

Yehudit Judy Dori

Technion, Israel Institute of Technology



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[Google Scholar Profile](#)

Married to [Dov Dori](#) with four daughters and seven grandchildren.

ACADEMIC DEGREES

Ph.D.	Science Education, Weizmann Institute of Science, Rehovot, Israel, 1988.
M.Sc.	Life Sciences, Weizmann Institute of Science, Rehovot, Israel, 1981.
Teaching Diploma	Tel Aviv University, Tel Aviv, Israel, 1978.
B.Sc.	Chemistry and Biochemistry, Hebrew University, Jerusalem, Israel, 1975.

ACADEMIC APPOINTMENTS

2016 - date	Dean of Faculty of Education in Science and Technology, Technion, Israel Institute of Technology, Haifa, Israel.
2014 - date	Senior Research Fellow, The Samuel Neaman Institute for National Policy Research, An Independent Public-Policy Research Institute.
2014 - 2015	Visiting Scientist. Computer Science and Artificial Intelligence Laboratory, Massachusetts Institute of Technology, Cambridge, MA, USA.
2013 - 2014	Visiting Professor. Electrical Engineering & Computer Science, Massachusetts Institute of Technology, Cambridge, MA, USA. Visiting Professor. Education Program, Brandeis University, Waltham, MA, USA.
2009 - 2013	Dean of Continuing Education and External Studies. Technion, Israel Institute of Technology, Haifa, Israel.
2010 - 2011	Visiting Scholar. Engineering System Divisions, Massachusetts Institute of Technology, Cambridge, MA, USA.

- 2008 - date Full Professor. Faculty of Education in Science and Technology*, Technion, Israel Institute of Technology, Haifa, Israel.
- 2008 - 2009 Visiting Professor. Engineering Systems Division, Massachusetts Institute of Technology, Cambridge, MA, USA.
- 2003 - 2007 Research Scholar. Center for Educational Computing Initiatives, Massachusetts Institute of Technology, Cambridge, MA, USA.
- 2002 - 2007 Associate Professor. Department of Education in Technology and Science, Technion, Israel Institute of Technology, Haifa, Israel.
- 1999 - 2002 Visiting Scholar. Center for Educational Computing Initiatives, Massachusetts Institute of Technology, Cambridge, MA, USA.
- 1995 - 2001 Senior Lecturer (Tenured, 1998). Department of Education in Technology and Science, Technion, Israel Institute of Technology, Haifa, Israel.
- 1991 - 1995 Lecturer. Department of Education in Technology and Science, Technion, Israel Institute of Technology, Haifa, Israel.
- 1988 - 1990 Research Associate. Biological Sciences, University of Kansas, Kansas, USA -
- 1981 - 1987 Lecturer. School of Nursing, Assaf Harofeh Hospital, Zerifin, Israel.

RESEARCH INTERESTS

My research in science and engineering education has focused on educational technologies, scientific visualizations, higher order thinking skills, metacognition, and assessment at both high school and university levels. The studies include development and implementation of teaching approaches and curricula, as well as assessment of their educational value.

TEACHING EXPERIENCE

University Level – Undergraduate courses

- 1994 - date *Faculty of Education in Technology and Science, Technion, IIT:*
- Individual Projects in Chemical Education - 214706
- 1991 - 1999 *Department of Education in Technology and Science, Technion, IIT:*
- Methods of Teaching Chemistry 1 and 2 - 214401/214402
 - Methods of Teaching Chemistry - Science - 214802
- 1981 - 1987 *School of Nursing, Assaf Harofeh Hospital, Hebrew University, Israel:*
- Chemistry and Biochemistry

University Level – Graduate courses

- 2009 - date *Faculty of Education in Science and Technology, Technion, IIT:*

*The Unit title was modified during 2015 from Department of Education in Science and Technology to Faculty of Education in Science and Technology

- Project Assessment: Theory and Practice - 218113/218317
- Educational Research Seminar 1 and 2 - 218122/218123
- 2009 – 2017 *Faculty of Education in Science and Technology, Technion, IIT*
- Developments in Teaching Chemistry - 218320
- 1995 - 2008 *Department of Education in Science and Technology, Technion, IIT:*
- Project Assessment: Theory and Practice - 218113/218317
- Models in Science Education - 216319
- Educational Research Seminar 1 and 2 - 218122/218123
- Science Teacher Professional Development - 218313
- Research Seminar in Science Education 1 and 2 – 218101/218102
- Technological Developments in Teaching Chemistry - 218320
- Project in Curriculum Development in Chemistry - 218134
- 2001 *Massachusetts Institute of Technology:*
- Teaching College Level Science - MIT 5.95, with Dr. Lori Breslow
- 1991 - 1999 *Department of Education in Technology and Science, Technion, IIT:*
- Systems Approach in Science Education - 216124
- Project in Curriculum Development - 218134
- Innovations in Environmental Education - 216140
- Analysis of Curricula in Chemistry - 218321

High School Level

- 1991 - 1993 Lecturer in the Chemistry Demonstration Program for high school students in the Faculty of Chemistry, Technion IIT.
- 1983, 1989, 1992 Chemistry and Computers - International Youth Science Summer Camps, Weizmann Institute of Science, University of Kansas, USA, Technion.
- 1983 - 1985 Chemistry - Rehovot High School, Israel.
- 1975 - 1976 Chemistry, Mathematics - IDF Military Boarding School.

TEACHING AWARDS

- 2003 Salomon Simon Mani Award for Excellence in Teaching, Technion.
- 2003 Outstanding Guest Speaker Award, Learning International Networks Consortium (LINC), The First LINC Conference, Cambridge, MA, Feb. 6-7.

EDITORIAL RESPONSIBILITIES

- 2018 International Journal of Science Education (IJSE), Special Issue Co-Editor on Context-based Learning and Teaching in STEM
- 2008 Journal of Science Education and Technology (JOST), Special Issue Editor on Educational Reform at MIT – off Campus Projects.
- 2007 Journal of Science Education and Technology (JOST), Special Issue Editor on Educational Reform at MIT – on Campus Projects.

Member of the Editorial Board

- 2011 - 2014 Journal of Research in Science Teaching (JRST)
- 2004 - date Journal of Science Education and Technology (JOST)
<http://www.springerlink.com/content/1059-0145>
- 2006 - date DAPIM – A refereed academic semi-annual periodical focusing on professional development of educators and teachers
<http://www.mofet.macam.ac.il/dapim/#2>
- 2001 - date Chemistry Education: Research and Practice in Europe
http://www.uoi.gr/conf_sem/cerapie
- 2003 - 2006 International Journal of Learning Technology (IJLT)
- 2001 - 2006 Journal of Science Teacher Education (JSTE)
- 1999 - 2004 Journal of Research in Science Teaching (JRST)
- 1996 - 2000 The Chemical Educator <http://chemeducator.org/edboard.htm>

PROFESSIONAL ACTIVITIES

Organizing Conferences and Workshops

- 2019 Co-chairperson of the Organizing Committee, ***The 5th Conference of the Learning Sciences in Israel***. Technion – Israel Institute of Technology, Haifa, Israel
- 2016 Co-chairperson of the Organizing Committee, ***The 1st Israeli Conference on Research Practice Partnerships in STEM Education***, Technion – Israel Institute of Technology, Haifa, IIT, Israel.
- 2004 Co-chairperson of the Organizing Committee, ***International Workshop on Learning and Assessment in Science, Engineering & Management in Higher Education***, The Samuel Neaman Institute, Technion, Haifa, IIT, Israel.
- 2003 Member of the Organizing Committee, ***68th Conference of the Israel Chemistry Society (ICS)***, Tel Aviv, Israel.
- 2000 Member of the Organizing Committee, ***1st Biannual Conference of the EARLI Assessment SIG - "Assessment 2000"***, University of Maastricht, Maastricht, The Netherlands.
- 2000 Member of the Organizing Committee, ***AYALA 2000***, Tel-Aviv University, Tel-Aviv, Israel.
- 1999 Chairperson of the Organizing Committee, ***International Workshop on Science Teachers Education toward the New Millennium***, Technion, Haifa, IIT, Israel.
- 1997 Member of the Organizing Committee, ***62nd Conference of the Israel Chemistry Society (ICS)***, Technion, IIT, Haifa, Israel.

- 1992 Member of the Organizing Committee, **57th Conference of the Israel Chemistry Society (ICS)**, Technion, IIT, Haifa, Israel.

International Committees

- 2019 - Date Early Career Research Award Committee, ***NARST: A Worldwide Organization for Improving Science Teaching and Learning through Research*** – Committee Member.
- 2013 – 2015 ***International Quality Assessment Committee for Evaluation of Educational Studies in Israel***, The Council for Higher Education, Israel – Committee Member.
- 2011 - 2014 Membership & Election Committee, ***NARST: A Worldwide Organization for Improving Science Teaching and Learning through Research*** – Committee Member.
- 2006 - 2009 NSF Advisory Board – Diversifying Engineering through Gateway Courses: Assessment of Project-Based Learning in Undergraduate Physics, Mathematics and Engineering, PIs: Y.V. Zastavker and M. Ong, Franklin W. Olin College of Engineering, MA and Harvard Graduate School of Education, MA, USA.
- 2008 - 2009 Policy Strand, ***NARST: A Worldwide Organization for Improving Science Teaching and Learning through Research*** – Co-Chair.
- 2004 - 2006 Journal of Research in Science Teaching (JRST) Paper Award Committee, ***NARST: A Worldwide Organization for Improving Science Teaching and Learning through Research*** – Committee Member.
- 2004 - 2006 College Science Teaching and Learning Strand, ***NARST: A Worldwide Organization for Improving Science Teaching and Learning through Research*** – Co-Chair.
- 2003 - 2006 NSF Advisory Board – Exploring Quantum Concepts in Chemistry, PI: P. Garik, Boston University, MA, USA.
- 2002 - 2009 Technion representative of ***LINC – Learning International Networks Consortium***, organized by Massachusetts Institute of Technology, Cambridge, MA, USA.
- 2001 - 2006 Israeli Correspondent to ***European Association for Research on Learning and Instruction (EARLI)***.
- 1999 - 2002 NSF Advisory Board – Quantum Science across Disciplines, PI: P. Garik, Boston University, MA, USA.
- 2000 - 2001 Member of the i-Campus Microsoft-supported Projects Assessment Committee at Massachusetts Institute of Technology, Cambridge, MA, USA.
- 1998 - 2001 International Committee, ***NARST: A Worldwide Organization for Improving Science Teaching and Learning through Research*** – Committee Member.

