

CURRICULUM VITAE

• **Personal Details**

Idit Katz

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• **Education**

B.A. 1984–1987 – School of Occupational Therapy, Faculty of Medicine,
The Hebrew University of Jerusalem, cum laude.

M.A. 1992–1994 – Educational Counseling, Dept. of Education,
Tel-Aviv University, cum laude.

Thesis title: “Mothers involvement in homework”

Supervised by Prof. Iris Levin.

Ph.D. 1998–2003 – Dept. of Education,

Ben-Gurion University of the Negev.

Thesis title: “The effect of autonomy support on intrinsic motivation in
children from diverse cultural backgrounds”

Supervised by Prof. Avi Assor.

• **Employment History**

7/2019– Associate Professor, Dept. of Education, Ben-Gurion University.

2012 Tenured

2011–2019 Senior Lecturer, Dept. of Education, Ben-Gurion University.

2006–2011 Lecturer, Dept. of Education, Ben-Gurion University.

2005 Senior Instructor, Dept. of Education, Ben-Gurion University.

1998–2003 Teacher, Dept. of Education, Ben-Gurion University. Scientific director of a
research project funded by the Israeli Science Foundation.

1996–1998 Educational counselor in a special education school for children with cognitive
impairment, Beer-Sheva, Israel.

1987–1994 Developmental occupational therapist in the children’s department of the
mental health center, Rishon Le-Zion, Israel.

• **Professional Activities**

(a) Positions in academic administration

- August 2024- Chair, School of Education, Ben-Gurion University of the Negev
- 2022-2023: Head, Educational Counseling and Psychology M.A. Programs (School of Education BGU)
- 2019-2023: Head, Faculty of Humanities and Social Sciences Graduate Teaching Committee, BGU.
- 2018–2022: Head, Educational Counseling M.A. program (Dept. of Education, BGU).
- 2017- present Member (representative of the faculty of Social Sciences), the university’s committee of the unit for the promotion of the quality of teaching and learning.
- 2016–2017: Head, undergraduate teaching committee (Dept. of Education, BGU).
- 2014–2016: Head, Faculty of Humanities and Social Sciences undergraduate teaching committee.
- 2012–2014: Member, Faculty of Humanities and Social Sciences undergraduate teaching committee.
- 2009–2017: Head, Educational Counseling M.A. program (Dept. of Education, BGU).
- 2008–2013: Head of the “Window to the Academy” program for Bedouin students (Dept. of Education, BGU).
- 2008–2010: Member of undergraduate teaching committee (Dept. of Education, BGU).
- 2005–2008: Head, undergraduate teaching committee (Dept. of Education, BGU).

(b) Significant professional consulting and reviews of teaching programs

- 2006-2013 Member of the accompanying committee, WIZO kindergarten for children of the faculty of Ben-Gurion University
- 2018-2019 Member of the Ministry of Education Advisory Committee on the subject of homework
- 2019-2020 Member of the Ministry of Education (The Educational Psychology and Consulting Department - SHEFI) Advisory Committee during the COVID-19 pandemic.
- 2017-Current: Member and Ad-Hoc Reviewer for teaching programs committees, Council for Higher Education (MALAG). Evaluate and advise on the establishment of new M.A. Programs in Educational Counseling.

(c) Ad-hoc reviewer for journals and research societies

Journals:

Children and Media

Computers in Education

Contemporary Educational Psychology

Hevra Ve-Revaha

Journal of Adolescence

Journal of Autism and Other Developmental Disorders

Journal of Educational Psychology

Journal of Experimental Education

Journal of Personality

Journal of Personality Assessment

Journal of the Learning Sciences

Journal of Youth and Adolescence

Learning and Individual Differences

Learning and Instruction

Mifgash

Motivation and Emotion

Research programs review

Social Sciences and Humanities Research Council of Canada (SSHRC)

The Research Foundation – Flanders (FWO)

The Austrian Science Fund (FWF)

Ph.D review:

Hifa University Israel

Bar Ilan University, Israel

Tel Aviv University Israel

Ghent University, Belgium

(d) Membership in professional/scientific societies

2005–present: American Educational Research Association (AERA)

2005–present: European Association for Research on Learning and Instruction (EARLI)

• Educational activities

(a) Courses taught

Normal and abnormal development (for MA students)

Developmental theories and their application (for MA students)

Practicum: Supervision of field experience in school counseling (for MA students)

From theory to practice (for MA students)

Evaluation tools for educational counselors (for MA students)

Interest development (seminar for BA students)

Motivation and cognition (seminar for BA students)

Introduction to developmental psychology (for BA students)

(b) Research students

MA Students

2008, Emanuel Efrat (MA Educational Psychology student)

2009, Gueta Gilla (MA Educational Counseling student)

2009, Harlet Liat (MA Educational Psychology student)

2009, Ben-Shimol Meytal (MA Educational Counseling student)

2009, Buzukashvily Tamara (MA Educational Counseling student)

2010, Yaron Dana (MA Educational Psychology student)

2010, Issa Sherin (MA Educational Counseling student)

