

Name: Yehuda Peled

Date: 11.12.2022

CURRICULUM VITAE

1. Personal Details

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2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
1999-2002	Technion – Israel Institute of Technology, The faculty of Education in Science and Technology	Ph.D.	2002
1996-1999	Technion – Israel Institute of Technology, The faculty of Education in Science and Technology	M.A.	2000
1980-1984	The University of Haifa Faculty of Sciences at Oranim	Teaching Cert.	1984

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
1980-1984	The University of Haifa Faculty of Sciences at Oranim	B.Sc.	1984

3. Academic Ranks and Tenure in Institutes of Higher Education

Dates	Name of Institution and Department	Position/ Rank	% Position
1.9.2011 - current	Western Galilee College, Department of Education	Senior Lecturer	100%
2010-2011	Westminster College, PA	Fulbright Scholar in Residence	100%
2002-2013	Ohalo Academic College, Department of science and Technology	Lecturer	100%
2002 - 2011	Western Galilee College, Department of Education	Lecturer	100%
2002-2005	University of Indianapolis, Department of Computer Science	Lecturer	30%
2000-2006	Tel-Hai Academic College, Department of Education	Lecturer	50%
2000-2003	Haifa University (Oranim), Department of Education	Lecturer	50%
1996-2003	Technion – Israel Institute of Technology, The faculty of Education in Science and Technology	Lecturer and Teaching Assistant	50%

4. Offices in Academic Administration

Dates	Name of Institution and Department	Position
1.8.2020 - present	Western Galilee College, School of management, Information and Knowledge Management department	Head of department
2018 - present	Western Galilee College	Member of the Ethic Committee (IRB)
2015-2018	Western Galilee College	Member of the research Committee
2010-2011	Westminster College	Member of the ICT Teaching Committee
2006 - present	Western Galilee College	Member of the Teaching Committee
2006 - 2010	Western Galilee College	Member of the Ethic Committee (IRB)
2006 – present	Western Galilee College	Head of the Unit for the Advancement of Teaching
2005 - 2010	Western Galilee College	Member of the academic Committee
2007 -2017	Western Galilee College, Multidisciplinary Department	Chair of the Information studies specialization
2004-2010	Ohalo Academic College	Member of the Ethics Committee (IRB)
2002 - 2007	Ohalo Academic College, Sciences department	Head of the Environmental Science specialization

5. Scholarly Positions and Activities outside the Institution

Position	Institute	Year/S
Reviewer	ISF	2020- present
Journal reviewer	Teaching and Teacher education	2020- present
Journal reviewer	Educational Psychology Review	2018- present
Journal reviewer	Computers & Education	2016 - present
Editor	the <i>Interdisciplinary Journal of e-Skills and Lifelong Learning (IJELL)</i> .	2015- present
Member of the organizing committee	CHASE conference	2013 – present
Journal reviewer	Journal of Educational Technology & Society	2011- present
Journal reviewer	Journal of Leadership in Education	2016
Member	The Online Teaching and Learning Environments Unit at the MOFET institute	2008-2015
Executive Director	Wide Angle Regional Teacher Center	1997-2000

6. Participation in Scholarly Conferences

a. Active Participation

International Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
July 14-17, 2022	The European Conference on Education (ECE2022)	The UCL Institute of Education, London, GB.	What Drives Parents to Be More Involved in Their Child's Online Activities?	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
April 10-15, 2022	SITE - Society for Information Technology & Teacher Education International Conference	San Diego	<u>What predicts the use of parental strategies: active mediation, technical monitoring, or restrictive mediation?</u>	Presenter
July 6-8, 2021	EdMedia + Innovate Learning 2021	Online	<u>The effect of online teaching workshops on lecturers' readiness to teach online (before and at the beginning of the Covid-19 outbreak)</u>	Presenter
July 6-8, 2021	EdMedia + Innovate Learning 2021	Online	<u>Emotional costs among students with learning disabilities and ADHD in online learning during the Covid-19 epidemic</u>	Presenter
October 26-28, 2020	SITE Interactive 2020 Online Conference	Virtual	What do parents really know about their child's online behavior?	Presenter
August 5-8, 2019	<i>Distance Teaching & Learning conference</i>	Madison, Wisconsin, USA	Twitter as a support environment for first-year teachers' online induction workshop	
June 25-29, 2018	EdMedia 2018	Amsterdam, Netherlands	1. Cyberbullying and its influence on the academic,	Presenter & Session chair

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			social, and emotional development of undergraduate students. 2. Level of digital literacies among Israeli college educational students	
April 18–20, 2018	Midwest Business Administration Association International Business, Society, and Government Track	Chicago, USA	A Comparison of the Effects of Cyberbullying on University Students in the U.S. and Israel	Online presenter
March 2017	Tomorrow People Organization's 12th Annual Education and Development Conference.	Bangkok, Thailand	Tendencies and Preferences of Choosing Information Sources in Academic Learning: A Case of Native Hebrew and Native Arabic Speakers in Israel	Presenter
August 23 – 26, 2016	ACER 2016 – The European conference on educational research	Dublin, Ireland	Digital Literacy – a validation Study	Presenter
Mar 02-06, 2015	SITE 2015 - Society for Information	Las Vegas, NV, USA	1. An International Investigation of TPACK	Presenter & Session chair

