2019 Yad Hanadiv (Rothschild Foundation in Israel). **Vedder-Weiss, D.** (PI and Director), Lefstein, A. (PI), Feniger Y. (Co), Roth G. (Co), Christa A. (Co), Aliza S. (Co), and Itay P. (Co) Leading Teachers Changing Reality - A Development and Research Programme.
- 2017-2022 Israeli Science Foundation. Christa A. (PI and coordinator), Lefstein, A. (PI), **Vedder-Weiss, D.** (PI), Roth G. (PI), Netz, H. (PI). Meaningful learning through academically productive dialogue: a multi-level, large-scale design-based implementation study.
- 2017-2020 Yad Hanadiv (Rothschild Foundation in Israel). Lefstein, A. (PI and Director), **Vedder-Weiss, D.** (PI), Aliza S. (Co), Feniger Y. (Co), Roth G. (Co), Christa A. (Co). Sustainable change study: processes of teacher and district empowerment.
- 2018-2021 Israeli Science Foundation. **Vedder-Weiss, D.** (PI). Teacher Learning from Problems of Practice: The Issue of Face-Work.
- 2018-2019 Israeli Science Foundation. **Vedder-Weiss, D.** (PI). Equipment Grant. Laboratory for the Study of Learning in Informal Environments (LSLIE).
- 2019-2021 Yad HaNadiv (Rothschild Foundation in Israel). Lefstein, A. (PI and Director), **Vedder-Weiss, D.** (PI). Renewal of Development and Research Award 9196 – Leading Teachers in the Southern District.

Articles to be published

Submitted for publication:

1. **Vedder-Weiss, D.**, Roth, G. & Mishaeli, Y. (submitted). Teacher Reflection and Motivation. *Journal of Teacher Education*.
2. Eshhar-Netz, L. & **Vedder-Weiss, D.** (submitted). Teacher Learning in Communities of Practice: The Affordances of Co-planning for Novice and Veteran Teachers' Learning. *Journal of Research in Science Teaching*.

3. Hakim, E. & **Vedder-Weiss, D.** (submitted). Check-ins in Teacher Professional Learning Communities: What Do Teachers Talk About When They Do Not Discuss Pedagogy. *Journal of Teacher Education*..

Additional Information

Research group site:

<https://in.bgu.ac.il/humsos/pedagogy/Pages/%E2%80%8BAboutI%E2%80%8Bnformal.aspx>

An article describing my research about serendipitous science engagement was published in YNET, in an education section called "Private Investigators", July, 2018 <<https://www.ynet.co.il/articles/0,7340,L-5305329,00.html>>

I have been interviewed for the following education articles and documentaries:

Davidson Institute of Science Education Website, "Things I've learned accidentally today", Sigal Rotem, <<https://tinyurl.com/y9rnmurp>>

Hashkafa Mehkarit (Research vision, Leading Teacher Journal) 2, Nov 2016, "Structuring discourse – Practice Inquiry"

Advancing Israeli Education, "Supporting students motivation". Duvdevan Publisher.

<https://www.publishing-education.co.il/>

<https://www.youtube.com/watch?v=oT3bsZ1kwBk>