2011, Nevo Noa (MA Educational Counseling student)

2011, Harari Adi (MA Educational Psychology student)

2011, Shahar Bat-Hen (MA Educational Psychology student)

2012, Rinat Sabag (MA Educational Counseling student)

2013, Israela Lever-Tzarfati (MA Educational Psychology student)

2013, Moran Green-Cohen (MA Clinical/Educational Psychology student, The Hebrew University, with Prof. Emeritus Esther Cohen)

2013, Yardenah Lahav (MA Educational Counseling student)

2013, Shay Peleg (MA Educational Counseling student)

2016, Suzi Matiziano-Dovidapur (MA Educational Counseling student)

2016, Regina Shitrit-Dayyan (MA General Education student)

2016, Tal Gerelenter (MA General Education student)

2018, Noa Levant (MA Educational Counseling student)

2018, Maya Perelberg (MA Educational psychology student)

2018, Gad Zvi Shoolai (MA Educational psychology student)

2018, Saara Alkulili (MA Educational Counseling student with Dr. Eli Kuzminsky)

2020 Zvia Samoha (MA Educational Counseling student)

2021, Hallel Greenblum (MA Educational psychology student)

2021, Lee Zer (MA Educational psychology student)

2022, Adi Hannuna (MA Educational Psychology student)

2022, Savion Savhat (MA Educational Counseling student)

2022, Dikla Algov (MA Educational Counseling student)

2023, Tom Gadial (MA Educational Psychology student)

2024 (Submitted) Karina Ravikovich (MA Educational Counseling student. Together with Neli Alias).

2024 (Submitted) Briana Yifrah (MA Educational Counseling student).
2026 (Expected) Luba Kaufman (MA Educational management student).

PhD students

2018, Michal Turner, completed 2018
2018, Moran Green-Cohen, completed 2018
2018, Rinat Cohen, completed 2018
2021, Noga Shannan, completed 2021
2023, Adi Arden- Completed 2024
2024, (Submitted), Regina Ben-Shitrit
2026, (Expected), Meira Nahshon
2028, (Expected) Efral Biton

Post-doctoral fellows

2021-2023 Tal Orlitzky (Together with Ortal Slobodin)

• Awards, Citations, Honors, Fellowships

1985 The Dean's Prize for Excellent Student (The Hebrew University)

1994 The Dean's Prize for Excellent Student (Tel-Aviv University)

2007–2010 FP7 “Science in Society, CoReflect: Digital Support for Inquiry, Collaboration and Reflection on Socio-Scientific Debates” (cooperative investigator)

2009 The Rector's Award for Excellence in Teaching, Ben-Gurion University

2011 The Rector's Award for Excellence in Teaching, Ben-Gurion University

2012 The Rector's Award for Excellence in Teaching, Ben-Gurion University

2012 The Glat's Award for Excellence in Teaching, Ben-Gurion University (1500 USD)

2014 The Rector's Award for Excellence in Teaching, Ben-Gurion University

2016 The Rector's Award for Excellence in Teaching, Ben-Gurion University

2017 The Rector's Award for Excellence in Teaching, Ben-Gurion University

2017 The Glat's Award for Excellence in Teaching, Ben-Gurion University (1500 USD)

2018 The Rector's Award for receiving Multiple Excellence in Teaching Awards, Ben-Gurion University

2020 The Rector's Award for Excellence in Teaching, Ben-Gurion University

2020 The Glat's Award for Excellence in Teaching, Ben-Gurion University (1500 USD)

• Scientific Publications¹

H-index: ISI= 19 GS=25

Total number of citations of all articles: ISI=1364; GS= 4112

(a) Refereed chapters in collective volumes

1. Kaplan^{PI}, A., **Katz**^C, I., & Flum^C, H. (2011). Motivation Theory in Educational Practice: Knowledge Claims, Challenges, and Future Directions. In Urdan, T. (Ed.), *Educational Psychology Handbook* (Vol. 2), American Psychological Association. (IF 2.394; 16/145; Q1; Citations – ISI-0, GS-183).

2. **Katz**^{PI}, & Flum^{PI}, (2018). Crossing expected and unexpected borders in the way to higher education: The “Window to the Academy” program. In Jackson, S. (Ed.). *Developing transformative spaces for learning and teaching in higher education: Learning to transgress*. Routledge (Citations ISI-2, GS-2).

(b) Refereed articles in scientific journals

1. Levin^{PI}, I., Levy-Shiff^C, R., Appelbaum-Peled^S, T., **Katz**^S, I., Komar^S, M., & Meiran^C, N. (1997). Antecedents and Consequences of Maternal Involvement in Children’s Homework: A Longitudinal Analysis. *Journal of Applied Developmental Psychology*, 18, 207–227. (IF 1.155; 30/68; Q2; SJR N/A. Citations –ISI-101, GS-217).

2. Bereby-Meyer^{PI}, Y., Assor^C, A., & **Katz**^C, I. (2004). Children’s Choice Strategies: The Effect of Age and Task Demands. *Cognitive Development*, 19, 127–146. (IF 1.68; 18/49; JCR Q2, SJR Q1, Citations –ISI-33, GS-69).