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
	Technology & Teacher Education International Conference 2015		2. Normative Beliefs About Cyberaggression in Israeli Youth 3. Gender Effect on Student Teachers' Attitudes toward Peer Feedback in a Wiki Learning Environment 4. The impact of modeling and mentoring on pre-service teachers to use technological pedagogical content knowledge	
28.10 – 2.11, 2014	The Second Asian Conference on Society, Education and Technology (ACSET2014)	Osaka, Japan	1. Gender Effect on Student Teachers' Attitudes toward Peer Feedback in a Wiki Learning Environment. 2. pre-service teachers' use OF technological pedagogical content knowledge	Presenter & Session chair
March 25-30, 2013	SITE 2013 - Society for Information Technology &	New Orleans, Louisiana, USA	"Is there anybody out there": Twitter as a support environment for	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
	Teacher Education International Conference 2013		first-year teachers' online induction workshop	
March 5 - 9, 2012	SITE 2013 - Society for Information Technology & Teacher Education International Conference 2012	Austin, Texas, USA	<ol style="list-style-type: none"> 1. Implementation of Interactive White Boards in Four Western Pennsylvania School Districts 2. Learning Motivation and Student Academic Dishonesty – Comparison Between Face-To-Face and Online Courses 	Presenter
March 7-11, 2011	SITE 2011 - Society for Information Technology & Teacher Education International Conference (SITE) 2011	Nashville, TN, USA	<ol style="list-style-type: none"> 1. Integrating Wikis in Pre-service Education: Teacher-educators' Perspective 2. Characterization of Pre-service Teachers' Attitude to Feedback in a Wiki-environment Framework 	Presenter & Session chair
November 12-14, 2010.	90th NCSS Annual Conference,	Denver, CO, USA	Tri Wizard-Giving Voice and Vision to 3 Cultures.	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
March 18 – 21, 2010	IADIS International Conference e-Society 2010 Conference.	Porto, Portugal	Meaningful Learning through a Multi-Drafting Feedback Process in a Web-based Learning Content Management Environment	Presenter
July 10th - 13th, 2009	The 13th World Multi-Conference on Systemics, Cybernetics and Informatics: WMSCI 2009 Jointly with The 15th International Conference on Information Systems Analysis and Synthesis: ISAS 2009	Orlando, Florida, USA	Common Ground between Three Cultures	Presenter
Sept 21-24, 2008	Promoting Jewish Literacy in Educational Settings.	The University of Maryland, College Park, MD, USA	The Educational Twinning Project: Classroom Interaction between Israeli and American Jewish Communities and its Influence on the Participants' awareness of Jewish Identity, Tolerance, and Cultural Diversity	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
12-14 July 2007	The 2007 International Conference on Information Communication Technology in Education (ICICTE 2007).	Heraklion, Crete, Greece	A retrospective study on the interaction between faculty and administrators in technology-oriented environments.	Presenter
July 20-24, 2003	National Council for Community and Education Partnerships (NCCEP)	Washington DC, USA	Partnership is what makes the Difference	Presenter and panel member

Local Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
February 15, 2022	The 17th Chais Conference for the Study of Innovation and Learning Technologies: Learning in the Technological Era	Online	What Drives Parents to Be More Involved in their Child's Online Activities?	Presenter
June 30, 2021	Inter-University Center for e-Learning (IUCEL) Conference 2021	Online	The impact of academic staff training on the quality of teaching in online courses	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
February 16, 2021	The 16th Chais Conference for the Study of Innovation and Learning Technologies: Learning in the Technological Era	Open U. (Chais) Raanana, Israel	1. Which is preferable - active mediation, technological monitoring or restrictive mediation? 2. Mental well-being of students (with learning disabilities and ADHD) in online learning (during the Covid-19 crisis)	Presenter
February 11, 2020	The 15th Chais Conference for the Study of Innovation and Learning Technologies: Learning in the Technological Era	Open U. (Chais) Raanana, Israel	What do parents really know about their child's online behavior? Discrepancies between parents and their children	Presenter
February 20-21, 2018	The 13th Chais Conference for the Study of Innovation and Learning Technologies: Learning in the Technological Era	Open U. (Chais) Raanana, Israel	1. Digital Literacies and Readiness Assessment of Participants in a Training Program in a Security-technological Organization. 2. Perceived Digital Literacies of Israeli College Students Majoring in Education 3. Cyberbullying and its influence on the academic, social, and emotional development of undergraduate students	Presenter & Session chair

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
February 10-11, 2014	Learning in the Technological Era: Proceedings of the 10th Chais Conference for the Study of Innovation and Learning Technologies	Open U. (Chais) Raanana, Israel	<ol style="list-style-type: none"> 1. A Chaperone: Twitter for Professional Guidance, Social Support and Personal Empowerment in Online Workshops. 2. Implications of the one-to-one learning model on teachers' pedagogical perceptions and educational discourse in the classroom. 3. Comparing Perceived Learning and Visualizing-Verbalizing Learning Styles of Middle-School Students in One-to-One versus One-to-Many Laptop Models 4. Normative Beliefs about Cyberaggression in Israeli Youth 	Presenter & Session chair
February 19-20, 2013	Learning in the Technological Era. The 8 th Chais Conference for Innovation in Learning Technologies 2013. Research Center for the Integration of Technology in Education	Open U. (Chais) Raanana, Israel	From One-to-Many to One-to-One: Promoting "Digital Wisdom" and Technological Pedagogical and Content Knowledge in One Laptop per Student and Teacher Program	Presenter & Session chair

