

CURRICULUM VITAE

• **Personal Details**

Idit Katz

Work address: Dept. of Education, Ben-Gurion University of the Negev,
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• **Education**

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

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

Thesis title: “Mothers involvement in homework”

Supervised by Prof. Iris Levin.

PhD 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**

July 2019 Associate Professor

2012 Tenured

2011–present: 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

2019–present: Head, Faculty of Humanities and Social Sciences undergraduate teaching
Committee.

2018–present: Head, Educational Counseling MA Program (Dept. of Education, BGU).

- 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 MA Program (Dept. of Education, BGU).
- 2008–2013: Head of the “window to academy” program for Bedouin students (Dept. of Education, BGU).
- 2008–2010: Member, undergraduate teaching committee (Dept. of Education, BGU).
- 2005–2008: Head, undergraduate teaching committee (Dept. of Education, BGU).

• 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, 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 (Expected), Hallel Greenblum (MA Educational psychology student)

2020 (Expected), Zvia Samoha (MA Educational Counseling student)

2020 (Expected), Lee Zer (MA Educational psychology student)

PhD students

2018, Michal Turner, completed 2018

2018, Moran Green-Cohen, completed 2018

2018, Rinat Cohen, completed 2018

2020 (Expected), Noga Shannan

2021 (Expected), Adi Arden

2021 (Expected), Regina Ben-Shitrit

2021 (Expected), Avi Tirosh (With Professor Emeritus H. Flum)

• **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)

2007–2008 University funding for "very good" unfunded ISF research proposal: "Home, School, and Motivation for Homework among Jewish and Arab Students: A Longitudinal, Cross-Cultural Investigation", Ben-Gurion University (26,000 NIS)

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

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

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

2015–2017 Research grant from the office of the vice president and dean of research and development and the Faculty of Humanities and Social Sciences for 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).

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

• **Scientific Publications**

H-index: ISI= 10 GS=14

Total number of citations of all articles: ISI=518 GS=1639

Total number of citations without self-citations: ISI=499 GS=1613

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 Urda, T. (Ed.), *Educational Psychology Handbook* (Vol. 2), American Psychological Association. (IF 2.394; 16/145; Q1; Citations – ISI-0, GS-98).

* 2. **Katz**^{PI}, & Flum^{PI}, (2018). Crossing expected and unexpected borders in the way to higher education: The "Window to the Academy" program. Jackson, S. (Ed.). *Developing transformative spaces for learning and teaching in higher education: Learning to transgress* (GS-1).

(b) Refereed articles and refereed letters 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; Citations –ISI-80, GS-160).

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; Q2; Citations – ISI-26, GS-51).

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. (Citations –ISI-8, GS-57).
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. (Citations –ISI-22, GS-98)
5. 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-6).
6. Katz^{PI}, I., Assor^C, A. (2007). When Choice Motivates and When it Does Not. *Educational Psychology Review*, 19, 429–442. (IF 2.39; 8/38; Q1; Citations – ISI-186, GS-542).
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; Q2; Citations –ISI-12, GS-31).
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; Q1; Citations –ISI-8, GS-11).
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; Q1; Citations –ISI-60, GS-169)
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; Q2; Citations –ISI-53, GS-124)
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; Q1; Citations –ISI-12, GS-40).
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; Q2; Citations –ISI-39, GS-133).
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; Q2; Citations –ISI-7, GS-13).

14. **Katz**^{PI}, I., Madjar^C, N., & Harrari^S, A. (2014). Parental Support and Adolescent Motivation for Dieting: The Self-Determination Theory Perspective. *The Journal of Psychology: Interdisciplinary and Applied* (IF 1.25; Q3; Citations –ISI-12, GS-28).
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; Q2 Citations –ISI-11, GS-34).
16. **Katz**^{PI}, I. (2016). In the Eye of the Beholder: Motivational Effects of Gender Differences in Perceptions of Teachers. *Journal of Experimental Education*, 1–18. (IF1.60; 58/235; Q1; Citations –ISI-7, GS-17).
17. Moe^{PI}, A., **Katz**^{PI}, I. (2018). Brief research report: Parents' Homework Emotions Favor Students' Homework Emotions. *Journal of Experimental Education* 86(4), 579-591. (IF 2.92; 21/243; Q1; Citations –ISI-0, GS-1)
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: 2.48, 14/59; Q1; Citations –ISI-1, GS-9).
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.
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. IF1.60; 22/58; Q2; Citations –ISI-0, GS-2.
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; 24/74; Q2; Citations –ISI-0, GS-0.
23. Buzukashvili^{PI}, T. & **Katz**^{PI}, I. (Accepted). Motivation for Medical Treatment Among People with Schizophrenia in a Post-Hospitalization Rehabilitation Center: Self-Determination Theory Perspective. *Israel Journal of Psychiatry*. IF .47; 138/142; Q4. Citations –ISI-0, GS-0.
24. Benshitrit^S, R. **Katz**^{PI}, I (2019). Identity Voices of Teachers with Learning Disabilities. *Teaching and Teacher Education*, IF 2.41; 43/243; Q1; Citations –ISI-0, GS-0.
25. Assor^{PI}, A., Kanat - Maymon^{PI}, Y., Keren^C, S., **Katz**^C, I. (accepted). Sensitivity to Temperament Dispositions as Autonomy Support: Shyness, Sociability and Intrinsic Motivation in Jewish and Bedouin Adolescents *Journal of Personality*. IF 3.08; 10/63; 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).

• **Research Grants**

*2012–2015 Katz^{PI}, I. Israel Science Foundation “What makes a good teacher?” (93,000 USD).

*2018–2021 Katz^{PI}, I. Israel Science Foundation “Making a decision within need supporting or need-depriving contexts: The mediating roles of autonomous motivation and identity-processing style” (64,000 USD).