3. Alfi^{PI}, O., Assor^{PI}, A., & **Katz**^C, I. (2004). Learning to Allow Temporary Failure: Potential Benefits, Supportive Practices and Teacher Concerns. *Journal of Education for Teaching*, 30, 27–41. (SJR Q2, Citations –ISI-8, GS-89).

4. **Katz**^{PI}, I., Assor^C, A., Kanat-Maymon^C, Y., & Bereby-Meyer^C, Y. (2006). Interest as a Motivational Resource: Feedback and Gender Matter, But Interest Makes the Difference. *Social Psychology of Education*, 9, 27–42. (SJR Q2, Citations –ISI-22, GS-167)

5. **Katz**^{PI}, I., Assor^C, A. (2006). When Choice Motivates and When it Does Not. *Educational Psychology Review*, 19, 429–442. (IF 2.39; 8/38; JCR Q1, SJR Q1, Citations – ISI-281, GS-955).

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6. **Katz**^{PI}, I. (2007). Students with Sensory Integration Dysfunctions: Issues for School Counselors. *Journal of School Counseling*, 4 (22). (<http://www.jsc.montana.edu>). (Citations – ISI-0, GS-10).
7. **Katz**^{PI}, I., Assor^C, A., & Kanat-Maymon^C, Y. (2008). A Projective Method for the Assessment of Autonomous Motivation in Children: Experimental and Correlational Evidence. *Motivation and Emotion*, 39, 109–119. (IF 1.38; 21/50; JCR Q2. SJR Q1 Citations –ISI-16, GS-44).
8. **Katz**^{PI}, I., Bereby-Meyer^{PI}, Y., Assor^C, A., & Danziger^C, S. (2010). Children's Adaptive Pre-Decisional Search Behavior: Effects of Memory and Number of Alternatives. *Journal of Economic Psychology*, 31, 17–24. (IF 1.36; 72/305; JCR Q1; SJR Q1 Citations –ISI-10, GS-16).
9. **Katz**^{PI}, I., Kaplan^C, A., & Guetta^S, G. (2010). Students' Needs, Teachers' Support, and Motivation for Doing Homework: A Cross-Sectional Study. *Journal of Experimental Education*, 78, 246-267. (IF 1.63; 26/185; JCR Q1, SJR Q1 Citations –ISI-110, GS-323)
10. **Katz**^{PI}, I., Kaplan^C, A. & Buzukashvili^S, T. (2011). Parents' Role in Students' Autonomous Motivation for doing Homework: The Importance of Parents' Motivation and Behavior. *Learning and Individual Differences*, 21, 376–386. (IF 1.58; 15/51; JCR Q2; SJR Q1, Citations –ISI-101, GS-266)
11. **Katz**^{PI}, I., Buzukashvili^S, T., & Feingold^S, L. (2012). Homework Stress: Construct Validation of a Measure. *Journal of Experimental Education*, 80:4, 405–421. (IF 1.32; 50/206; JCR Q1; SJR Q1, Citations –ISI-36, GS-109).
12. **Katz**^{PI}, I., Eilat^C, K., Nevo^S, N. (2014). "I'll do it later": The Role of Students' Autonomous Motivation in the Relations between Self-efficacy and Homework Procrastination. *Motivation and Emotion*, 38, 111–119. (IF 1.74; 24/62; JCR Q2,SJR Q2 Citations –ISI-101, GS-352).
13. **Katz**^{PI}, I., & Cohen^S, R. (2014). Assessing Autonomous Motivation in Students with Cognitive Impairment. *Journal of Intellectual and Developmental Disability*, 39(4), 323–332 (IF 1.20; 18/39; JCR Q2; SJR Q1 Citations –ISI-16, GS-32).
14. **Katz**^{PI}, I., Madjar^C, N., & Harrari^S, A. (2014). Parental Support and Adolescent Motivation for Dieting: The Self-Determination Theory Perspective. *Journal of Psychology: Interdisciplinary and Applied* (IF 1.25; JCR Q2, 40/129; SJR Q2 Citations –ISI-25, GS-68).
15. **Katz**^{PI}, I., & Shahar^S, B. (2014). What Makes a Motivating Teacher? Teachers Motivation and Beliefs as Predictors of Their Autonomy-Supportive Style. *School Psychology International*, 36(6), 575–588 (IF 1.45; 26/65; JCR Q2 SJR Q1, Citations –ISI-48, GS-158).