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
August 6, 2008	Inter-University Center for e-Learning (IUCEL) Conference 2008	Haifa U.	A digital portfolio through a multi-drafting process with Word processor in HighLearn environment	Presenter
Feb 6, 2008	Research Center for the Integration of Technology in Education (Chais 2008)	Open U. (Chais) Raanana, Israel	Creating meaningful learning with Wiki	Presenter
February 2, 2007	Research Center for the Integration of Technology in Education (Chais 2007)	Open U. (Chais) Raanana, Israel	The interaction between science teachers and school principals and its influence on technology implementation: A retrospective analysis	Presenter
December 8-9, 2004	International Conference on Learning and Assessment In Science, Engineering & Management Education In Higher Education	Technion, Haifa	Types of School Principals and Their Effect on Teachers	Presenter
June 1999	The 30 th Convention of the Israeli Association for Environment and Ecology	Tel-Aviv U.	Teacher Training for Project-Based Learning with the Support of C.M.C	Presenter

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
January 1999	International Workshop on Science Teachers' Education	Tel-Aviv U.	Teachers' Attitudes and Intentions toward Distance Learning	Presenter

b. Organization of Conferences or Sessions

Date	Name of Conference	Place of Conference	Subject of Conference/ Role at Conference/ Comments	Role
2019-2020	The Inter-University Center for e-Learning	Tel-Aviv, Israel		Conference committee member
2013-2020	Chairs Conference for the study of educational technologies	Raanana, Israel		Conference committee member
2012	The Annual international Interdisciplinary Research Conference	Western Galilee College		Initiator & organizer
2011	"Bridges" - The third international academic conference	Westminster College, PA. USA	Formerly – The Annual Interdisciplinary Research Conference	Initiator & organizer
2010	The Future of the Western Galilee streams	Western Galilee College		organizer

Date	Name of Conference	Place of Conference	Subject of Conference/ Role at Conference/ Comments	Role
2009	The Library in view of the Kindle	Western Galilee College		Initiator & organizer
2009	The Annual international Interdisciplinary Research Conference	Western Galilee College		Initiator & organizer
2008	The Annual international Interdisciplinary Research Conference	Western Galilee College		Initiator & organizer
2006	Conservation of the eagles in the Golan	Ohalo academic College		organizer

8. Research Grants

a. Grants Awarded

Role in Research	Co-Researchers	Topic	Funded by	Amount	Year	Comments
CO-PI	Efrat Pieterse	Online courses	Council for Higher education	\$20,000	2018-2020	
PI		Cyberbullying	Mofet Institute	\$ 7,000	2013-2014	See publication number 32
CO-PI	Miri Sarid	Characteristics of Undergraduate students'	National Institute for Testing and Evaluation	\$ 10,000	2010-2012	

Role in Research	Co-Researchers	Topic	Funded by	Amount	Year	Comments
		dropout from college				
PI	Camardese, Morelli & Kirkpatrick	Kindles & stragglers readers	The Westminster Endowed Development Fund (0244305000 61500)	\$ 5,000	2010-2011	See publication number 20; 21
PI	Ina Blau	Incorporating 1X1 in a high school	Chief scientist – Ministry of Education – IL	\$20,000	2010-2012	See publication number 9; 16; 22
PI	Eshet, Grinautski & Barczyk	Plagiarism issues among College students	Mofet Institute	10,000\$	2009-2010	See publication number 12; 14; 18; 26
PI	Sharon & Bar-Shalom	Integrating Wiki environment into teaching	Mofet Institute	\$10,000	2008-2009	See publication number 10; 29
CO-PI	Gloria Dunnivan	Cooperative project-based learning	National Council for Community and Education Partnerships NCCEP-Sponsored Grant Program (Award Number: P334A00023 1	\$50,000	2006-2008	See publication number 7

Role in Research	Co-Researchers	Topic	Funded by	Amount	Year	Comments
CO-PI	Avshalom Ben-Zeev	Distance Learning. vs. Traditional teaching	Oranim Academic College	\$2,500	2003-2004	
PI		Teachers' professional development	Ministry of Science	\$10,000	2000-2002	

b. Submission of Research Proposals – Not Funded

Role in Research	Co-Researchers	Topic	Funded by	Year	Score
CO-PI	Miri Sarid	The effect of academic stress and academic self-efficacy on academic dishonesty among college and university students	ISF	2015	
CO-PI	Orit Avidov-Ungar Gila Kurtz Weinberger Armin	Digital readiness for lifelong learners	GIF	2016	
CO-PI	Orit Avidov-Ungar	Digital Readiness for	Spencer Foundation	2017	