- 1997 - 2001 Assessment and Evaluation SIG, **European Association for Research on Learning and Instruction (EARLI)** – Coordinator.
- 1993 - 1997 Outstanding Paper Award Committee, **NARST: A Worldwide Organization for Improving Science Teaching and Learning through Research** – Committee member.

National Committees

- 2016 - 2018 **Chairperson, National Committee for Science and Technology for All Curriculum**, appointed by the Minister of Education, Israel.
- 2015 - 2016 **National Institute for Testing and Evaluation** – Committee member.
- 2014 - 2016 **ISF – Israel Science Foundation Committee for Grants in Research Education** – Committee member, in charge of science education.
- 2011 - 2013 **Chairperson, Late Naama Greenshpon Excellent Chemistry Teacher Prize Committee**, Department of Education in Technology and Science, Technion.
- 2003 - 2008 **Chairperson, National Committee for Chemistry Curriculum**, appointed by the Minister of Education, Israel.
- 2003 - 2006 **Chairperson, Distinguished Chemistry Teacher Prize Committee**, Israel Chemistry Society (ICS).
- 2004 - 2005 **Chairperson, National Committee for the Future of Chemical Education**, appointed by the Samuel Neaman Institute and the Chemical Industry Organization.
- 2003 - 2005 **ISF – Israel Science Foundation Committee for Grants in Research Education** – Committee member, in charge of science education.
- 2003 - 2005 **National MALAM Representative** – Executive Committee of the National Center for Science Education, Israel.
- 2003 - 2005 **Head of the Technion MALAM** – the National Center for Science Education, Israel.
- 1999 - 2002 **National Committee for Chemistry Curriculum**, appointed by the Minister of Education, Israel – Committee member.
- 1998 - 1999 **National Committee for Teacher Internship in Education**, Ministry of Education, Israel – Committee member.
- 1997 - 1998 **National Committee for Pre-school Science and Technology Education**, Ministry of Education, Israel – Committee member.

Membership in Professional Organizations

- NARST A Worldwide Organization for Improving Science Teaching and Learning through Research

ACS	American Chemical Society – Chemical Education
EARLI	European Association for Research on Learning and Instruction—SIG: Metacognition & Higher Education
ESERA	European Science Education Research Association
ICS	Israel Chemistry Society

TECHNION ACTIVITIES

2016 - date	Reduced Senate member, Ex-officio as Dean of the Faculty of Education in Science and Technology.
2003 - date	Faculty of Education in Science and Technology, Promotion Preparatory Committee – Member till 2014, Chair of the Committee since 2015.
2011 - 2013	Member of the Interdepartmental Committee on Nano-science and Nano-technology.
2009 - 2013	Reduced Senate member, Ex-officio as Dean of the Division of Continuing Education and External Studies.
2006 - 2008	Representative of the Department of Education in Technology and Science at the Senate.
2005 - 2008	Department of Humanities and Arts, Promotion Preparatory Committee
2015	Member.
2005 - 2007	Technion Standing Graduate and Undergraduate – Subcommittee Member of Students' Excellency at the Technion.
2004 - 2007	Technion Standing Graduate and Undergraduate Committee Member.
2003 - 2008	Graduate Studies Coordinator, Department of Education in Technology and Science.
2003 - 2005	Representative of the Department of Education in Technology and Science at the Senate.
2001 - 2003	Undergraduate Studies Coordinator, Department of Education in Technology and Science.
1993 - 1994	Representative of the Department of Education in Technology and Science in the Links with the Technion Alumni. Responsible for the Department representation in the Technion's 70 th Anniversary.
1991 - 2013	Representative of the Faculty of Education in Technology and Science in the Chemistry Department.

GRADUATE STUDENTS

Faculty of Education in Technology and Science, Technion, IIT.

Ph.D.

1. **Nitza Barnea** Integrating molecular modeling in teaching chemical bonding and structure and its effect on conceptual change, spatial ability and model perception. Graduated 1996. For more than a decade, she served as the Israeli Ministry of Education's National Chemistry Superintendent and the Head of the STEM Novice Teachers' Induction Program (ret.). Currently: Group Leader, STEM Novice Teachers' Induction Program, Faculty of Education in Science and Technology, Technion.
2. **Tali Tal** Industry-environment projects in a community school: Development of a model and its evaluation (secondary supervisor: R. Lazarowitz). Graduated 1998. Currently: Professor, Faculty of Education in Science and Technology, Technion, and NARST President.
3. **Irith Wertheim** A morphological approach as a way to improve spatial ability (primary supervisors: A. Wachman and N. Movshovitz- Hadar). Graduated 1998. Currently: Faculty Liaison at the Center for Advancement of Teaching, Technion.
4. **Mira Hameiri** Multidimensional analysis of quantitative problems in chemistry and its implementation in a studyware. Graduated 1999. Currently: Director of Principals' and Supervisors' Professional Development Track at Oranim Academic College, Kiryat Tivon, Israel.
5. **Orit Herscovitz** Science teachers in an era of reform – Toward an interdisciplinary case-based teaching-learning. Graduated 1999. Received Wolf Prize. Adjunct Associate Professor, Head of STEM Novice Teachers' Induction and Mentors Program, Faculty of Education in Science and Technology, Technion, and Senior Researcher at the Technion Research & Development Foundation (TRDF).
6. **Yehuda Peled** Professional development of science and technology teachers who integrate Web-based teaching in their schools (secondary supervisor: G. Schuster). Graduated 2002. Currently: Head of Science Education Department, Senior Lecturer, Western Galilee College and Educational Coordinator for the Central Consortium with the Western-Galilee Jewish Agency for Israel (JAFI). Received Fulbright Fellowship 2009-2010.
7. **Miri Barak** A Model for a Web-based community of chemistry learners in higher education (secondary supervisor: N. Adir). Graduated 2002. Received the Excellent Woman Scientist Award, Technion, and the d'Arbeloff Fund for Post-doctoral Scholarship at MIT. Currently: Associate Professor, Faculty of Education in Science and Technology, Technion.
8. **Irit Sasson** Case-based computerized experiments and their effect on visualization skills and chemistry understanding of high-school students. Graduated 2007. Received Rashi-Sakta Fellowship for Doctoral Students in Science Education. Currently: Senior Lecturer, Head, Department of Education, Tel-Hai Academic College

and Head, Educational Research & Development Unit, Shamir Research Institute, University of Haifa, Israel.

9. **Gadi Mador** Embedded assessment in medical model-based learning environment (secondary supervisor: A. Ziv). Graduated 2007. Currently: CEO, Technoda Museum, Hadera, Israel.
10. **Zvia Kaberman** National assessment of thinking skills of high-school chemistry Students. Graduated 2007. Received Rashi-Sakta Fellowship for Doctoral Students in Science Education, 2003-2007, Excellent Research Award and Excellent Tutor Award, 2007. Currently: Adjunct Lecturer, Faculty of Education in Science and Technology, Technion and Head of Science Department, Nesher High School, Israel. Received the Naama Greenshpon Award for Excellent Chemistry Teacher, 2010.
11. **Abed Abir** Bilingual learning culture in computerized chemistry learning environment. Graduated 2008. Received Kaplan Award on her contribution to the educational system in Israel, 2006. Was Researcher at the Technion Research & Development Foundation and Adjunct Lecturer at the Department of Education in Technology and Science, Technion. Currently: The Israeli Ministry of Education's Chemistry Regional Leader and Chemistry Teacher. Received the Naama Greenshpon Award for Excellent Chemistry Teacher, 2010.
12. **Liora Saar** Reading, understanding and analyzing adapted scientific articles: Integrating metacognitive skills and chemistry understanding levels. Graduated 2008. Served as the Vice Principal of Hemda Science Center, Tel Aviv. Received the Naama Greenshpon Award for Excellent Chemistry Teacher, 2011.
13. **Rachel Levin-Peled** Learning and assessment in Web-based environments: Design principles for hybrid courses in higher education (primary supervisor: Y. Kali). Graduated 2008. Currently: Head of Novice Teachers' Induction Program and Researcher, School of Education, Haifa University, Israel.
14. **Edit Weisselberg** Visual, textual, and quantitative representations embedded in learning and assessment of energy and dynamics in chemical processes. Graduated 2008. Chemistry teacher (ret.)
15. **Dana Fischer-Shachor** Higher order thinking skills of elementary gifted students (secondary supervisor: M. Carmi). Direct Path to PhD. Graduated 2010. Received Jacobson Award for Excellence and the Kaplan Award for Excellence in Educational Research. Lecturer at the Unit of Teaching and General Studies ORT Braude, College of Engineering, Karmiel, Israel.
16. **Vered Dangur** Visualizations and applications in teaching and learning the honors study unit "*From nano scale to microelectronics*" (secondary supervisor: U. Peskin). Graduated 2010. Currently: Lecturer, Zefat Academic College, Israel and The Israeli Ministry of Education's Chemistry Regional Leader.
17. **Shirly Avargil** Metacognition, chemical understanding, and multiple representations in teaching and learning a context-based module (secondary supervisor: O. Herscovitz). Direct Path to PhD. Graduated 2011. Received Jacobson Award for Excellence and the Kaplan Award for Excellence in Educational Research. Received

Post-Doctoral Award at the Maine Center for Research in STEM Education (RiSE Center) at the University of Maine, Orono, Maine, USA and Post-doctoral Women Fellowship for Excellence in Science at the Technion. Currently: Tenure Track Assistant Professor, Faculty of Education in Science and Technology, Technion.