- 16. Katz^{PI}, I.** (2017). In the Eye of the Beholder: Motivational Effects of Gender Differences in Perceptions of Teachers. *Journal of Experimental Education*, 85(1), 73-86. (IF1.60; 158/700; JCR Q1, SJR Q1; Citations – ISI-18, GS-70).
- 17. Moe^{PI}, A., Katz^{PI}, I.** (2018). Parents' Homework Emotions Favor Students' Homework Emotions. *Journal of Experimental Education* 86(4), 579-591. (IF 2.92; 21/243; JCR Q1; SJR Q1; Citations – ISI-18, GS-46). (Equal contribution by A.M and I.K.)
- 18. Moe^{PI}, A., Katz^{PI}, I., & Alesi^C, M.** (2018). Scaffolding for Motivation by Parents, and Children's Homework Motivations and Emotions: Effects of a Training Programme. *British Journal of Educational Psychology* 88(2), 323-344. (IF: 2.50, 14/59; JCR Q1, SJR Q1; Citations – ISI-46, GS-95). (Equal contribution by A.M and I.K.)
- 19. Katz^{PI}, I. & Renninger^C, K.A.** (2018), Interest of People Diagnosed with Autism: A Resource or an Obstacle? *Mifgash* (Hebrew). Included in the VATAT list. Citations –GS-1).
- 20. Katz^{PI}, I., & Cohen^S, R.** (2018). Do Teachers whose Psychological Needs are Satisfied have More Resources to Support their Students and Prevent Dropout? The case of Bedouin Teachers. *Megamot*, 53(2), 45–70 (Hebrew). Included in the VATAT list.
- 21. Katz^{PI}, I., Cohen^S, R., Green-Cohen^S, M., & Morsiano-davidpur^S, S.** (2018). Parental Support for Adolescents' Autonomy while Making a First Career Decision. *Learning and Individual Differences*, 65, 12-19. IF2.50; 23/59; JCR Q2, SJR Q1; Citations – ISI-22, GS-69
- 22. Katz^{PI}, I., Lemish^C, D, Cohen^S, R., Arden^S, A.** (2019). When Parents are Inconsistent: Parenting Style and Adolescents' Involvement in Cyberbullying. *Journal of Adolescence*, 74, 1-12. IF 2.35; 26/77; JCR Q2, SJR Q1; Citations – ISI-47, GS-132
- 23. Benshitrit^S, R. Katz^{PI}, I** (2019). Identity Voices of Teachers with Learning Disabilities. *Teaching and Teacher Education*, 86, 102923. IF 3.41; 34/723; JCR Q1, SJR Q1; Citations – ISI-2, GS-11.
- *24. Buzukashvili^{S,PI}, T. & Katz^{PI}, I.** (2020). Motivation for Medical Treatment Among People with Schizophrenia in a Post-Hospitalization Rehabilitation Center: Self-Determination Theory Perspective. *Israel Journal of Psychiatry*, 56(3). Citations –ISI-0, GS-1.
- *25. Assor^{PI}, A., Kanat - Maymon^{PI}, Y., Keren^C, S., Katz^C, I.** (2020). You should know me better: Parents' temperament-insensitivity has negative motivational effects on Bedouin and Jewish adolescents. *Journal of Personality*, 88(5), 874-891. IF 5.11; 7/65; JCR Q1. SJR Q1; Citations – ISI-7, GS-12.
- *26. Slobodin^{PI}, O., Cohen^S, R., Arden^S, A & Katz^{PI}, I.** (2020). Mothers' Need Frustration and Controlling Parenting: The Moderating Role of Maternal Guilt. *Journal of Child and Family Studies*, 29, 1914-1926. IF 2.27; 30/67; JCR Q2, SJR Q1; Citations – ISI-14, GS-22