Role in Research	Co-Researchers	Topic	Funded by	Year	Score
	Gila Kurtz	lifelong learners: A mapping tool to bridge the digital gap in Israel			
CO-PI	Orit Avidov-Ungar Gila Kurtz	Teachers' Digital Literacy: Discrepancy between Self-Perceptions and Actual Performance	ISF	2018	

9. Scholarships, Awards and Prizes

Fulbright Scholar in residence 2010-2011 at Westminster College, PA, USA. Grant value = \$520,000

EdMedia 2018, Outstanding article recognition

10. Teaching

a. Courses Taught in Recent Years

Year	Name of Course	Type of Course Lecture/Seminar/ Workshop/High Learn Course/ Introduction Course (Mandatory)	Degree	Number of Students
2020 - current	Online violence and cyberbullying	Seminar	B.A.	25
2020 - current	Social networks in schools	Seminar	M.A.	15

Year	Name of Course	Type of Course Lecture/Seminar/ Workshop/High Learn Course/ Introduction Course (Mandatory)	Degree	Number of Students
2022	Technology in Education	Lecture	M.A.	
2022	Unique challenges of literacy in Israel	A-synchronous workshop	M.A.	
2015; 2016 2017; 2018; 2019; 2020	Introduction to Digital Literacy	Lecture	B.A.	+30
2011; 2012; 2013; 2014; 2015; 2016 2017; 2018; 2019	Internet & Information	Seminar	B.A.	+ 20
2015; 2017	Technology in formal education	Lecture	B.A.	80+
2013; 2014; 2015; 2016	Managing virtual communities	Seminar	B.A.	+ 20

b. Supervision of Graduate Students

Name of Student	Title of Thesis	Degree	Date of Completion/ in Progress	Co-Supervisor	Students' Achievements
Sara Perzon	Is the computer training system "a computer for every teacher" Bring the change?	M.A.	2013	-	97
Anat Bojio	Planning and running an educational blog on the subject of "Environment"	M.A.	2012	-	89
Orit Berger	Setting Up and Implementing a School Website at the "Darkei Noam" Ulpana In Petah-Tikva	M.A.	2009	-	93

11. Professional Experience

1994-2000 Biology teacher and the Pedagogical coordinator at the Sulm-Tzur High school.

PUBLICATIONS

Yehuda Peled Ph. D.

Author order is as in the publication and represent the order of contribution, unless stated differently.

1. Ph.D. Dissertation

Professional development of science-technology teachers who integrate web-based teaching in their schools; June 2002; 241 pages; Hebrew; Technion; Supervisors: Professor Y. J. Dori & Professor G. Schuster

2. Scientific Books (Refereed)

1. Rotem, A., & **Peled, Y.** (2008). *School Turns On-Line*. Tel-Aviv: Klil Academic Pub. Mofet Institute. (381 Pages) [Hebrew; English abstract]

3. Articles in Refereed Journals

Published

1. Dori, J. Y., Tal, T. R., & **Peled, Y.** (2002). Characteristics of science teachers who incorporate web-based teaching, *Research in Science Education*, 32(4), 511-547.
2. Zimmerman, L. C., & **Peled, Y.** (2009). International twinning as an enrichment project, *Academic Exchange Quarterly*, 13(1), 124-129.
3. **Peled, Y.**, & Dunnivan, G. (2009). Common ground among three cultures, *Journal of Systemics, Cybernetics and Informatics*, 7(5), 18-24.
4. Sarid, M., & **Peled, Y.** (2010). The effect of procrastination on multi-drafting in a web-based learning content management environment. *Interdisciplinary Journal of E-Learning and Learning Objects (IJELLO)*, 6, 345-354.
5. **Peled, Y.**, & Sarid, M. (2010). Multi-drafting feedback process in a web-based environment. *Interactive Technology and Smart Education*, 7(2), 113-123.
6. **Peled, Y.**, Kali, Y., & Dori Y. J. (2011). School principals' influence on science teachers' technology implementation: A retrospective analysis. *International Journal of Leadership in Education*, 14(2), 229-245.
7. **Peled, Y.**, & Dunnivan, G. (2011). Cross-cultural learning program. *Academic Exchange Quarterly*, 15(2), 70-74. (editors' choice).
8. * **Peled, Y.**, Barczyk, C., & Sarid, M. (2012). Institutional characteristics and faculty perceptions of academic dishonesty. *Educational Practice and Theory*, 34(2), 61-79. **Doi:** <https://doi.org/10.7459/ept/34.2.05>