18. **Nofar Barak** Simulative training for pre-nurses and nurses – Models' perceptions and skills (secondary supervisor: H. Berkenstadt). Graduated 2011. Currently: Lecturer, Ruppin Academic Center, Kfar Monash, Israel.
19. **Rania Hussein-Farraaj** Life-long learning at the Technion: Science and engineering students' perceptions about distance education and their learning experiences (secondary supervisor: Miri Barak). Graduated 2013. Currently: Lecturer, Ort Braude Academic College, Karmiel and Pedagogical Mentor, Hotam – Teacher Education Program, Israel.
20. **Rachel Nave** Faculty development program and online forums: Self-learning and self-assessment of medical-educators (secondary supervisor: Rakefet Ackerman). Graduated 2013. Currently: Head of the Examination and Assessment Unit, The Ruth and Bruce Rappaport Faculty of Medicine, Technion.
21. **Amira Allouche** The effect of reading scientific articles and online forums' discourse on biomedical engineering students' academic performance. Graduated 2013. Head of Science Department and chemistry teacher, Nofey Golan High School, Katzrin, Israel.
22. **Hagit Mishkin** Motivation and gender factors affecting career choice of engineers and students. Graduated 2016. Currently: Leader of the Academia-Classroom Project at the Northern Area, The Israeli Ministry of Education.
23. **Rea Lavi** Systems thinking and conceptual modelling of interdisciplinary problems in science and engineering. Graduated 2019. Currently: Lecturer at the School of Engineering, Massachusetts Institute of Technology, as part of the NEET Project – New Engineering Education Transformation <https://neet.mit.edu/about/>.
24. **Gabby Shwartz** Becoming a science teacher: Why and how? Candidacy Exam: June 2016. Graduated 2019. Currently: Researcher at the Technion Research & Development Foundation (TRDF).

PhD In progress

25. **Merchi Edry-Malul** Academic science inquiry-based project and STEM career choice: Gender and place of residence. Candidacy Exam: March 2017. Expected Graduation: February 2020.
26. **Effrat Akiri** STEM mentors and their mentees: Interactions and professional growth. Candidacy Exam: January 2018. Expected Graduation: 2021..

M.Sc.

27. **Nitza Barnea** Evaluation of in-service teachers training implementing a computer aided instruction module on polymers. Graduated 1993.
28. **Orly Yaroslavsky** Teaching the cell topic in small groups using the jigsaw method and its effect on learning achievements, laboratory skills and learning activity (with

- secondary supervisor: R. Lazarowitz). Graduated 1994. Head of the Education Administration, Municipality of Ma'alot Tarshiha, Israel.
29. Dalia Sarid Teaching sequence, concept mapping and achievement in genetics of ninth graders (with secondary supervisor: R. Lazarowitz). Graduated 1995.
 30. Orit Herscovitz Academic achievements and posing questions skills in teaching the topic of "Quality of Air Around Us" by the Jigsaw method. Graduated 1996.
 31. Adnan Abu Alhega The effect of incorporating a studyware in science teaching/learning on understanding the particle model and on the classroom environment of seventh graders. Graduated 1996.
 32. Yitzhak Grotes Using concept mapping of acid-rain topic in chemistry teaching. Graduated 1996.
 33. Sigal Kordova Development of a module on statistical quality control (SQC) and a study of its implementation in the school system (with secondary supervisor: Late A. Cohen). Graduated 1996.
 34. Yehuda Peled Teachers attitudes and intentions toward distance learning. Graduated 1998.
 35. Miri Barak High school students model perception and understanding of spatial structure of organic compounds. Graduated 1999.
 36. Gadi Mador Analyzing science and technology teachers' opinions about laboratory teaching methods. Graduated 1999.
 37. Yafa Sagy Model perception among science major high school students. Graduated 1999.
 38. Raya Gershoni Science teachers' understanding of the nature of matter at the phenomenon, particle and symbol levels. Graduated 1999.
 39. Masha Tsaushu Teaching/learning and assessing biotechnology topics through case studies with built-in dilemmas. Graduated 1999.
 40. Abed Abir Cognitive and affective aspects of bilingual teaching/learning of science using case studies among high school Arab students (with secondary supervisor: R. T. Tal). Graduated 2002.
 41. Zvia Kaberman Higher order thinking skills of high-school chemistry students conducting case-based computerized experiments. Graduated 2003.
 42. Catherine Marjeh Assessing the learning environment of computerized case-based laboratory of high school chemistry students. Graduated 2007.
 43. Katy Khoury Teaching, learning, and assessment of non-cognitive skills among undergraduate medical students (with primary supervisor: Z. Kaberman). Graduated 2011.
 44. Nihal Nasser Teaching case studies and adapted scientific articles in bilingual learning environment (with primary supervisor: O. Herscovitz). Graduated 2011.

45. David Miedzinski Perceptions and self-efficacy of physic teachers who mentor inquiry-based projects (with primary supervisor: O. Herscovitz). Graduated 2012.
46. Rana Abed Fostering Teachers' and Students' Scientific Literacy and Academia-Community Relations via BASHAAR Website (with secondary supervisor: O. Herscovitz). Graduated 2013.
47. Gabby Shwartz Science teachers' perceptions and knowledge of teaching and assessment in technology-rich learning environments in junior high schools (with secondary supervisor: O. Herscovitz). Graduated 2015. Currently: Ph.D. student.
48. Amal Jaraisy The effect of technology-enhanced learning environment in chemistry on middle and high school students' learning outcomes. Graduated 2015.
49. Brian Isaac Rizowy The affective aspect of the flipped classroom: Mathematics for computer science course at MIT. Graduated, 2016.
50. Hrisilda Matathia Tor Attitudes toward STEM teaching and assessment methods: Policy makers and teachers. Graduated, 2018.
51. Marina Tal Assessing knowledge types of pre- and in-service chemistry teachers (with secondary supervisor: O. Herscovitz). Graduated Suma Cum Laude, 2018 – Views II Program. Currently: Lecturer at Ort Braude Academic College, Karmiel and a Researcher at Technion Research and Development
52. Rana Abdalla Chemistry teachers' pedagogical content knowledge, assessment knowledge and challenges in teaching the energy topic. Graduated, 2018.

In progress

53. Or Shav-Artza Chemists' vision of chemistry-related profession. Expected Graduation, December 2019.
54. Merav Varsano Chemistry teachers' assessment knowledge and teachers' perspectives on online assignments (with primary supervisor: O. Herscovitz). Expected Graduation, March 2020.
55. Ola Faris Pedagogical content knowledge of pre- and in-service teachers designing and adapting online tasks in chemistry (with secondary supervisor: O. Herscovitz). Expected Graduation, March 2020.
56. Amit Galkin Project-based learning in food engineering: Cognition and metacognition (with secondary supervisor: A. Fishman). Expected Graduation, March 2020.
57. Shahaf Rocker Yoel Career choice in science, technology, engineering, and mathematics: The case of the *FIRST* program. Expected Graduation, March 2021.

B.Sc. UROP at Physics & EECS, Massachusetts Institute of Technology, MIT

58. Erin Hult Students' perceptions of TEAL – Technology-Enabled Active Learning at MIT, 2001.
59. Paula Jacobs Student motivation in technology rich collaborative settings, 2013.

60. Emily Salvador Undergraduate students' perceptions about learning in teams in Math for CS flipped classroom, 2014 (in collaboration with Prof. Eric Klopfer, MIT).
61. Chetna Mahajan Flipped classroom and the project-based learning models in Math for CS course, 2015 (in collaboration with Prof. Albert Meyer, MIT).
62. Summer Gu Team problem solving in large classes, 2015-2016 (in collaboration with Prof. Albert Meyer, MIT). She was also MISTI student at my research lab at the Technion.

Basic Sciences for Medical Doctors

63. Simon Wulfson, M.D. Development of an Intelligent Computer Assisted Instruction Module — a Case Study on the Respiratory System. 1994. Research required as part of Internship in Specialization Medical Schools.

Post-doctoral Fellows

64. **Miriam Carmi** Relationships between teachers' pedagogical content knowledge and chemistry computerized laboratory module. Lady Davis Fellowship, 2002-2004. Currently: Curriculum Developer at Weizmann Institute of Science.
65. **Hagit Yarden** Collaborative learning in higher education: investigating hybrid models implemented in Technion graduate courses. Lady Davis Fellowship, 2010-2012. Currently: Pedagogical Director, BrainPOP Israel Ltd.
66. **Niva Wengrowicz** Global Collaboration and Transactional Distance - Development of a TD Assessment Instrument for the VISIONAIR Project. Technion Research & Development Foundation – TRDF and Technion Fellowship, 2012-2015. Currently: Researcher and Senior Adjunct Lecturer, Faculty of Industrial Engineering, Technion and Coordinator of Research & Evaluation Program, School of Professional Development, MOFET Institute, Tel Aviv, Israel.
67. **Zehavit Kohen** Attitudes of various stakeholders toward the importance of science communication, channel types, and scientific knowledge construction. 2013-2015. Currently: Tenure Track Lecturer at the Faculty of Education in Science and Technology, Technion.
68. **Shari Reiss** "Breaking the glass ceiling" – factors impacting the transition of senior women scientists and engineers from graduate training into the STEM workforce. 2018 – date. Funded by the Ministry of Absorption.

Collaborating Fulbright Fellows

- Professor Joel Mintez Metacognition and assessment in science education, 2004.
- Professor Michael Piburn Spatial visualization in science education, May-June, 2008.
- Professor Gail Richmond Professional development of science teachers, May-June, 2018.

