

CURRICULUM VITAE  
**MICHAEL WEINSTOCK**

*ADDRESS:*

Department of Education  
Ben-Gurion University of the Negev  
Beer-Sheva 84105 Israel  
Telephone: 972-8-646-1872  
email: micwein@bgu.ac.il

*EDUCATION:*

Ph.D., Developmental Psychology, 1999  
Teachers College, Columbia University, New York  
Dissertation: "Epistemological Understanding and Argumentive Competence as  
Foundations of Juror Reasoning Skill" (Professor Deanna Kuhn, Advisor)

M.A., Teaching Literature, Languages, and Social Studies, 1983  
Teachers College, Columbia University, New York

B.A., Philosophy (Psychology Track), 1979  
Yale University, New Haven, Connecticut

*ACADEMIC EMPLOYMENT HISTORY:*

2019-present	Associate Professor Ben-Gurion University of the Negev, Department of Education
2011-2019	Senior Lecturer Ben-Gurion University of the Negev, Department of Education
2014-2015	Visiting Associate Professor University of California, Los Angeles, Department of Psychology
2004-2010	Lecturer, Department of Education Ben-Gurion University of the Negev, Department of Education
1999-2004	Senior Instructor Ben-Gurion University of the Negev, Department of Education
1999	Adjunct Professor Westchester Community College of the State University of New York, Department of Behavioral Sciences

## PUBLICATIONS:

### Journals

- Abu Aleon, T., Weinstock, M., Manago, A. M., & Greenfield, P. M. (2019). Social change and intergenerational value differences in a Bedouin community in Israel. *Journal of Cross-Cultural Psychology, 70*(5), 708-727.
- Greenfield, P. M., Rotem, O. S., & Weinstock, M. (2019). Ethiopian immigrants to Israel: The persistence and transformation of African values in life and art. *Journal of Psychology in Africa, 29*(6), 613-624.
- Weinstock, M., Kienhues, D., Feucht, F. C., & Ryan, M. (2017). Informed reflexivity: Enacting epistemic virtue. *Educational Psychologist, 52*(4), 284-298.
- Madjar, N., Kaplan, A., & Weinstock, M. (2017). Epistemic beliefs and achievement goal orientations: Relations between constructs versus personal profiles. *Journal of Educational Research, 110*, 32-89.
- Barzilai, S., & Weinstock, M. (2015). Measuring epistemic thinking within and across topics: A scenario-based approach. *Contemporary Educational Psychology, 42*, 141-158.
- Madjar, N., Voltsis, M., & Weinstock, M. (2015). The roles of perceived parental expectation and criticism in adolescents' multidimensional perfectionism and achievement goals. *Educational Psychology, 35*, 765-778.
- Weinstock, M. (2015). Changing epistemologies under conditions of social change in two Arab communities in Israel. *International Journal of Psychology, 50*, 29-36.
- Weinstock, M., Ganayiem, M., Agbariya, R., Manago, A., & Greenfield, P. (2015). Societal change and values in Arab communities in Israel: Intergenerational and rural-urban comparisons. *Journal of Cross-Cultural Psychology, 46*, 19-38.
- Roth, G., & Weinstock, M. (2013). Teachers' epistemological beliefs as an antecedent of autonomy-supportive teaching. *Motivation and Emotion, 37*, 402-412.
- Madjar, N., Kaplan, A., & Weinstock, M. (2011). Clarifying mastery-avoidance goals in high school: Distinguishing between intrapersonal and task-based standards of competence. *Contemporary Educational Psychology, 36*, 268-279.
- Weinstock, M. (2011). Narrative and relational argument orientations: Knowledge-telling and knowledge-transforming in verdict justifications. *Thinking & Reasoning, 17*, 282-314.

- Barak-Levy, Y., Goldstein, E., & Weinstock, M. (2010). Adjustment characteristics of healthy siblings of children with autism. *Journal of Family Studies, 16*, 155-164.
- Warren, J., Kuhn, D., & Weinstock, M. (2010). How do jurors argue with one another? *Judgment and Decision Making, 5*, 64-71.
- Weinstock, M. (2010). Epistemic understanding and sound reasoning skills that underlie effective democratic engagement. *In Factis Pax, 4*, 56-77.
- Weinstock, M. (2009). Like an expert: Representing the problem, epistemic requirements, and competence in an everyday reasoning task. *Learning and Individual Differences, 19*, 423-434.
- Weinstock, M., & Zviling-Beiser, H. (2009). Separating academic and social experience as potential factors in epistemological development. *Learning and Instruction, 19*, 287-298.
- Weinstock, M., Assor, A., & Broide, G. (2009). Schools as promoters of moral development: The essential role of teachers' encouragement of critical thinking. *Social Psychology of Education, 12*, 137-151.
- Weinstock, M. P. (2006). Psychological research and the epistemological approach to argumentation. *Informal Logic, 26*, 103-120.
- Neuman, Y., Weinstock, M. P., & Glassner, A. (2006). The effect of contextual factors on the judgment of informal reasoning fallacies. *Quarterly Journal of Experimental Psychology, 59*, 411-425.
- Weinstock, M. P., Neuman, Y., & Glassner, A. (2006). Identification of informal reasoning fallacies as a function of epistemological level, grade level, and cognitive ability. *Journal of Educational Psychology, 98*, 327-341.
- Tabak, I., & Weinstock, M. P. (2005). Knowledge is knowledge is knowledge? The relationship between personal and scientific epistemologies. *Canadian Journal of Science, Mathematics and Technology Education, 5*, 305-328.
- Glassner, A., Weinstock, M., & Neuman, Y. (2005). Pupils' evaluation and generation of evidence and explanation in argumentation. *British Journal of Educational Psychology, 75*, 105-118.
- Weinstock, M. P. (2005). Cognitive bases for effective participation in democratic institutions: Argument skill and juror reasoning. *Theory and Research in Social Education, 33*, 73-103.
- Neuman, Y., Glassner, A., & Weinstock, M. (2004). The effect of a reason's truth-value on the judgment of a fallacious argument. *Acta Psychologica, 116*, 173-184.