9. * Blau, I., & Peled, Y. (2012). Teachers' openness to change and attitudes towards ICT: comparison of Laptop per Teacher and Laptop per Student Programs. *Interdisciplinary Journal of E-Learning and Learning Objects. (IJELLO special series of Chais Conference 2012 best papers)*, 8(1), 73-82.
10. * Peled, Y., Bar-Shalom, O., & Sharon, R. (2012). Characterization of pre-service teachers' attitude to feedback in a Wiki-environment framework. *Interactive Learning Environments*, 22(5), 1-16. Doi: 10.1080/10494820.2012.731002.
11. * Peled, Y., & Rozansky, C. L. (2012). Educational twinning: building a school partnership across continents. *Academic Exchange Quarterly*, 16(2), 49-55.
12. * Eshet Y., Peled Y., Barczyk, C., & Grinautski, K. (2013) I did not know its prohibited - academic dishonesty in online courses. *Journal of Communication and Computer*, 5, 661-667.
13. * Peled, Y., & Khaldi, S. (2013). Are discrimination, survival and tradition sufficient argument for academic dishonesty? Discrimination, survival and tradition as argumentation for academic dishonesty. *Educational Practice and Theory*, 35(1), 41-61.
14. * Eshet, Y., Peled Y., & Grinautski, K. (2013). What have you got to say for yourself? academic dishonesty in online courses. *International Journal of Information Technology & Computer Science*, 9(2), 28-34.
15. * Eshet, Y., Peled, Y., Barczyk, C., & Grinautski, K. (2013). Can you explain this? Personality and willingness to commit various acts of academic misconduct. *Journal of Communication and Computer*, 10, 1042-1046.
16. * Pieterse, E., & Peled, Y. (2014). A chaperone: using Twitter for professional guidance, social support and personal empowerment of novice teachers in online workshops. *Interdisciplinary Journal of E-Learning and Learning Objects (IJELLO special series of Chais Conference 2014 best papers)*, 10, 177-194.
17. * Eshet, Y., Grinautski, K., Peled, Y., & Barczyk, C. (2014). No more excuses- personality traits and academic dishonesty in online courses. *Journal of Statistical Science and Application*, 2, 111-118.
18. * Camardese, A., & Peled, Y. (2014). Using technology to bridge cultural differences. *The Delta Kappa Gamma Bulletin*, 80(2), 21-35.

19. * Camardese, A., Morelli, E., **Peled, Y.**, & Kirkpatrick M. (2014). Using E-readers for reading improvement in students with mild disabilities. *Journal of the American Academy of Special Education Professionals (JAASEP) Spring-Summer*, 7-24.
20. * **Peled, Y.** Medvin, M., & Domansky, L. (2015). Integrating IWB use in Western PA K-12 schools districts: the professional development connection. *Journal of Interactive Learning Research*, 26(3), 289-305.
21. * **Peled, Y.**, Blau, I., & Grinberg, R. (2015). Does 1:1 computing in a junior-high-school change the pedagogical perspectives of teachers and their educational discourse? *Interdisciplinary Journal of e-Skills and Life Long Learning*, 11, 257-271.
22. * Blau, I. **Peled, Y.**, & Nusan, A. (2016). Technological Pedagogical and Content Knowledge (TPACK) in one-to-one classroom: teachers developing "digital wisdom". *Interactive Learning Environments*, 24(6), 1215-1230. Doi: 10.1080/10494820.2014.978792
23. * Goldstein, O., & **Peled, Y.** (2016). Wiki-based pedagogy in pre-service teacher education. *Technology, Pedagogy and Education*, 25(4), 469-486. Doi: <http://dx.doi.org/10.1080/1475939X.2015.1077884>
24. * Merdler, M., & **Peled, Y.** (2016). Tendencies and preferences of choosing information sources in academic learning: a case of native Hebrew and native Arabic speakers in Israel. *Journal of Educational and Social Research*, 6(1), 39-47.
25. * Kurtz, G., & **Peled, Y.** (2016). Digital learning literacies –a validation study. *Issues in Informing Science and Information Technology*, 13, 145-158. Doi: <https://doi.org/10.28945/3479>
26. * **Peled, Y.**, Eshet, Y., Barczyk, C., & Grinautski, K. (2018). Predictors of academic dishonesty among undergraduate students. *Computers & Education*, 131, 49–59. Doi: <https://doi.org/10.1016/j.compedu.2018.05.012>
27. * Redmond, P., & **Peled, Y.** (2018). Exploring TPACK among preservice teachers in Australia and Israel. *British Journal of Educational Technology*, 50(4), 2040-2054. Doi: <https://doi.org/10.1111/bjet.12707>
28. * **Peled, Y.** (2018). Children's attitudes to parental mediation in a traditional society. *Cyberpsychology, Behavior, and Social Networking*, 21(12), 774–780. Doi: <https://doi.org/10.1089/cyber.2018.0165>