RESEARCH GRANTS

1991-1992	\$10,000	Development of CAI software for teaching chemistry. Ministry of Immigrate Absorption, Center for Absorption in Science and Technion New Scientist Fund #864-276.
1992-1993	\$13,500	Development and implementation of a Science-Environment curriculum for non-science majors in 10th grade. Ministry of Education, Center for Science Teaching, Tech # 769-737.
1992-1993 1995-1996	\$36,000	Mentoring science teacher for the use of computer applications in science teaching. Ministry of Education, Center for Educational Technology, Tech # 230-207.
1993-1997	\$135,000	Development and implementation of a computer aided instruction module on polymers and industry for high school students who major in chemistry. Ministry of Education, Center for Science Teaching, Tech. # 231-229.
1994-1998	\$170,000 out of \$500,000	Development and implementation of a “Science For All” curriculum - Science-Technology-Environment-Society (STES) (with U. Zoller and S. Keiny). Ministry of Education, Center for Science Teaching, Tech # 231-256.
1996-1998	\$150,000	Development and implementation of an approach to teaching computerized molecular modeling for high school chemistry students. Ministry of Education, Center for Science Teaching, Tech # 231- 246.
1998-1999	\$75,000	Evaluation of the “BAGRUT 2000” (Matriculation 2000) Project. <u>Chief Scientist, Ministry of Education</u> [†] , Tech # 231-286.
1998-2000	\$55,000	Center for “Ecotop Project” mentor supervision, Ministry of Environmental Quality, Department of Education, and Ministry of Education, Tech # 230- 301.
2000-2002	\$230,000	Development and assessment of a special computerized and laboratory module for high school students who major in chemistry (With Y. Apeloig, till 2001), Ministry of Education, Center for Science Teaching. Tech # 231- 299.
2003-2004	\$50,000	Scientific and pedagogical updates and translation into Arabic of a “Science For All” curriculum - Science-Technology-Environment-Society (STES). Ministry of Education, Center for Science Teaching, Tech # 231-351.
2003-2004	\$60,000	Assessment of the NETA project, Avi Chai Foundation and Hebrew College, MA, USA, Tech # 231-350.

[†]Underline in this section represents competitive grants.

2003-2005	\$67,200	A national model for assessing the laboratory (fifth) unit in the matriculation examination of chemistry honors in Israeli high school, Ministry of Education, Center for Science Teaching, Tech # 231-352.
2004-2005	\$15,000	Passing the barrier of guided inquiry (with M. Zion, secondary PI), Ministry of Education. Tech # 200-4781.
2004-2006	\$42,000	Everything is Chemistry – Analyzing Adapted Scientific Articles and Case Studies: Development and assessment of learning materials for teachers of advanced chemistry students in Israeli high school, Ministry of Education, Center for Science Teaching. Tech # 200-5422
2004-2006	\$66,000	Taste of Chemistry: Development and assessment of learning materials for advanced chemistry students in Israeli high school, Ministry of Education, Center for Science Teaching. Tech # 200-4718.
2004-2007	\$88,000	Energy and Reaction Rate in Chemistry: Development and assessment of learning materials for advanced chemistry students in Israeli high school (C-PIs N. Adir and E. Kolodney), Ministry of Education, Center for Science Teaching. Tech # 200-4717.
2004-2007	\$88,000	From Nano Scale to Microelectronics: Development and assessment of learning materials for honors chemistry students in Israeli high school (Co-PI U. Peskin), Ministry of Education, Center for Science Teaching. Tech # 200-5369.
2005-2008	\$80,000	Equal opportunities and affirmative action in gifted girls: Assessment of the rational, implementation, and effectiveness of the program, Ministry of Education, <u>Chief Scientist Office</u> (Co-PI A. Zohar).
2005-2008	\$88,000	Biochemistry: Development and assessment of learning materials for honors chemistry students in Israeli high school (Co-PIs D. Zilberstein and S. Levenberg), Ministry of Education, Center for Science Teaching. Tech # 200-5369.
2006-2008	\$380,000	Semantically enhanced, multifaceted, collaborative access to cultural heritage (MOSAICA). <u>EU Sixth Framework Program</u> , Information, Society, and Technologies.
2007-2008	\$20,000	Assessment of the MIT Project: Integrating topics and disciplinary thinking from brain and cognitive science into Concourse Program. Funded by the Teaching and Learning Lab (TLL) at MIT.

2007-2009	\$35,000	Professional development training for science teachers who teach in a computerized, hands-on laboratory. Funded by World Ort-KADIMA Science.
2008-2009	\$45,000	Assessment of the effect of young children studying science with multimedia. Funded by BrainPop.
2008-2009	\$30,000	Assessing project-based learning in the product design and development courses. Funded by the MIT-Portugal Program at the Engineering Systems Design, MIT.
2008-2010	\$95,000	Pedagogical updates and translation into Arabic of three learning units: Energy and Reaction Rate in Chemistry, Taste of Chemistry, and Everything is Chemistry – Analyzing Adapted Scientific Articles and Case Studies. Ministry of Education, Center for Science Teaching.
2011-2012	\$20,000	Pedagogical updates, modifications, and addition of a fifth chapter to the learning unit: Energy and Reaction Rate in Chemistry. Ministry of Education, Center for Science Teaching.
2011-2014	\$350,000	<u>EU 7th Framework</u> : VISIONAIR: A World-class Infrastructure for Advanced 3D Visualization-based Research. Total project budget €6,500,000 (Co-PI, with PI Dov Dori).
2012-2013	\$7,000	Heterogeneity: State of the art in educational models and best practices for coping with systemic or local student heterogeneity. The Israel Academy of Sciences and Humanities – The Initiative for Applicative Research in Education.
2012-2014	\$130,000	Development, implementation and assessment of scientific learning materials in technology-reached environments for junior high school students in Israel, Yessod Publishing House.
2012-2014	\$30,000	Fostering academia-community relations: Students', teachers', and scientists' perspectives. The Samuel Neaman Institute, Technion.
2013-2014	\$20,000	The influence of mentoring program on interest, motivation and choice of women in the M.Sc. program in system engineering. The Gordon Center for Systems Engineering, Technion (Co-PI, with PI Prof. T. Tal).
2013-2014	\$20,000	Systems thinking in large undergraduate engineering courses. The Gordon Center for Systems Engineering, Technion.
2016-2018	\$13,000	Trends in education and professional career in science and technology among underprivileged populations – women, Arab sector, ultra-orthodox, and new immigrants, National Institute for Testing & Evaluation, (Researcher Z. Kohen).
2016-2018	\$40,000	Pedagogical updates, modifications, as well as adaption to the Arab sector of the learning unit focusing on energy and reaction

		rate in chemistry. Ministry of Education, Center for Science Teaching.
2017-2019	\$132,000	Assessment of alternative, unique teacher education programs in Israel, Ministry of Education, <u>Chief Scientist Office</u> (PI, with Co-PI T. Tal).
2016-2019	\$550,000	Technology teachers' professional development and assessment – Mortech. Ministry of Education, Center for Science Teaching.
2016-2019	\$130,000	Chemistry learning and assessment online materials. Ministry of Education, Center for Science Teaching.
2016-2020	\$135,000	Modeling chemistry career choices: Academic, industrial, and first or second educational career paths, <u>Israel Science Foundation (ISF)</u> , (PI, with Co-PI Dr. S. Avargil).

SIGNIFICANT PROFESSIONAL PROJECTS

1991-1999	\$150,000	Director of Induction Project: accompanying beginning science teachers who graduated from the Department of Education in Science and Technology at the Technion. This project applied a unique model of group support for beginning science teachers who conducted action research in their classes. Sponsored by the Ministry of Education, Israel.
2000-2005	\$5M	Assessment Leader, Technology Enabled Active Learning (TEAL) Project - a long-term educational experiment for redesigning the freshman MIT physics courses, supported by funds from the d'Arbellof Initiative, MIT/Microsoft i-Campus Alliance, the National Science Foundation under Grant # 9950380, and MIT School of Science. PI - Prof. John W. Belcher, MIT. http://web.mit.edu/jbelcher/www/PhysicsNewsLetter.pdf http://web.mit.edu/jbelcher/www/fnlEditedLinks.pdf
2001-2007	\$240,000	Director of the Apprenticeship (STAJ) Project: accompanying beginning science teachers who graduated from the Department of Education in Science and Technology at the Technion. This was a mandatory training in order to obtain Teaching Permit (Researcher - N. Barnea). Sponsored by the Ministry of Education, Israel.
2007-2009	\$356,000	Force Field: E&M Visualizations for Introductory Physics, National Science Foundation (NSF), Division of Undergraduate Education. PI - Prof. John W. Belcher, MIT.
2013-2014	\$50,000	Flipped classroom - Assessment of Alternative Educational Approaches in Undergraduate Large-scale Course: 6.042J/18.062J - Mathematics for Computer Science.
2015-2017	\$25,000	

		MISTI – MIT-Israel - Flipped classroom - Assessment of Alternative Educational Approaches in Undergraduate Large-scale Courses. PI - Prof. Albert Meyer, MIT.
2014-2019	\$316,000	Trump Foundation – Pedagogical mentoring of chemistry, physics, and mathematics Views (MABATIM) graduates during their induction into the school system.

PUBLICATIONS

Theses

- Ph.D. *The Development, Implementation and Evaluation of a Chemistry Curriculum for Nursing Schools in Israel*, Weizmann Institute of Science, 1988. Academic advisors: Professor D. Samuel and Professor A. Hofstein.
- M.Sc. *The Immunological Mechanism of Unresponsiveness to Experimental Allergic Encephalomyelitis in Mice; Replacement of Suppressor Cells by a Soluble Factor*. Weizmann Institute of Science, 1981. Academic advisors: Professor R. Arnon and Dr. D. Teitelbaum.