- *27. Moe^{PI}, A., & Katz^{PI}, I. (2020). Emotion Regulation and Need Satisfaction Shape a Motivating Teaching Style. *Teachers and Teaching: Theory and Practice*, 27(5), 370-387. IF 2.1; 93/724, JCR Q1, SJR Q1; Citations – ISI-64, GS-94. (Equal contribution by A.M and I.K.)
- *28. Moe^{PI}, A., & Katz^{PI}, I. (2020). Self-Compassionate Teachers are more Autonomy Supportive and Structuring, whereas Self-Derogating Teachers are more Controlling and Chaotic: The Mediating Role of Need Satisfaction and Burnout. *Teaching and Teacher Education*, 96, 10317. IF 3.27; 47/724; JCR Q1; SJR Q1, Citations –ISI-68, GS-113. (Equal contribution by A.M and I.K.)
- *29. Moe^{PI}, A., & Katz^{PI}, I., Cohen^S, R., & Alesi^C, M. (2020). Reducing Homework Stress by Increasing Adoption of Need-Supportive Practices: Effects of an Intervention with Parents. *Learning and Individual Differences*, 82, 101921. IF 2.8; 14/60; JCR Q1, SJR Q1; Citations – ISI-39, GS-66. (Equal contribution by A.M and I.K.)
- *30. Perlberg^S, M., Katz^{PI}, I., Loewenthal^C, N., Kahil^C, N., Haim^C, A., Chechik^C, T., Hershkovitz^C, E. (2021). The Role of Autonomy-Supportive Parenting in the Competence, Adherence and Glycemic Control of Adolescents with Type 1 Diabetes. *Diabetes Research and Clinical Practice*, 173, 108679. IF 5.6; 20/146; JCR Q1, SJR Q1; Citations – ISI-3, GS-9
- *31. Arden^S, A., Katz^{PI}, I & Slobodin^{PI} (2022). Psychological Need-Based Experiences as Energizing Processes for Mothers' Identity Formation. *Journal of Child and Family Studies* 32(9), 2573-2587. IF 2.1; 30/66; JCR Q2, SJR Q2; Citations – ISI-4, GS-5
- *32. Moe^{PI}, A., & Consiglio^S, P. & Katz^{PI}, I. (2022) Exploring the Circumplex Model of Motivating and Demotivating Teaching Styles: The Role of Teacher Need Satisfaction and Need Frustration. *Teaching and Teacher Education*, I.F 3.9; 49/759; JCR Q1. SJR Q1 Citations – ISI-33, GS-66. (Equal contribution by A.M and I.K.)
- *33. Moe^{PI}, A., & Katz^{PI} (2022). Need-Satisfied Teachers Adopt a Motivating Style: The Mediation of Teacher Enthusiasm. *Learning and Individual Differences*, 99, 102203 . IF 3.9; 19/73; JCR Q1, SJR Q1; Citations – ISI-28, GS-40. (Equal contribution by A.M and I.K.)
- *34. Cohen^S, R., Katz^{PI}, I., Aelterman, N^C., Vansteenkiste^C, M. (2022). Understanding Shifts in Students' Academic Motivation: The Role of Teachers' Motivating Styles and Need-Based Experiences. *European Journal of Psychology of Education*, 38(3), 963-988. IF 3.0; 21/60; JCR Q2, SJR Q1. Citations – ISI-10, GS-22.
- *35. Katz^{PI}, I., Moe^{PI}, A., Alesi^C, M. (2022). "Homework stress and learning disability: the role of parental shame, guilt, and need frustration" *Learning Disabilities Research & Practice*, 37(4), 231-241. IF 1.9; 26/43; JCR Q3. SJR Q2; Citations – ISI-4, GS-11). (Equal contribution by A.M and I.K.)

- *36. Gershi, N^{PI}. & Katz^{PI}, I. (2023) Students' Engagement during Covid-19: The Contribution of the Parent-Teacher Relationship. *Psychology in the Schools* IF 2.0; 50/74; JCR Q3. SJR Q1. Citations – ISI-1, GS-3).
- *37. Nahshon^S, M & Katz^{PI}, I (2024). Inmates experience of psychological need satisfaction and motivation to persist in learning. .Tzohar La Bet-Tzohar. (A Window to Prison)-(Hebrew- in the Vattat list).
- *38. Slobodin, O^{PI}., Samuha^S, T., Hannona-Saban^S, A., & Katz, I^{PI}. (2024). When boys and girls make their first career decision: Predictors of adolescents' autonomous motivation when choosing a high school major. *Social Psychology of Education*. IF 3.2 JCR Q1, 17/74; SJR Q1;
- * 39. Katz^{PI}, I., Moe'^{PI}, (2024). Exploring Teachers' Psychological Needs, Motivating Styles, Emotion Regulation and Self-Compassion: A Comparative Study Before and During the COVID-19 Lockdown. *Teaching and Teacher Education*, I.F 4.0; 33/756; JCR Q1. SJR Q1 (Equal contribution by A.M and I.K.)
- * 40. Cohen^{PI,S}, R. & Katz^{PI}, I. (2024). Students' academic competence beliefs as an antecedent of perceived teachers' autonomy support and motivation: a longitudinal model. *Current Psychology*; IF 2.5 JCR Q2, 63/218; SJR Q1
- *41. Sverdlick^{PI}, N., Slobodin^{PI}, O., Katz, I^{PI} (2024). Exploring the Interplay of Students' Values and Lecturers' Teaching Orientation: Predicting Students' Psychological Need Satisfaction During the Shift to Distance Learning in Higher Education. *Social Psychology of Education*, IF 3.2 JCR Q1, 17/74; SJR Q1.

(c) Un-refereed professional articles and publications

1. Kaplan^{PI}, A., Katz^C, I., & Flum^C, H. (2011). From Research to Practice. *Educational Echoes* (Hed HaChinuch), 85(7), 96–98. (Hebrew).
2. Katz^{PI}, I. (2015). Who is a Good Teacher in the Academy? *Teaching in Academy: Good teaching; the excellent teacher*, Vol. 5 (Hebrew).

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

(a) Invited conference session discussant, invited lecturers, and Keynote Speaker

- 2017-**Katz**, I. Invited discussant in the symposium: Implementing SDT in practice: Improving need-supportive teaching through school-based interventions, The Biannual EARLI conference, Tampere, Finland
- 2018- **Katz**, I. Invited discussant in the symposium: Teachers' enthusiasm: antecedents, effects, and underlying mechanisms. International Conference on Motivation (ICM), Aarhus, Denmark

- * 2020- **Katz, I.** Invited speaker at the conference: Creating stability within uncertainty: Flexibility, surrender, presence, and initiative. The Center for the Study of Human Spirit, The Department of Education, University of Haifa.
- * 2022-**Katz, I.** Invited discussant in the symposium: Parental involvement and children's learning outcomes: Different aspects, modes, and trajectories. International Conference on Motivation (ICM), Drezden, Germany.
- * 2022- **Katz, I.** Invited speaker: The International OECD Education Binale in Jerusalem. Invited by SHEFI (The Ministry of Education Department of Educational Counseling and Psychology): Support supports: the importance of supporting the educational teams in times of crisis.
- * 2023- **Katz, I.** Opening talk at the ISF-supported conference
- *2023- **Katz, I.** Keynote Speaker: The 8th International Self Determination Theory Conference, Orlando, Florida. When choice motivates and when it does not: Research on choice, autonomy, and well-being.