- Weinstock, M. P., & Flaton, R. A. (2004). Evidence coverage and argument skills: Cognitive factors in a juror's verdict choice. *Journal of Behavioral Decision Making, 17*, 191-212.
- Weinstock, M., Neuman, Y., & Tabak, I. (2004). Missing the point or missing the norms? Epistemological norms as predictors of students' ability to identify fallacious arguments. *Contemporary Educational Psychology, 29*, 77-94
- Weinstock, M., & Cronin, M. A. (2003). The everyday production of knowledge: Individual differences in epistemological understanding and juror reasoning skill. *Applied Cognitive Psychology, 17*, 161-181.
- Kuhn, D., Cheney, R., & Weinstock, M. (2000). The development of epistemological understanding. *Cognitive Development, 15*, 309-328.
- Kuhn, D., Weinstock, M., & Flaton, R. (1994). How well do jurors reason?: Competence dimensions of the individual variation in a juror reasoning task. *Psychological Science, 5*(5), 289-296.

#### *Book Chapters*

- Barzilai, S., & Weinstock, M. (2020). Beyond trustworthiness: Comprehending multiple source perspectives. In P. Van Meter, A. List, D. Lombardi, & P. Kendeou (Eds.), *Handbook of learning from multiple representations and perspectives*. New York: Routledge.
- Weinstock, M. (2016). Epistemic cognition in legal reasoning. In J. A. Greene, W. A. Sandoval, & I. Bråten, *Handbook of Epistemic Cognition* (pp. 215-229). New York: Routledge.
- Tabak, I., & Weinstock, M. (2011). If there is no one right answer? The epistemological implications of classroom interactions. In J. Brownlee, G. Schraw, & D. Berthelsen (Eds.), *Personal epistemology and teacher education* (pp. 180-194). New York: Routledge.
- Weinstock, M., & Roth, G. (2011). Teachers' epistemological beliefs as predictors of support for their students' autonomy. In J. Brownlee, G. Schraw, & D. Berthelsen (Eds.), *Personal epistemology and teacher education* (pp. 165-179). New York: Routledge.
- Tabak, I., Weinstock, M., & Zviling-Beiser, H. (2010). Discipline-specific socialization: A comparative study. In K. Gomez, L. Lyons, & J. Radinsky, (Eds.), *Learning in the disciplines: Proceedings of the 9th International Conference of the Learning Sciences (ICLS 2010) - Volume 1, Full Papers* (pp 842-848). Chicago IL: International Society of the Learning Sciences.

- Weinstock, M. (2010). Epistemological development of Bedouins and Jews in Israel: Implications for self-authorship. In M. B. Baxter Magolda, E. G. Creamer, & P. S. Meszaros (Eds.), *Refining understanding of the development and assessment of self-authorship* (pp. 117-132). Sterling VA: Stylus.
- Tabak, I., & Weinstock, M. (2008). A sociocultural exploration of epistemological beliefs. In M. S. Khine (Ed.), *Knowing, knowledge and beliefs epistemological studies across diverse cultures* (pp. 177-195). Netherlands: Springer.
- Kuhn, D., & Weinstock, M. (2002). What is epistemological thinking and why does it matter? In B. Hofer & P. Pintrich (Eds.), *Personal epistemology: The psychology of beliefs about knowledge and knowing* (pp. 121-144). Mahwah NJ: Erlbaum.
- Kuhn, D., Weinstock, M., & Flaton, R. (1994). Historical reasoning as theory-evidence coordination. In M. Carretero & J. F. Voss (Eds.), *Cognitive and instructional processes in history and the social sciences* (pp. 377-401). Hillsdale, NJ: Erlbaum.