Papers in Refereed Journals

1. Lando, Z., Dori, Y., Teitelbaum, D., & Arnon, R. (1981). Unresponsiveness to experimental allergic Encephalomyelitis in mice: Replacement of suppressor cells by a soluble factor. *The Journal of Immunology*, 5, 1915-1919.
2. Lando, Z., Dori, Y., Teitelbaum, D., & Arnon, R. (1982). Lack of H-2 restriction of suppressor factor specific to myelin basic encephalitogen. *Journal of the Neurological Sciences*, 53, 113-123.
3. Dori, Y.J., & Yochim, J. M. (1990). Learning patterns of college students using an intelligent computer aided instruction. *Journal of College Science Teaching*, 20(2), 99-103.
4. Dori, Y. J., Dori, D., & Yochim, J. M. (1992). Characteristics of an intelligent computer assisted instruction shell with an example in human physiology. *Journal of Computers in Mathematics and Science Teaching*, 11(3/4), 289-302.
5. Dori, Y.J., & Barnea^{S‡}, N. (1993). A computer aided instruction module on polymers. *Journal of Chemical Information and Computer Sciences*, 33(3), 325-331.
6. Dori, Y.J. (1994). Achievement and attitude evaluation of a case-based chemistry curriculum for nursing students. *Studies in Educational Evaluation*, 20(3), 337-348.
7. Dori, Y.J., & Yochim, J. M. (1994). Human physiology: Improving students' achievements through intelligent studyware. *Journal of Science Education and Technology*, 3(4), 263-269.

[‡] S = my graduate student

8. Dori, Y. J., Dori, D., & Yochim, J. M. (1995). Intelligent computer assisted instruction for a human physiology course: Principles and assessment. *Journal of College Science Teaching*, 24(3), 189-194.
9. Dori, Y. J. (1995). Cooperative development of organic chemistry module by experts, teachers and students. *Journal of Science Education and Technology*, 4(2), 163-170.
10. Zoller, U., Lubezky, A., Nakhleh, M., Tessier, B., & Dori, Y. J. (1995). Success on algorithmic and LOCS vs. conceptual chemistry exam questions. *Journal of Chemical Education*, 72(11), 987-989.
11. Dori, Y. J., & Hameiri^S, M. (1996). "The Mole Environment" - development and implementation of a studyware. *Journal of Chemical Information and Computer Sciences*, 36(4), 625-628.
12. Barnea^S, N., & Dori, Y. J. (1996). Computerized molecular modeling as a tool to improve chemistry teaching. *Journal of Chemical Information and Computer Sciences*, 36(4), 629-636.
13. Dori, D., & Dori, Y. J. (1996). Object-process analysis of a hypertext organic chemistry studyware. *Journal of Computers in Mathematics and Science Teaching*, 15(1/2), 65-84.
14. Geva-May, I., & Dori, Y. J. (1996). Analysis of an induction model. *British Journal of In-service Education*, 22(3), 333-354.
15. Dori, Y. J., & Barnea^S, N. (1997). In-service chemistry teachers training: the impact of introducing computer technology on teachers' attitudes and classroom implementation. *International Journal of Science Education*, 19(5), 577-592.
16. Dori, Y. J., & Hameiri^S, M. (1998). The "Mole Environment" studyware: Applying multidimensional analysis to quantitative chemistry problems. *International Journal of Science Education*, 20(3), 317-333.
17. Dori, Y. J., Alon^{SO§}, M., & Dori, D. (1998). Coordinating multimedia within groupware applications. *International Journal of Computers and Applications*, 20(2), 83-91.
18. Dori, Y. J., & Herscovitz^S, O. (1999). Question posing capability as an alternative evaluation method: Analysis of an environmental case study. *Journal of Research in Science Teaching*, 36(4), 411-430.
19. Barnea^S, N., & Dori, Y. J. (1999). High-school chemistry students' performance and gender differences in a computerized molecular modeling learning environment. *Journal of Science Education and Technology*, 8(4), 257-271.
20. Dori, Y. J., & Tal^S, R. T. (2000). Formal and informal collaborative projects: Engaging in industry with environmental awareness. *Science Education*, 84(1), 95-113.
21. Barnea^S, N., & Dori, Y. J. (2000). Computerized molecular modeling the new technology for enhancing model perception among chemistry educators and learners. *Chemistry*

§ SO= graduate student of my colleague

- Education: Research and Practice in Europe (CERP), 1(1), 109-120.
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22. Tal^S, R. T., Dori, Y. J., & Lazarowitz, R. (2000). A project-based alternative assessment system. *Studies in Educational Evaluation*, 26(2), 171-191.
 23. Dori, Y. J., & Barak^S, M. (2001). Virtual and physical molecular modeling: Fostering model perception and spatial understanding. *Educational Technology & Society*, 4(1), 61-74. http://ifets.ieee.org/periodical/vol_1_2001/dori.pdf
 24. Tal^S, R. T., Dori, Y. J., Keiny, S., & Zoller, U. (2001). Assessing conceptual change of teachers involved in STES education and curriculum development - The STEMS project approach. *International Journal of Science Education*, 23(3), 247-261.
 25. Zoller, U., Dori, Y. J., & Lubezky, A. (2002). Algorithmic and LOCS vs. HOCS chemistry exam questions: Performance and attitudes of college students. *International Journal of Science Education*, 24(2), 185-203.
 26. Dori, Y. J., Tal^S, R. T., & Peled^S, Y. (2002). Characteristics of science teachers who incorporate Web-based teaching. *Research in Science Education*, 32(4), 511-547.
 27. Dori, Y. J. (2003). From nationwide standardized testing to school-based alternative embedded assessment in Israel: Students' performance in the "Matriculation 2000" Project. *Journal of Research in Science Teaching*, 40(1), 34-52.
 28. Zohar A., & Dori, Y. J. (2003). Higher order thinking skills and low achieving students - Are they mutually exclusive? *The Journal of the Learning Sciences*, 12(2), 145-182.
 29. Dori, Y. J., & Hameiri^S, M. (2003). Multidimensional analysis system for quantitative chemistry problems - Symbol, macro, micro and process aspects. *Journal of Research in Science Teaching*, 40(3), 278-302.
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 32. Dori, Y. J., Belcher, J. W., Bessette, M., Danziger^{SO}, M., McKinney, A., & Hult^{US**}, E. (2003). Technology for active learning. *Materials Today*, 6(12), 44-49.
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** US=undergraduate student whom I mentored in a final project

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43. Kaberman^S, Z. & Dori, Y. J. (2009). Question posing, inquiry, and modeling skills of high school chemistry students in the case-based computerized laboratory environment. *International Journal of Science and Mathematics Education*, 7, 597-625.
44. Kaberman^S, Z. & Dori, Y. J. (2009). Metacognition in chemical education: Question posing in the case-based computerized learning environment. *Instructional Science*, 37(5), 403-436.
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54. Avargil^S, S., Herscovitz, O., & Dori, Y.J. (2012). Teaching thinking skills in context-based learning: Teachers' challenges and assessment knowledge. *Journal of Science Education and Technology*, 21, 207-225.
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60. Dangur^S, V., Avargil^S, S., Peskin, U., & Dori, Y. J. (2014). Learning quantum chemistry via a visual-conceptual approach: Students' bidirectional textual and visual understanding. *Chemistry Education Research and Practice – CERP*, 15, 297-310. DOI:10.1039/C4RP00025K. <http://pubs.rsc.org/en/content/pdf/article/2014/rp/c4rp00025k>

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64. Barak, M., Hussein-Farraj^S, R., & Dori, Y. J. (2016). On-campus or online: Examining self-regulation and cognitive transfer skills in different learning settings. *The International Journal of Educational Technology in Higher Education (ETHE)*, 13(35), DOI: 10.1186/s41239-016-0035-9.
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68. Krause^{SO}, M., Pietzner^{SO}, V., Dori, Y. J., & Eilks, I. (2017). Differences and developments in attitudes and self-efficacy of prospective chemistry teachers concerning the use of ICT in education. *EURASIA Journal of Mathematics, Science and Technology Education*, 13(8), 4405-4417. DOI: 10.12973/eurasia.2017.00935a.
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††P= my post-doctoral student

‡‡P= my post-doctoral student

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Editorial for the Special Issue on Context-Based Learning: Cognition, Metacognition and Affective Aspects.
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Edited Books

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2. Dori, Y.J., Mevarech, Z., & Baker, D. (2018). *Cognition, Metacognition and Culture in STEM Education*. Cham, Switzerland: Springer Science & Business Media. 380 pp. Book

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4. Beichner, R., Dori, Y. J., & Belcher, J. W. (2006). New physics teaching and assessment: Laboratory- and technology-enhanced active learning. In Mintzes, J. J., & Leonard, W. H. (Eds.). Handbook of College Science Teaching: Theory, Research and Practice, pp. 97-106. Arlington, VA, USA: NSTA Press.
5. Sasson^S, I., & Dori, Y. J. (2006). Fostering near and far transfer in the chemistry case-based laboratory environment. In: Clarebout, G. & Elen, J. (Eds.). Avoiding Simplicity, Confronting Complexity: Advance in studying and designing powerful (computer-based) learning environments, 275-286. Rotterdam, The Netherlands: Sense Publishers.
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2. Nervous System: The Brain, ISBN: 0-314-02097-7
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8. Reproductive System, ISBN: 0-314-08203-4
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University Level - Textbooks

10. Y. Dori, *Chemistry for Nursing Schools* (1986). Part I, 2nd Ed., Department of Science Teaching, Weizmann Institute of Science, Rehovot, Israel. 69 pages (in Hebrew).