(b) Seminar presentations at universities and institutions

- 2004- **Katz, I.** The effect of interest support and choice on Bedouin and Jewish children, Department of Psychology, Rochester University, USA.
- 2007- **Katz, I.** What motivates who? the Department of Psychology, Tel-Aviv University
- 2013- **Katz, I.** Homework: the parent, the child and what it is between them. Department of Education, Tel-Aviv University
- 2013- **Katz, I.** Interest of people diagnosed with Autism: A resource or an obstacle? Department of Child Psychiatry Soroka Hospital
- 2015- **Katz, I.** Various thoughts about homework. Department of Child Psychiatry, Soroka Hospital
- 2017- **Katz, I.** "When parents support students' choices: Parents' role in students' choice of a high school major" Colloquium, Department of Psychology, Padua University, Italy
- *2020- **Katz, I.** Students' engagement in learning during the COVID-19 pandemic. The department of management, Ben-Gurion University of the Negev.
- *2021- **Katz, I.,** Teaching, and Learning During the COVID-19: The Self Determination Theory Perspective. Colloquium, Department of Psychology, Padua University, Italy.
- *2021- **Katz, I.** What motivates who? A reflective perspective on university students' motivation in the classroom. An invited talk to the entire BGU faculty.

*2024- **Katz, I.** Thoughts about choice and motivation. An invited talk, Ghent University, Dept. of Developmental, Personality and Social Psychology. (Canceled due to flight disruption caused by the security situation in Israel).

(c) Presentation of papers at conferences/meetings (oral or poster)

1997- Assor, A., Alfi, O., Tuval, S., Feldman, N., **Katz, I.**, & Avraham, Y. Enhancing teachers' motivation for a deep humanistic change in schools. Symposium organized in the 26th Convention of the Israeli Psychological Association.

1999- **Katz, I.**, Bereby-Meyer, Y., & Assor, A. Choosing among multiple attribute alternatives as a function of age, problem content, and complexity. Paper presented at the 8th European Conference for Research on Learning and Instruction, Goteborg, Sweden.

2000- Alfi, O., **Katz, I.** & Assor, A. Enhancing teacher's motivation and ability to support students' competence. Paper presented in a symposium organized at the 7th Workshop on Achievement and Task Motivation, Lueven University, Belgium.

2002- **Katz, I.**, Assor, A., Kanat-Maymon, Y., Bereby-Mayer, Y. The impact of performance feedback on the persistence of interest: Sometimes girls can be more autonomous than boys. Paper presented at the 7th Workshop on Achievement and Task Motivation, Lueven University, Belgium

2002- **Katz, I.** & Assor, A. The effect of autonomy support on intrinsic motivation in Jewish and Bedouin children: The meaning of autonomy in different cultures. Paper presented at the American Education Research Association conference, New Orleans, USA.

2003- Assor, A., **Katz, I.** Is autonomy important for non-Western students? Examining autonomy as a universal human propensity. Symposium presented at the AERA Meeting in Chicago.

2003- **Katz, I.** & Assor, A. "Even if he asks her, she shouldn't tell": Bedouin children react to stories on autonomy support and suppression. Paper presented at the SRCD Biennial Meeting as part of a symposium entitled "Is Autonomy Support Beneficial? Age, Class, and Cross-Cultural Variations", chairs: Ariel Knafo & Avi Assor.

2004- **Katz, I.** & Assor, A. When children's interests are ignored: Experiments on the detrimental effects of autonomy suppression across cultures. Paper presented at the Second International Conference on Self Determination Theory, Ottawa, Canada.

2005- **Katz, I.** & Renninger, A. The role of interest in Asperger and non-Asperger development. Paper presented at the Jean Piaget Society 35th Annual Meeting, Vancouver, Canada.