29. * Seroussi, D. E., Sharon, R., & **Peled, Y.** (2019). Reflections on peer feedback in disciplinary courses as a tool in pre-service teacher training. *Cambridge Journal of Education*, 49(5). 655-671. Doi: <https://doi.org/10.1080/0305764X.2019.1581134>
30. * **Peled, Y.** (2019). Cyberbullying and its influence on academic, social, and emotional development of undergraduate students. *Heliyon* 5(3). e01393. Doi: <https://doi.org/10.1016/j.heliyon.2019.e01393>
31. * **Peled, Y.**, Pundak, D., & Weiser-Biton, R. (2019). From a passive information consumer to a critically thinking learner. *Technology, Pedagogy and Education*, 1-16. <https://doi.org/10.1080/1475939X.2019.1699853>
32. * **Peled, Y.**, Medvin, B. M., Pieterse, E. & Domanski, L. (2019). Normative beliefs about cyberbullying: comparisons of Israeli and U.S. youth. *Heliyon*, 5(12). <https://doi.org/10.1016/j.heliyon.2019.e03048>
33. * **Peled, Y.** (2020). Pre-service teacher's self-perception of digital literacy: The case of Israel. *Education and Information Technologies*, 1-18. <https://doi.org/10.1007/s10639-020-10387-x>.
34. * Sarid, M., **Peled, Y.** & Vaknin-Nusbaum, V. (2021). The relationship between second language college students' perceptions of online feedback on draft-writing and academic procrastination. *Reading and Writing*, 34, 1247–1271. <https://doi.org/10.1007/s11145-020-10111-8>
35. * **Peled, Y.**, Kurtz, G., & Avidov-Unger, O. (2021). Pathways to a knowledge society: A proposal for a hierarchical model for measuring digital literacy among Israeli pre-service teachers. *Electronic Journal of e-Learning*, 19(3), 118-132. DOI: <https://doi.org/10.34190/ejel.19.3.2217>
36. **Peled, Y.** & Perzon, S. (2021). Systemic model for technology integration in teaching. *Education and Information Technologies*. DOI: [10.1007/s10639-021-10694-x](https://doi.org/10.1007/s10639-021-10694-x)
37. **Peled, Y.**, Blau, I., & Grinberg, R. (2022). Crosschecking teachers' perspectives on learning in a one-to-one environment with their actual classroom behavior – a longitudinal study. *Education and Information Technologies*, 7, 4841–4864. <https://doi.org/10.1007/s10639-021-10809-4>
38. Kalman-Halevi, M., Tutian, R., & **Peled, Y.** (2022). What do parents really know about their child's online behaviour? Discrepancies between parents and their children in

Israel. *Journal of Children and Media*, 16(4), 471-480.

<http://dx.doi.org/10.1080/17482798.2022.2038223>.

39.

4. Articles or Chapters in Scientific Books (which are not Conference Proceedings)

Published

1. **Peled, Y.**, Dori, Y. J., & Kali, Y. (2011). Sustainable integration of technology into education: from teachers and principals' point of view - A longitudinal research. In D. Chen & G. Kurtz (Eds.), *Integration of information technology in the Israeli education system* (pp. 311-332). Tel-Aviv: Tel-Aviv University. [Hebrew]
2. * **Peled, Y.**, Barczyk, C., Eshet, Y., & Grinautski, K. (2012). Learning motivation and student academic dishonesty – a comparison between face-to-face and online courses. In: C. D. Maddux, & D. Gibson (Eds.), *Research Highlights in Technology and Teacher Education 2012*.
3. * **Peled, Y.**, Medvin, M., & Domanski, L. (2012). IWB in Rural school districts. Is it worth it? In: C. D. Maddux, & D. Gibson (Eds.), *Research Highlights in Technology and Teacher Education 2012*.
4. * **Peled, Y.**, & Pieterse, E. (2013). "Is there anybody out there": Twitter as a support environment for first-year teachers' online induction workshop. In L. Leping, D. C. Gibson & C. D. Maddux (Eds.), *Research Highlights in Technology and Teacher Education 2013* (pp.41-49).
5. * **Peled, Y.** (2014). Classroom interaction between Israeli and American Jewish communities and its influence on the participants' awareness of Jewish identity and cultural diversity. In Y. Rich, Y. Katz, Z. Mevarech, & S. Ohayon (Eds.), *Jewish Literacy and Education (Studies and Texts in Jewish History and Culture)* (pp. 205-225). Bethesda, Maryland: University Press of Maryland.
6. * **Peled, Y.**, & Oster-Levinz, A. (2015). The impact of modeling and mentoring on pre-service teachers to use technological pedagogical content knowledge. In L. Liu

- & D. C. Gibson (Eds.), *Research Highlights in Technology and Teacher Education 2015*. (pp. 21-29). Waynesville, NC : AACE.
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5. Articles in Conference Proceedings

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2. **Peled, Y.**, Kali, Y., & Dori, Y. J. (2007, July). A retrospective study on the interaction between faculty and administrators in technology-oriented environments. In Y. Eshet, A. Caspi, & N. Geri (Eds.), *Proceedings of the International Conference on Information Communication Technology in Education (ICICTE 2007)*, Heraklion: Crete.
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4. **Peled, Y.** (2008, February). Creating meaningful learning in A Wiki environment. In Y. Eshet, A. Caspi, & Y. Yair (Eds.), *Proceedings of the 3rd Chais conference for the study of educational technologies* (pp.142-148). Raanana: The Open University.
5. Zimmerman, L. W., & **Peled, Y.** (2008 May). *Storying our world. narrative matters 2008*. Paper presented at the International Narrative Conference. Toronto, Ontario: Canada.
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7. **Peled, Y.** (2008, September). *The Educational Twinning Project: classroom interaction between Israeli and American Jewish communities and its influence on the participants' awareness of Jewish identity, tolerance, and cultural diversity*. Paper presented at the conference on Promoting Jewish Literacy in Educational Settings. College Park, Maryland: The University of Maryland.
8. Dunnivan, G., & **Peled, Y.** (2009, July). *common ground between three cultures*. Paper presented at the 13th World Multi-Conference on Systemics, Cybernetics, and Informatics: WMSCI 2009 Jointly with The 15th International Conference on Information Systems Analysis and Synthesis: ISAS 2009. Orlando, Florida.
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11. **Peled, Y.** (2010). *Multi-drafting feedback process in a web-based learning environment* Paper presented at the Israel's First International Conference on Academic Writing "Academic Writing and Beyond In Multicultural Societies." Tel Aviv, Israel.