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16. O. Herscovitz and Y.J. Dori (1998; 2013). The Quality of Air around Us, 2nd Edition. Department of Education in Technology and Science, Technion IIT, Haifa, Israel. 160 pages (in Hebrew, translation to Arabic: 2005; 2014).
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13. Y.J. Dori, O. Herscovitz, and Z. Kaberman (2010). A Survey and case study of professional development via distance teaching and learning to overcome teachers' shortage. Paper invited by The Israel Academy of Sciences and Humanities – The Initiative for Applicative Research in Education Retrieved Oct. 2013 <http://education.academy.ac.il/files/dori-ohad.pdf>
14. E. Weisselberg and Y.J. Dori (2010). Developing argumentations skills in learning the energy and dynamics in chemical processes module. Bulletin of Chemistry Teachers - ALCHEMIA, **16**, 35-40.
15. V. Dangur, U. Peskin, and Y.J. Dori (2011). Chemistry: From Nano-scale to Microelectronics – To think and not only to calculate. Bulletin of Chemistry Teachers - ALCHEMIA, **17**.
16. Y.J. Dori and Z. Kohen (2013). Research Review on Heterogeneity: State of the art in educational models and best practices for coping with systemic or local student heterogeneity. Review invited by The Israel Academy of Sciences and Humanities – The Initiative for Applicative Research in Education (with extended abstract in English).
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18. O. Hazzan, O. Herscovitz & Y.J. Dori (2015). Technion "Views" (MABATIM) program for training future chemistry teachers. *Bulletin of Chemistry Teachers - ALCHEMIA*, **26**, 13-21. <http://stwww.weizmann.ac.il/chemcenter/img/news/2033.pdf>
19. Dori, Y. J. & Kohen, Z., & Hershkovitz, O. (2015). Academy-community relations: Attitudes of various stakeholders toward the importance of science communication, channel types, and scientific knowledge construction. The Samuel Neaman Institute, Technion, Haifa, Israel, 50 pages (with abstract in English).
<https://www.neaman.org.il/Holistic-Assessment-Science-Communication-Based-Positions-Different-Stakeholders-HEB>

CONFERENCES

Keynote Lectures in International Conferences

- Sept. 2005 The relationships between scientific phenomena and understanding science in a media-rich environments. *The Conference of the German Organization for Research in Chemistry and Physics Education (GDCEP)*, the University of Paderborn, Germany.
- July 2007 Virtual expeditions methodology. *The 15th International Conference on Conceptual Structures (ICCS 2007)*, Sheffield Hallam University, Sheffield, UK.
<http://www.iccs2007.info/speakers.html>
- March 2015 Self-regulated learning in science education: From theory to practice. *Self-regulated Learning Conference*, Bar-Ilan University, Ramat Gan, Israel.
<http://www.srlnews.co.il/conference-seminar-agenda/>

Invited Lectures and Symposia in International Conferences

- Aug. 2000 Chemical compounds - Composition and properties symposia, *Invited Talk at the 16th International Conference on Chemical Education (16th ICCE)*, Budapest, Hungary.
- Aug. 2002 A technology-based chemistry teaching: How should we proceed? Dori, Y.J., Lerman, Z. M., and Hoffman, M. Z. Cosponsored with the International Activities Committee, Division of Chemical Education, *Invited Symposium presented at the 224th American Chemical Society (ACS) National Meeting*, Boston, MA, USA.
- Aug. 2001 Assessing the effect of visualization on students' understanding of scientific concepts. *Science Education and Visualization - Gordon Research Conference*, Mount Holyoke College, South Hadley, MA, USA.
<http://www.grc.uri.edu/programs/2001/sciedu.htm>
- July 2003 The relationships between visualizations of scientific phenomena and understanding science. *Science Education and Visualization - Gordon Research Conference*, Queen's College, University of Oxford, UK.
<http://www.grc.uri.edu/programs/2003/visualiz.htm>

- Aug. 2003 A framework for project-based assessment in science education. *SIG Invited Session, 10th European Conference for Research on Learning and Instruction*, Padova, Italy. <http://earli2003.psy.unipd.it/>
- Sept. 2004 Multidimensional assessment in higher education. *Avignon International Invited Conference on Assessment 2004*, Avignon, France.
- Aug. 2005 Integrating assessment and instruction in effective learning environments: Preparing teachers to practice embedded assessment in an inquiry-based and computerized laboratory environments. *EARLI Invited Symposium, 11th European Conference for Research on Learning and Instruction*, Nicosia, Cyprus.
- Aug. 2007 Fostering higher order thinking skills via a computer-supported inquiry-based chemistry laboratory. *EARLI SIG Invited Symposium on Recent Developments in the Design of Computer Supported Inquiry Learning Environments, 12th European Conference for Research on Learning and Instruction*, Budapest, Hungary.
- Nov. 2008 Virtual expeditions in MOSAICA Project. *The 5th Annual Conference on the Digitization of Cultural Heritage EVA/MINERVA*, Jerusalem, Israel.
- April 2009 Quality research, policy, and practice in service of science education. *Invited Policy Symposium presented at the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Garden Grove, CA, USA.
- June 2009 Chemistry: From Nano-scale to Microelectronics - Teaching undergraduate science and engineering majors and high school chemistry majors for conceptual understanding and thinking skills. *Invited Gordon Research Conference on Chemical Education Research & Practice*, Colby College, Waterville, ME, USA.
- July 2014 Scientific articles and metacognition – Enhancing students' understanding. *Invited Lecture. American Association of Physics Teachers (AAPT) National Meeting*, Minneapolis, MN, USA.
- June 2015 Learning to practice chemistry in meaningful contexts. *Invited Discussant Leader, the 2015 Gordon Research Conference on Chemistry Education Research and Practice*. Bates College in Lewiston, ME, USA.
- Dec. 2018 Pedagogical content knowledge and assessment knowledge in teaching the energy topic. *Invited Lecturer. Reforms in Science Teaching and Learning towards the 21st Century*. The Academic Arab College for Education in Israel, Haifa, Israel.
- April 2019 Second Career STEM Teachers: Preparation and integration into the school system. *Invited Presidential Symposium* (with H. Sevia, C. Black, W. Temmerman, G. Richmond, and J. Hamos) – Science teacher professional development: addressing challenges of complexity, responsivity, & scale – *at the 92nd Annual International Conference, National Association for Research in Science Teaching (NARST)*, Baltimore, MD, April 2019.

Invited Lectures in National Conferences

- Feb. 1992 Toward developing chemistry courseware through an intelligent computer aided instruction shell, *57th Conference of the Israel Chemistry Society*, Technion, Israel Institute of Technology, Haifa, Israel.
- Feb. 1995 Incorporating environmental aspects into high school chemistry and science teaching, *60th Conference of the Israel Chemistry Society*, Weizmann Institute of Science, Rehovot, Israel.
- Feb. 1996 The phenomena, molecular and symbolic levels in teaching and learning of chemistry, *61st Conference of the Israel Chemistry Society*, Hebrew University, Jerusalem, Israel.
- Jan. 2002 Technology-stimulated conceptual understanding in higher education, *67st Conference of the Israel Chemistry Society*, Hebrew University, Jerusalem, Israel.
- Dec. 2005 The effect of technology-enabled active learning on undergraduate students understanding of electromagnetism, *51st Annual Meeting of the Israel Physical Society*, Ort-Braude College, Karmiel, Israel.
- Feb. 2007 Visualizations and real-life applications in teaching and learning the module: "From nanochemistry to microelectronics". *The 72th Meeting of the Israel Chemical Society*, Weizmann Institute of Science, Rehovot, Israel (with I. Sasson, U. Peskin, V. Dangur, and R. Stanger).
- Feb. 2008 Teaching and assessing for thinking skills in chemistry: Are we there yet? *The 73th Meeting of the Israel Chemical Society*, Jerusalem, Israel.
- Feb. 2017 The views program at the Technion: Relieving Israel's shortage of chemistry teachers (with G. Shwartz and O. Herscovitz). *The 82nd Meeting of the Israel Chemical Society*, Tel Aviv, Israel.

Contributed Talks in International Conferences 2000-date ***

1. Y.J. Dori, M. Tsaushu, and R.T. Tal, Teaching/learning and assessing biotechnology topics through case studies with built-in dilemmas. Paper presented at *the 2000 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, New Orleans, LA, USA. April 2000.
2. O. Herscovitz and Y.J. Dori, Science teachers in an era of reform - Toward an interdisciplinary case-based teaching/learning. Paper presented at *the 2000 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, New Orleans, LA, USA. April 2000.
3. Y.J. Dori and A. Hofstein, The development, implementation and initial research findings of 'Science and Technology for All' in Israel. Paper presented at *the 2000 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, New Orleans, LA, USA. April 2000.
4. Y. J. Dori and M. Hameiri, Multidimensional analysis of quantitative problems in chemistry, Paper presented at *the 16th International Conference on Chemical Education (16th ICCE)*, Budapest, Hungary. August 2000.
5. Y.J. Dori and O. Herscovitz, Project-based alternative assessment of science teachers. Paper presented at *the 1st Biannual Conference of the EARLI Assessment SIG - "Assessment 2000"*, University of Maastricht, Maastricht, The Netherlands. September 2000.