- 2006- **Katz** I. The effects of interest-support and choice on Bedouin and Jewish children. Paper presented in the International Research Workshop: Autonomy Support and Suppression in Parenting and Education: Cross Cultural Perspectives. Mitzpe Ramon.
- 2006- **Katz**, I. & Renninger, A. Mapping the interests and learning of young adults with and without Asperger Syndrome. Poster presented at the 19th meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.
- 2007- **Katz**, I. & Gueta, G. Teachers' support of students' psychological needs and the quality of motivation for homework: A cross-sectional study. Poster presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois.
- 2008- **Katz**, I., & Harlet, L. Controlled motivation and stress around homework: The case of parents and their children with learning disability. Poster presented at the AERA Meeting in New York.
- 2009- **Katz**, I., Kaplan, A., & Buzukashvili, T. Parents' role in students' autonomous motivation for homework: The importance of parents' motivation and behavior. Paper presented at the AERA Meeting in San Diego.
- 2010- **Katz**, I., Kaplan, A. & Fransis-Huri, S. Parents' approval as an academic motivation among students with different levels of Allocentrism. Paper presented at the AERA Meeting in Denver, Colorado.
- 2011- **Katz**, I., Renninger, A. "My obsessions come and fade as opposed to come and go": The interest development of young adults with Asperger Syndrome. Paper presented at the EARLI Conference, Exeter, UK.
- 2012- **Katz**, I., Harrai, A., & Madjar, N. The role of parents in adolescents' successful dieting: It's not only about counting calories. Paper presented at the AERA Meeting in Vancouver, Canada.
- 2012- **Katz**, I., Eilot, K. & Nevo, N. "I'll do it later": The role of students' autonomous motivation in the relations between self-efficacy and homework procrastination. Paper presented at the International Conference on Motivation (ICM), Frankfurt am Main, Germany.
- 2013- **Katz**, I. In the Eye of the Beholder: Gender related differences in students' perception of teachers' behavior and their effect on students' motivation and emotion. Paper presented at the 5th International Conference on Self-Determination Theory, Rochester, NY.
- 2013- **Katz**, I & Cohen, R. Autonomous motivation of students with borderline intellectual functioning. Paper presented at the International Conference on Motivation (ICM), TUM School of Education, Munich, Germany.

- 2014- **Katz, I.** & Cohen, R. Autonomous motivation of students with borderline intellectual functioning. Poster presented at EARLI Annual Meeting, University of Helsinki, Finland.
- 2014- **Katz, I.** & Cohen, R. Supporting the supporters: Teachers' need satisfaction and Bedouin high school students' motivation and dropout rate. Poster presented at EARLI Biannual Conference, University of Helsinki, Finland.
- 2015- **Katz, I.** & Cohen, R. When I feel good I see good: Does students' competence affect the way they perceive their teachers? Paper presented at the International Conference on Motivation (ICM), Limassol, Cyprus.
- 2016- **Katz, I.** & Cohen R. In the eye of the beholder: the influence of perceiver effect on students' motivation. Paper presented at "SDT" conference, Victoria, Canada.
- 2017- **Katz, I.** & Cohen, R. Green-Cohen, M., Morsiano-davidpur, S. When parents support students' choices: Parents' role in students' choice of a high school major. Paper presented at the 17 Biannual EARLI Conference, Tampere, Finland
- 2017- BenShitrit, R., **Katz, I.** The projection of the past in the identity formation of teachers with learning disability. Poster presented at the 17 Biannual EARLI Conference, Tampere, Finland.
- 2017- Moe, A., **Katz, I.** Alesi, M. Parents' autonomous motivation favors students' motivation toward homework. Paper presented at the 17 Biannual EARLI Conference, Tampere, Finland.
- 2018- **Katz, I.**, Cohen, R., Green-Cohen M., & Morsiano-davidpur, S. When parents support adolescents' career decisions. Paper presented at the 2018 Annual Meeting of the American Research Association (AERA), New York City, NY, USA.
- 2018- Ben-Shitrit R., **Katz, I.** "This is My Way ... I am an ambassador": Identity voices of teachers with learning disabilities. Paper presented at the Annual Meeting of the American Research Association (AERA), New York City, NY, USA.
- 2018- **Katz, I.**, Cohen, R., Aelterman, N., & Vansteenkiste, M. Teachers' motivating style and students' academic motivation during the school year: The role of need satisfaction and frustration. Paper presented at the International Conference on Motivation (ICM). Aarhus, Denmark.
- 2018-Moè, A., **Katz, I.**, & Alesi, M. Parents' scaffolding for autonomous motivation favor child homework motivation. Paper presented at the International Conference on Motivation (ICM). Aarhus, Denmark.
- 2019-**Katz, I.**, Lemish, D., Cohen, R., & Arden, A. What parents should (not) do to reduce the chance of their child being a cyberbully or victim: The drawbacks of controlling and restrictive parenting style. Paper presented at the 7th International Self-Determination Theory Conference, Amsterdam Holland.

2019-Shaanan, N. & **Katz, I.** Assessing autonomy in kindergarten children. Poster presented at the 7th International Self-Determination Theory Conference, Amsterdam Holland.

2019-Arden, A. & **Katz, I.** What leads mothers to support (or frustrate) the psychological needs of their young children? the role of motivation and parental identity characteristics. Poster presented at the 7th International Self-Determination Theory Conference, Amsterdam Holland.

2019-Cohen,R., **Katz, I.**, Aelterman, N., & Vansteenkiste, M. Changes in teachers' motivating style and students' academic motivation during a school year and between grades: the role of need satisfaction and frustration. Paper presented at the 7th International Self-Determination Theory Conference, Amsterdam Holland.