12. **Peled, Y.**, & Camardese, A. (2010, November). *Tri Wizard-giving voice and vision to 3 cultures*. Paper presented at the 90th NCSS Annual Conference. Denver, CO.
13. **Peled, Y.**, Bar-Shalom, O., & Sharon, R. (2011, March). Characterization of pre-service teachers' attitude to feedback in a Wiki-environment framework. In M. Koehler & P. Mishra (Eds.), *Proceedings of SITE 2011--Society for Information Technology & Teacher Education International Conference* (pp. 3579-3586). Nashville, Tennessee, USA: Association for the Advancement of Computing in Education (AACE). (<https://www.learntechlib.org/primary/p/36879/>).
14. **Peled, Y.**, & Goldstein, O. (2011, July). Integrating Wikis in pre-service education: teacher-educators' perspective. In M. Koehler & P. Mishra (Eds.), *Proceedings of SITE 2011--Society for Information Technology & Teacher Education International Conference* (pp. 1019-1025). Nashville, Tennessee, USA: Association for the Advancement of Computing in Education (AACE).
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18. Nusan, A., Blau, I., & **Peled, Y.** (2013, February). From one-to-many to one-to-one: promoting "Digital Wisdom" and technological pedagogical and content knowledge in One Laptop per Student and Teacher Program. In Y. Eshet-Alkalai, A. Caspi, S. Eden, N. Geri, Y. Kalman, & Y. Yair. (Eds.),

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19. **Peled, Y., & Pieterse, E.** (2013, March). "Is there anybody out there": Twitter as a support environment for first-year teachers' online induction workshop. In R. McBride, & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1405-1410). Chesapeake, VA: AACE. <http://www.editlib.org/p/48323>.
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 21. Eshet Y., **Peled Y., & Grinautski, K.** (2013, May). *What have you got to say for yourself? academic dishonesty in online courses*. Paper presented at the 3rd International Conference on Information Communication & Computer. Bangkok, Thailand.
 22. Eshet Y., **Peled Y., Barczyk, C., & Grinautski, K** (2013, September). *What have you got to say for yourself? Personality traits and academic dishonesty in online courses*. Paper presented at the IISES - 8th International Conference of the Institute of Social and Economic Sciences. Naples, Italy.
 23. Oster-Levinz, A., & **Peled, Y.** (2013, September). Technological pedagogical content knowledge in pre-service teacher education – research in progress. In L. Uden, Y. H. Tao, H. C. Yang, & I. H. Ting, (Eds.), *The 2nd International Workshop on earning Technology for Education in Cloud* (pp. 41-47). Kaohsiung, Taiwan.
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 25. **Peled, Y., & Pieterse, E.** (2015, February) Normative beliefs about cyberaggression in Israeli youth. In Y. Eshet-Alkalai, I., Blau, A. Caspi, N.

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29. Redmond, P., & **Peled, Y.** (2015, March). An international investigation of TPACK. In D. Rutledge, & D. Slykhuis, (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 3042-3048). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
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 45. Tutian, R., Kalman-Halevi, M. & **Peled, Y.** (2021). What would I prefer - Active mediation, Technical monitoring, or Restrictive mediation? Learning in the Digital Era Proceedings of the 16th Chais Conference for the Study of Innovation and Learning Technologies Tuesday, February 16, 2021 Editors: Ina Blau, Avner Caspi, Yoram Eshet-Alkalai, Nitza Geri, Yoram Kalman,

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49. Rosengarten, S., Tutian, R., Kalman-Halevi, M., & Peled, Y. (2022). What Drives Parents to Be More Involved in their Child's Online Activities? In Y. Eshet-Alkalai, I., Blau, A. N. Geri, Caspi, S. Etgar, Loterman, T., Sidi, Y., & Y. Kalman (Eds.), *Proceedings of the 17th Chais Conference for the Study of Innovation and Learning Technologies (102-107)*. Ra'anana: The Open University [Hebrew].
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6. Other Works Connected with my Scholarly Field

1. Peled, Y. (1987). *The Fig*. The Hebrew University Pedagogical Center, Jerusalem (90 pp) [Hebrew].
2. Peled, Y. (1989). *Agama Stellio*. The Hebrew University Pedagogical Center, Jerusalem (63 pp) [Hebrew].
3. Peled, Y. (1990). *Chamaeleo Chamaeleon*. The Hebrew University Pedagogical Center, Jerusalem (60 pp) [Hebrew].
4. Peled Y. (1994). *Birds in the Backyard*. The Hebrew University Pedagogical Center, Jerusalem (161 pp) [Hebrew].
5. Peled Y. (1999). *The Capparis Spinosa*. The Hebrew University Pedagogical Center, Jerusalem (65 pp) [Hebrew].