*** About 60 additional contributed talks in international conferences before 2000 are not listed.

6. Y.J. Dori and J. Belcher, Technology enabled active learning - Development and assessment. Paper presented at *the 2001 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, St. Louis, MO, USA. March 2001.
7. M. Barak, Y.J. Dori, and N. Adir, Freshmen performance using a Web-based chemistry curriculum. Paper presented at *the 2001 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, St. Louis, MO, USA. March 2001.
8. O. Herscovitz, R.T. Tal, S. Argaman, and Y.J. Dori. Professional development for environmental education teachers - Special Challenges in Inquiry Based Teaching. Paper presented at *the 2001 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, St. Louis, MO, USA. March 2001.
9. Y.J. Dori and J. Belcher. Assessing students' conceptual understanding in the Technology-Enabled Active Learning (TEAL) project. Paper presented at the *9th European Conference for Research on Learning and Instruction*, Freiburg, Switzerland. August-September 2001.
10. Y.J. Dori, N. Barnea, O. Herscovitz, M. Barak, T. Kaberman, and I. Sasson. Teacher education toward teaching in technology-enriched environment and developing higher order thinking skills. Paper presented at the *Fourth International Conference on Teacher Education*, Achva, Israel. June 2002.
11. Y.J. Dori and J.W. Belcher. Visualization and active learning: MIT students' understanding of electromagnetism. Paper presented at the *125th American Association of Physics Teachers (AAPT) National Meeting*, Boise, ID, USA. August, 2002.
12. J.W. Belcher, N. Derby, Y.J. Dori, P. Dourmashkin, and S. Liao. The learning environment in the Technology Enabled Active Learning (TEAL) project at MIT. Paper presented at the *125th American Association of Physics Teachers (AAPT) National Meeting*, Boise, ID, USA. August, 2002.
13. M. Barak, Y.J., Dori, and N. Adir. Engaging freshmen students in a Web-enabled project-based general chemistry courses. Paper presented at the *224th American Chemical Society (ACS) National Meeting*, Boston, MA, USA. August, 2002.
14. Y.J., Dori, O. Herscovitz, I. Sasson, and Z. Kaberman. Integrating computerized experiments into chemistry teaching. Paper presented at the *224th American Chemical Society (ACS) National Meeting*, Boston, MA, USA. August, 2002.
15. P.S. Garik, A.D. Crosby, D. Dill, Y.J. Dori, H. Eshach, and M.Z. Hoffman. Knowledge requirements for teaching quantum concepts in chemistry using software. Paper presented at the *224th American Chemical Society (ACS) National Meeting*, Boston, MA, USA. August, 2002.
16. I. Sasson, Y. J. Dori, Z. Kaberman, and O. Herscovitz. Assessing the effect of integrating case-based computerized laboratories into chemistry teaching. Paper presented at *the 2003 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, Philadelphia, PA, USA. March 2003.
17. Y.J. Dori and J. Belcher. Can we improve students' understanding of electromagnetism concepts through 2D and 3D visualizations? Paper presented at *the 2003 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, Philadelphia, PA, USA. March 2003.
18. M. Segers (Chair), E.C. Cascallar, M. Boekaerts, Y.J. Dori, F. Dochy, J. Ridgway, and K. Smith. Optimizing new modes of assessment: In search of qualities and standards. Expert Panel presented at the *10th European Conference for Research on Learning and Instruction*, Padova, Italy. August 2003.
19. I. Sasson and Y. J. Dori. (2003). Case-based computerized experiments and their effect on visualization skills and chemistry understanding of high-school students. *Junior Researchers (JURE)*, preconference of the *European Association for Research on Learning and Instruction (EARLI)*, August, 2003, Padova, Italy.
20. Y.J. Dori and J. Belcher. Improving students' understanding of electromagnetism through visualizations - A large scale study. Paper presented at *the 2004 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, Vancouver, Canada, March-April 2004.
21. M. Carmi and Y.J. Dori. Chemistry teachers' beliefs and concerns during implementation of case-based computerized laboratory curriculum. Paper presented at *the 2004 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, Vancouver, Canada, March-April 2004.
22. Z. Kaberman, O. Herscovitz, and Y.J. Dori. Relationships between self- and teacher assessment of chemistry students' portfolios and their performance in a national case-based test. Paper presented at the *Second Biannual Joint Northumbria/EARLI Assessment Conference*, Bergen, Norway, June 2004.

23. Y.J. Dori and R. Levin-Peled. Multidimensional assessment of graduate students' performance and perceptions in a seminar on assessment of educational projects. Paper presented at the *Second Biannual Joint Northumbria/EARLI Assessment Conference*, Bergen, Norway, June 2004.
24. N. Barnea, O. Herscovitz, M. Carmi, Y.J. Dori, R. Shore, M. Kipnis, and A. Hofstein. Developing high school students' learning skills in chemistry laboratory. Paper presented at the *18th International Conference on Chemical Education*, Istanbul, Turkey, August 2004.
25. Y.J. Dori, M. Barak, O. Herscovitz, and M. Carmi. Preparing pre- and in-service teachers to teach critical thinking in a computerized chemistry laboratory environment. Paper presented at the *18th Biennial Conference on Chemical Education*, Ames, Iowa, USA, July 2004.
26. I. Sasson and Y.J. Dori. Chemistry students' comprehension of text and graphics in a case-based computerized laboratory learning environment. Paper presented at the *2005 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, Dallas, Texas, USA, April 2005.
27. R. Levine-Peled and Y.J. Dori. Graduate students' performance and perceptions in a seminar on assessment of educational projects. Paper presented at the *2005 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, Dallas, Texas, USA, April 2005.
28. Y.J. Dori, E. Hult, L. Breslow, and J.W. Belcher. The retention of concepts from a freshman electromagnetism. Paper presented at the *2005 NARST Annual Meeting - the National Association for Research in Science Teaching Conference*, Dallas, Texas, USA, April 2005.
29. J.W. Belcher, Y.J. Dori, P. Dourmashkin, and S.B. Liao. Technology enabled active learning at MIT. Paper presented at the *Eighth IFIP World Conference on Computers in Education (WCCE)*, Cape Town, South Africa, July 2005.
30. Z. Kaberman and Y.J. Dori. Case-based computerized chemistry laboratory (CCL): Embedded assessment of students' inquiry skills. Paper presented at the *11th European Conference for Research on Learning and Instruction (EARLI)*, Nicosia, Cyprus, August 2005.
31. Y.J. Dori, I. Sasson, Z. Kaberman, N. Barnea, R. Mamlok, and A. Hofstein (2005). Integrating assessment and instruction in effective learning environment. Paper presented at the *11th European Association for Research on Learning and Instruction (EARLI)*, Nicosia, Cyprus, August, 2005.
32. M. Barak and Y.J. Dori. The Journal Club: Enhancing higher order thinking via multiple modes of assessment. Paper presented at the *2006 Annual Meeting of the National Association for Research in Science Teaching (NARST)*, San Francisco, April 2006.
33. M. Carmi and Y.J. Dori. Pedagogical content knowledge and concerns of chemistry teachers implementing a case-based computerized laboratory. Paper presented at the *2006 Annual Meeting of the National Association for Research in Science Teaching (NARST)*, San Francisco, April 2006.
34. Y.J. Dori and L. Saar. A metacognitive tool for chemistry students' comprehension of adapted scientific articles. Paper presented at the *Metacognition SIG of the European Conference for Research on Learning and Instruction*, Cambridge, UK, July 2006.
35. Z. Kaberman and Y.J. Dori. Metacognition in chemical education: Question posing in the case-based computerized learning environment. Paper presented at the *Metacognition SIG of the European Conference for Research on Learning and Instruction*, Cambridge, UK, July 2006.
36. I. Sasson and Y. Dori (2006). Fostering near and far transfer in the chemistry case-based laboratory environment. Paper presented at the *Learning Environment SIG of the European Association for Research on Learning and Instruction (EARLI)*, June, 2006, Leuven, Belgium.
37. Y.J. Dori, R. Levin-Peled, and Y. Kali. Learning and assessment in IT-based environments: Design principles for hybrid courses in higher education. Paper presented at the *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*, Honolulu, Hawaii, October 2006.
38. Y.J. Dori. Emphasizing thinking skills and metacognition through reading chemical articles and inquiry-Based Experiments. Symposium presented at the *2007 Annual Meeting of the National Association for Research in Science Teaching (NARST)*, New Orleans, LA, USA, April 2007.
39. Y.J. Dori. National Curriculum Committee on Chemistry Education: Politics, negotiations, and results. Paper presented at the *2009 Annual Meeting of the National Association for Research in Science Teaching (NARST)*, Garden Grove, CA, USA, April 2009.

40. V. Dangur, U. Peskin, and Y.J. Dori. Teaching quantum mechanical concepts via the learning unit "From Nano-scale Chemistry to Microelectronics". Paper presented at the *2009 Annual Meeting of the National Association for Research in Science Teaching (NARST)*, Garden Grove, CA, USA, April 2009.
41. Y.J. Dori. Assessing the product development & design courses within the MIT-Portugal Program. Paper presented at the *Second International Engineering Systems Symposium on Engineering Systems: Achievements and Challenges*, MIT, Cambridge, MA, USA, June 2009.
42. O. Herscovitz, S. Avargil, and Y.J. Dori. Students' perceived and actual knowledge in the "Taste of Chemistry" learning unit. Paper presented at the ESERA conference, Istanbul, Turkey, August 2009.
43. M. Barak, T. Ashkar, and Y.J., Dori. Animated movies in science education: their effect on elementary school students' motivation to learn science and achievements. Paper presented at the *2010 Annual Meeting of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Philadelphia, PA, USA, March 2010.
44. S. Avargil, O. Herscovitz, and Y.J. Dori. Perceived vs. actual knowledge of students in chemical education. Paper presented at the *2010 Annual Meeting of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Philadelphia, PA, March, 2010.
45. S. Avargil, O. Herscovitz, and Y.J. Dori. Teachers' perceptions toward context-based learning and thinking skills. Paper presented at the *2010 Annual Meeting of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Philadelphia, PA, USA, March 2010.
46. Y.J. Dori, O. Herscovitz, and Z. Kaberman. A Survey of professional development via distance teaching and learning. Paper presented at the *21st Annual SITE - Society for Information Technology & Teacher Education International Conference*, San-Diego, CA, USA, March-April 2010.
47. Y.J. Dori. International product design & development graduate courses: The MIT-Portugal collaboration. Paper presented at the *5th International LINC Conference*, MIT, Cambridge, MA, USA, May 2010.
48. Y.J. Dori, M. Barak, and R. Hussein-Farraj. Initiating a distance education program: Attitudes and dispositions of business and industry professionals. Paper presented at the *3rd Annual EuroMed Conference*, Cyprus, November 2010.
49. S. Avargil, O. Herscovitz, and Y.J. Dori. Assessing students' graphing skills in a context-based chemistry module. Paper presented at the *2011 Annual Meeting of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Orlando, FL, USA, April 2011.
50. R. Hussein-Farraj, M. Barak, and Y.J. Dori. Initiating a distance education program: Attitudes and preferences of STEM graduate students. Paper presented at the *2012 Annual Meeting of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Indianapolis, IN, USA, March 2012.
51. Y.J. Dori, H. Yarden, and A. Allouche. Fostering scientific literacy in biomedical engineering hybrid courses. Paper presented at the *2012 Annual Meeting of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Indianapolis, IN, USA, March 2012.
52. S. Avargil, O. Herscovitz, and Y.J. Dori. Challenges in transition to a large-scale reform in chemical education. Paper presented at the *2012 Annual Meeting of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Indianapolis, IN, USA, March 2012.
53. N. Wengrowicz, Y.J. Dori, and D. Dori. Global Collaboration and transactional distance - Development of a TD assessment instrument for the VISIONAIR project. Paper presented at the *3rd IEEE International Conference on Cognitive Infocommunications (CogInfoCom)*, Kosice, Slovakia, December 2012.
54. R. Hussein-Farraj, M. Barak, and Y.J. Dori. Learning via face to face and distance methods: Students' self-regulated and transfer components. Paper presented at the *15th Annual International Conference on Education*, Athens, Greece, May 2013.
55. N. Wengrowicz, Y.J. Dori and D. Dori. Peer- and meta-assessment in a project-based large systems engineering course. Paper presented at the *39th Annual Conference of the International Association for Educational Assessment*, Tel Aviv, October 20-25, 2013.