2019-Moè, A., **Katz, I.**, Cohen, R., Alesi, M. Autonomy supportive scaffolding and perceived need support foster homework motivation and affect. Paper presented at the 7th International Self-Determination Theory Conference, Amsterdam Holland.

2019-Buzukashvily, T., **Katz, I.** Motivation for adherence to medical treatment among individuals with schizophrenia living in a rehabilitation center: application of the self-determination theory perspective. Poster presented at the 7th International Self-Determination Theory Conference, Amsterdam Holland.

2019-Benshitrit, R. & **Katz, I.** What motivates young adults with learning disorders to choose teaching as a profession? Poster presented at the 7th International Self-Determination Theory Conference, Amsterdam Holland.

*2021- **Katz, I.** Moe. A. Reducing homework stress by increasing adoption of need-supportive practices: Effects of an intervention with parents. Paper presented at the Biennial Meeting of the Society for Research in Child Development (SRCDD). Held Virtually.

*2022- Shaan, N., **Katz, I.** Assessing autonomy in kindergarten children. Paper presented at the 10th International Self Conference Laval University, Québec, Canada (online)

*2022- **Katz, I.**, Moè, A. Emotion regulation and need satisfaction shape a motivating teaching style. Paper presented at the International Conference on Motivation (ICM), Drezden, Germany.

*2023 Slobodin ^{PI}, O., Samuha ^s, T., Hannon-Saban ^s, A., & **Katz** ^{PI} How Can Parents Encourage Adolescents to Choose a Non-Gender Stereotyped High School Major?" (paper presented at EARLI Biannual Conference, Aristotle University of Thessaloniki, Thessaloniki, Greece).

*2023 **Katz, I.**, Alesi, M., & Moe', A. Homework Stress and Learning Disability: The Role of Parental Shame, Guilt, and Need Frustration (paper presented at EARLI Biannual Conference, Aristotle University of Thessaloniki, Thessaloniki, Greece).

* August 2024 Arden, A., **Katz, I.** Self-determination theory perspective on maternal need satisfaction and child emotional development. (Paper accepted to the 18th International Conference on Motivation and Emotion, Bern, Switzerland).

* August 2024 Katz, I., Algov, D., & Savhat, S. The role of gender in student perceptions of teacher supportiveness and its impact on motivation. (Paper accepted to the 18th International Conference on Motivation and Emotion, Bern, Switzerland).

• **Research Grants**

(a) Competitive

2012–2015 Katz, I. Israel Science Foundation (ISF) “What makes a good teacher?” (~93,000 USD).

2018–2022 Katz^{PI}, I. Israel Science Foundation (ISF) “Making a decision within need supporting or need-depriving contexts: The mediating roles of autonomous motivation and identity-processing style” (~197,000 USD).

* **2021-2023 Slobodin^{PI}, O, Katz^{PI}, I.** The Leon Foundation. “The role of home-teacher in students' adjustment to middle school and its associations with their socio-economic status: A longitudinal study. (~50,000 USD)

* **2022 Katz^{PI}, I.** Israel Science Foundation (ISF) A grant for organizing an international workshop: When choice motivates and when it does not: Theoretical and practical perspectives on choice, autonomy, and well-being (~18,000 USD). Held in Beer-Sheva, January 2023.

(b) Other grants

2007–2008 Katz, I. University funding for "very good" ISF research proposal: "Home, School, and Motivation for Homework among Jewish and Arab Students: A Longitudinal, Cross-Cultural Investigation", Ben-Gurion University (~10,000 USD)

2011–2012 Katz, I. Research funding from the Robert H. Arno Center for Bedouin Studies and Development: "Bedouin teachers' characteristics and students' dropout" (5000 USD)

2015–2017 Katz, I. Research grant from the office of the vice president and dean of research and development and the Faculty of Humanities and Social Sciences for an interdisciplinary research project in the fields of social sciences and humanities (in collaboration with Dr. Eldad Silberstein, Soroka University Medical Center, Beer-Sheva, Israel). "The role of parents in the academic and psychological adjustment of adolescents with cleft lip" (15,000 USD).

• **Present Academic Activities**

(a) Research in progress – articles submitted:

(b) Research grant proposal re-submitted

1. Katz, I. 'Where It All Begins: A Longitudinal Study of Parent-child Interaction Around Homework During First Grade: Maternal Role Identity and Child's Characteristics' (Submitted to the Israel Science Foundation (ISF) Individual Research Grants, 2025; re-submission.

(c). Papers in preparation:

1. Slobodin, O., Gadiel, T., Orlitsky, T., & Katz, I. (in preparation). Gender differences in academic motivation across middle school transition.
2. Algov, D., Sabahat, S., & Katz, I. (in preparation). It's Not (only) You. It is Also Us: Perceived vs. Actual Teacher Support and its Impact on Male and Female Motivation.
3. Shaanan, N. & Katz, I. Kindergarten teachers' behavior as a predictor of social and emotional adjustment in kindergarten children.