#### INVITED PRESENTATIONS:

- Weinstock, M. (2019, September). Epistemic thinking in history: Perspectives and limits. Invited keynote speaker at EARLI SIG 20 and 26 Research Seminar on *Enhancing Historical Reasoning: Measurement and Development of Students' Epistemological Understanding*, Amsterdam, the Netherlands.
- Weinstock, M. (2018, November). Polyphony and argumentive reasoning: Multiple texts must disagree, as should single texts. Invited keynote speaker at *Workshop on Multiple Documents Literacy*, Bochum, Germany.
- Weinstock, M. (2016, November). *Psychological adaptation and artistic creativity in the Ethiopian Israeli immigrant experience*. Invited lecture accompanying art exhibition, "Clay Sculpture by Ethiopian Israeli Artists Works from the Ethiopian Jewish Arts Workshop, Be'er Sheva, Israel," University of California, Los Angeles, USA. Co-sponsored by the Younes & Soraya Nazarian Center for Israel Studies, UCLA; African Studies Center, UCLA; and UCLA Office of Equity, Diversity, and Inclusion.
- Weinstock, M. (2015, April). *Social change and shifting values among Israeli minorities: A psychological perspective*. Invited lecture for the Younes & Soraya Nazarian Center for Israel Studies, University of California, Los Angeles, USA.
- Weinstock, M. (2015, February). *The folk epistemological basis of argument*. Invited keynote speaker at the conference of Reasoning, Argumentation, and Critical Thinking, Lund, Sweden.

Weinstock, M. (2014, October). *Social change and shifts in values and epistemology among generations of Arab women in Israel*. Invited presentation at the Seminar of the Developmental Forum of the Department of Psychology, University of California, Los Angeles, USA.

Weinstock, M. (2010, April). *Cultural values and epistemological development*. Invited presentation at the Seminar of the Developmental Forum of the Department of Psychology, University of California at Los Angeles, USA.

Weinstock, M. (2008, June). *Epistemological understanding and evaluation of knowledge claims*. Invited symposium paper presented at the Annual Meeting of the Jean Piaget Society, Quebec City, Quebec, Canada.

Weinstock, M. (2008, May). *Cultural values as a factor in epistemological development*. Invited participant and paper presentation at the Self-Authorship Theory Development and Assessment across the Lifespan conference, Riva San Vitale, Switzerland.

Weinstock, M. (2006, October). *The elusive endpoint of epistemological development*. Invited keynote address and scholar-in-residence at the meeting of the European Network on Epistemological Beliefs, Munich, Germany.

Weinstock, M. (2005, January). *Epistemological development as an explanation for differences in argument construction and evaluation*. Invited presentation at the Colloquium of the Unit of Human Development and Education at Tel Aviv University.

#### *RESEARCH GRANTS:*

2019-2022

Israel Science Foundation (PI).

*Epistemic aims and their influence on reasoning processes.*

\$99,759

2016-2017

Sol Leshin Program for BGU-UCLA Academic Cooperation (co-PI, with Patricia Greenfield, UCLA, co-PI).

*The emergence of psychological mindedness as an outcome of social change: The case of Bedouins in southern Israel.*

\$20,000

2012-2016

Binational Science Foundation (co-PI, with Patricia Greenfield, UCLA, co-PI).  
*Social change and developmental change: shifting values and epistemologies in communities in transition.*

\$102,000

2012-2016

Israel Science Foundation (PI)

*The relationship between interpretive theory of mind and epistemological development in the early elementary school grades.*

\$56,000

2011-2012

Sol Leshin Program for BGU-UCLA Academic Cooperation (co-PI with Patricia Greenfield, UCLA, co-PI)

*Variation in cultural values and epistemological norms as a function of sociodemographic characteristics and change: A comparison of cultural groups in Israel.*

\$12,000

2008-2011

Israel Science Foundation (CI, with Yair Neuman, PI)

*Contextual aspects of processing informal reasoning fallacies*

\$41,000

2008-2011

European Commission Seventh Research Framework (CI, with Iris Tabak, PI, Michael Fried, CI, and Idit Katz, CI)

*Digital support for inquiry, collaboration, and reflection on socio-scientific debates*  
€ 90,000 (share for Ben-Gurion University of the Negev participation)

2007-2010

Israel Science Foundation (PI)

*The influence of cultural background on Israeli pupils' epistemological beliefs and argumentation norms*

\$50,160

2006-2008

Israel Foundation Trustees (PI)

*Separating educational level, age, and life experience as potential factors in epistemological development*

\$16,500

*PROFESSIONAL ACTIVITIES:*

*Editorial Board*

Educational Psychologist (2011- )

Learning and Instruction (2010- )

*Ad-hoc Peer Review (representative selection):*

Argumentation; Cognitive Development; Cognitive Science; Contemporary Educational Psychology; Developmental Psychology; Human Development; Informal Logic; International Journal of Behavioral Development; Journal of Cognition and Development; Journal of Communication; Journal of Cross-Cultural Psychology; Journal of Early Adolescence; Journal of Experimental Education; Journal of Experimental Psychology: Applied; Journal of Experimental Psychology: General; Learning and Individual Differences; Sex Roles; Thinking Skills and Creativity