56. R. Abed, O. Herscovitz and Y.J. Dori. Assessing the BASHAAR website as a tool for enhancing the communication between scientists, teachers, and students. Paper presented at the 39th Annual Conference of the *International Association for Educational Assessment*, Tel Aviv, October 20-25, 2013.
57. H. Refaeli-Mishkin, G. Jounas-Ahrend, N. Wengrowicz and Y.J. Dori. Assessment of visualization-rich learning environment and virtual science fairs. Paper presented at the 39th Annual Conference of the *International Association for Educational Assessment*, Tel Aviv, October 20-25, 2013.
58. Y.J. Dori, A. Allouche, and H. Yarden. Promoting scientific literacy of biomedical engineering students via reading research articles and online discussions. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Rio Grande, Puerto Rico, April 6-9, 2013.
59. N. Wengrowicz, D. Dori and Y.J. Dori. Visualization-Based Collaboration and Transactional Distance among Students in a Mini-Project in Industrial Engineering Course. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Rio Grande, Puerto Rico, April 6-9, 2013.
60. Z. Kohen, L. Saar and Y.J. Dori. Two perspectives of reading adapted scientific articles: Cognitive and practical versus metacognitive. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Pittsburgh, Pennsylvania, March-April, 2014.
61. N. Wengrowicz, Y.J. Dori, and D. Dori, OPM-UML Clarity and Understandability Comparison: Assessment of Large Scale Project-based System Engineering Courses. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Pittsburgh, PA, USA, March 30-April 2, 2014.
62. N. Wengrowicz, Y.J. Dori, D. Baker, and D. Dori, Large Scale Assessment in Engineering Courses Using Multiple Approaches. Paper presented at the *National Science Teachers Association (NSTA) National Conference*, Boston, MA, USA, April 3-6, 2014.
63. Y.J. Dori, V. Dangur, S. Avargil, and U. Peskin, Learning quantum chemistry via a visual-conceptual approach: Students' bidirectional textual and visual understanding. Paper presented at the *2014 Biennial Conference on Chemical Education*, Grand Rapids, MI, August 3-7, 2014.
64. H. Refaeli-Mishkin, N. Wengrowicz, D. Dori, and Y.J. Dori, Motivation factors affecting career choice of senior women and undergraduates in information and systems engineering. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Chicago, IL, USA, April 11-14, 2015.
65. N. Wengrowicz, Y.J. Dori, and D. Dori, Student-oriented meta-assessment in a project-based systems engineering course. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, IL, USA, April 11-14, 2015.
66. Z. Kohen, D. Perlman, and Y.J. Dori, The effect of engaging science programs on undergraduates' educational experiences. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Chicago, IL, USA, April 11-14, 2015.
67. S. Avargil, G. Shwartz, O. Herscovitz, and Y.J. Dori. Implementing technology and visualization in chemical education: high and middle school science teachers' views. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Chicago, IL, USA, April 11-14, 2015.
68. Y.J. Dori, Z. Kohen, and A. Meyer. Flipped classroom for computer science undergraduates: The Effect of In-Class Team Problem Solving and Projects. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Chicago, IL, USA, April 11-14, 2015.
69. I. Sasson and Y.J. Dori, Developing life-long learning: The design of learning assignments in transfer skills. Paper presented at the *16th EARLI Conference for Research on Learning and Instruction*, Limassol, Cyprus, August 25-29, 2015.

70. Y.J. Dori, Z. Kohen, and L. Saar, Learning in context via reading adapted scientific articles. Paper presented at the symposium on context-based learning at the *European Science Education Research Association (ESERA) Conference*, Helsinki, Finland, August 31-September 4, 2015.
71. N. Wengrowicz, W. Swart, K. MacLeod, R. Paul, D. Dori, and Y.J. Dori, Relationship between students' collaborative learning attitudes and their satisfaction with an online collaborative case-based course. Interactive poster presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Baltimore, MD, USA, April 14-17, 2016.
72. S. Avargil, R. Lavi, and Y. J. Dori. Literature review of students' metacognition and metacognitive strategies in science education. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Baltimore, MD, USA, April 14-17, 2016.
73. Y. J. Dori, Z. Kohen, and A. Meyer .Team learning in a computer science flipped classroom: undergraduates' problem solving, conceptual, and declared knowledge. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, Baltimore, MD, USA, April 14-17, 2016.
74. R. Lavi, Y. J. Dori, N. Wengrowicz, and D. Dori. An Assessment Instrument for Systems Thinking in Science and Engineering Education. Paper presented at the *Annual Conference of the Worldwide Organization for Improving Science Teaching and Learning through Research (NARST)*, San Antonio, TX, USA, April, 2017.
75. E. Akiri, N. Barnea, O. Herscovitz, and Y. J. Dori. Joint action research of STEM teachers: mentor-mentee interaction. Paper presented at the *European Science Education Research Association (ESERA) Conference*, Dublin, Ireland, August, 2017.
76. R. Lavi and Y. J. Dori. Context-based learning via conceptual modelling: Assessing science teachers' systems thinking. Paper presented at the *European Science Education Research Association (ESERA) Conference*, Dublin, Ireland, August 2017.
77. R. Lavi, N. Wengrowicz, Y. J. Dori, and D. Dori. Review of systems thinking and design of an assessment instrument. Paper presented at the *European Science Education Research Association (ESERA) Conference*, Dublin, Ireland, August 2017.
78. O. Hescovitz , M. Tal, and Y. J. Dori Second career pre-service chemistry teachers' knowledge: CK, PCK, AK and self-declared. Paper presented at the *European Science Education Research Association (ESERA) Conference*, Dublin, Ireland, August 2017.
https://keynote.conference-services.net/resources/444/5233/pdf/ESERA2017_0457_paper.pdf
79. G. Shwartz and Dori, Y. J. Towards a new beginning: Preparing second-career chemistry teachers. Paper presented at the *European Science Education Research Association (ESERA) Conference*, Dublin, Ireland, August 2017.
https://keynote.conference-services.net/resources/444/5233/pdf/ESERA2017_0370_paper.pdf
80. N. Barnea, E. Akiri, O. Herscovitz, and Y. J. Dori. Joint action research of chemistry teachers: Mentor-mentee interaction. Paper presented at the *European Science Education Research Association (ESERA) Conference*, Dublin, Ireland, August 2017.
https://keynote.conference-services.net/resources/444/5233/pdf/ESERA2017_0883_paper.pdf
81. E. Akiri, G. Shwartz, N. Barnea, O. Herscovitz, and Y. J. Dori. Practices in the mentoring process of STEM teachers during their integration into the school system. Paper presented at the *Annual International Conference, National Association for Research in Science Teaching (NARST)*, Atlanta, GA, April, 2018.
82. I. Sasson, M. Edry-Malul, and Y. J. Dori. Research apprenticeship for high school students: Participants' characteristics and STEM career pathways. Paper presented at the *Annual International Conference, National Association for Research in Science Teaching (NARST)*, Atlanta, GA, April, 2018.
83. Z. Kohen, O. Shav-Artza, O. Nitzan-Tamar, and Y. J. Dori. Chemists' and chemical engineers' perceptions of chemistry-related careers in industry. Paper presented at the *Annual International Conference, National Association for Research in Science Teaching (NARST)*, Atlanta, GA, April, 2018.
84. E. Akiri, G. Shwartz, and Dori, Y. J. Investigating professional identity of novice teachers during the mentoring process. Paper presented as part of a symposium – Examining sociocultural perspectives on

- agency and identity as framings for learning and teaching science at the *Annual International Conference, National Association for Research in Science Teaching (NARST)*, Baltimore, MD, April 2019.
85. M. T., Hrisilda, E. Akiri, and Y. J. Dori. Attitudes toward STEM teaching and assessment methods: Policy makers and teachers. Paper presented at the *Annual International Conference, National Association for Research in Science Teaching (NARST)*, Baltimore, MD, April 2019.
 86. S. Avargil, Z. Kohen, D. Shwartz-Asher, G. Shwartz, O. Shav-Artza, G. Strimbaum, P. Vincent-Ruz, H. Sevia, C. D. Schunn, and Y. J. Dori. Choosing a science career: self-efficacy and identity perspectives. Symposium presented at the *Annual International Conference, National Association for Research in Science Teaching (NARST)*, Baltimore, MD, April 2019.
 87. E. Akiri and Y. J. Dori. Assessing novice and experienced STEM teachers' professional growth. Paper presented at the *European Science Education Research Association (ESERA) Conference*, Bologna, Italy, August 2019.
 88. E. Akiri, G. Shwartz, O. and Y. J. Dori. Integration into the school system: Challenges of second career STEM teachers. A paper presented as part of the symposium on Science teacher professional development: Addressing challenges of complexity, responsivity, and scale. Chaired by H. Sevia. Presented at the *European Science Education Research Association (ESERA) Conference*, Bologna, Italy, August 2019.