7. Accepted Publications

1. Submitted Publications

Under review

1. Seroussi, D. E., **Peled, Y.**, Sharon, R., Rothschild, N., Halperin Barlev, O., Weissblueth, E., & Harpaz, S. 'A Different Voice' in Peer Feedback: Gender

Specificity in Students' Willingness to Provide Peer Feedback. *Acta Psychologica*.
Manuscript ID is ACTPSY-D-22-00789.

2. **Peled, Y.** & Turgeman, H. The information flux ecological system: re-examining Bronfenbrenner's ecological theory. *Developmental Psychology*. manuscript ID is DEV-2021-4225.
3. Kalman-Halevi, M, Tutian, R., & **Peled, Y.** Students with learning disabilities and ADHD in online learning during the COVID-19 pandemic. *Learning Disabilities Research & Practice*. Manuscript ID LDRP-Mar-2022-RE-0030.R1.
4. Klemer, Anat, Keisar Einat, & **Peled, Y.** Development of students' digital reproduction thinking, while programming games in Scratch. *International Journal of Educational Technology in Higher Education*. Manuscript ID ETHE-D-22-01296
5. Klemer, A., Merdler, M., & **Peled, Y.** *Perceptions, Attitudes and Approaches of Maths Teachers to Remote Teaching in an Emergency*. Manuscript ID (TMES-2022-0412).

In preparation

1. Pieterse, E., & Peled, Y. The impact of academic staff training on the quality of teaching in online courses, before and after the Covid-19 epidemic
2. Pieterse, E., Grinberg, R., & Peled, Y. School principal use of SNW during the Covid-19 epidemic.
3. Tutian, R., Kalman-Ha'Levi, M., & Peled, Y. What would I prefer - active mediation, technical monitoring or restrictive mediation?
Tutian, R., Kalman-Ha'Levi, M., & Peled, Y. The relationship between parental involvement in their child's network life and the child's use of the network

2. Summary of my Activities and Future Plans

My research aims to understand issues which relate to the pros and cons of ICT on teaching and learning. First, I have looked into the potential of ICT as a platform for cooperative learning between students in different countries (namely twinning project which I've initiated between classrooms in Israel and the USA). At the same time, I've experimented with Wikies and Twitter, as it seemed obvious that these cooperative platforms have a potential for teaching and learning. Apart from experiencing "writing" per se, creating Wiki entries provides the teacher with the means of exposing students to peer-feedback. I used Twitter as a support platform for pre-service teachers. Additional research at that time looked into the effect of Interactive White Boards on teaching.

In 2005, I developed the multi-drafting teaching concept, where an assignment can be sent to the teacher as many times as the student needs, in order to bring it to the desired standard. This is done using built-in features in Word such as "Track Changes" and "Comments." Using any LMS system as a delivery system enables the accumulation of an e-portfolio of the student work. In time, data have pointed to academic procrastination, which has yet to be fully explained, as multi-drafting offers the opportunity to achieve straight A's for an assignment.

The emergence of the Kindle in 2007 intrigued the idea that it might help struggling students with their reading. Thus, I researched that aspect in the US and in Israel.

In 2009 I initiated a transformation of a six-year school (7-12th grades) from a classic ("old fashion") school to a 1X1 – which included a laptop for every student and teachers with major objectives of changing the teaching and learning culture at school. My research team coached and followed the changes at school for five years.

As the demand for online courses at the academic arena increased, I began to look into the effect of academic dishonesty in online courses and compared it to student's cheating in "regular" face-to-face courses, exploring the nature of the various differences between the two.

The emergence of smartphones in 2007 introduced a major change in the way we interact with our surrounding; and, along with that, the way children who own them

are influenced. As more and more reports on cyberbullying and suicide attempts because of cyberbullying started coming in, my attention was drawn to that arena.

I have investigated the normative beliefs toward cyberaggression of 5th-10th graders in Israel and the USA and compared their cultural bias. I've done a longitude comparative study on the changes of normative beliefs toward cyberaggression of 5th-10th graders in Israel between 2013 and 2018 and indeed found that as the years go by, and younger children own smartphones change is apparent in the normative beliefs toward cyberaggression. The question where the parents are, as the traditional "protectors" of their child, was next to be examined. Preliminary research showed that parental mediation, as was known and understood in the television era, then at the desktop computer era, does not apply in the smartphone era. Whether parents are not aware of the dangers with the free "un-protected" use of smartphones or, they are aware of the perils lurking there, and thus apply some protection (parental-mediation), in any case, research has found that children do as they wish, with or without their parents' consent.

Following these findings, I am currently conducting national research titled "Dangers and threats in cyberspace - a gap between parents and children's perceptions." The initial part of the research is funded by the Western Galilee College (structuring the research instrument and achieving initial results from 500 families). These initial findings will be submitted to the ISF to try and obtain a large grant, which will enable us to collect data on a national scale.

The Trump effect on aggression, (physical aggression and cyber-aggression) brought into mind the possible effect of *bias based cyber-aggression*. Therefore, I have teamed with two German professors, prominent in education and cyber-aggression, to write a proposal to the German-Israel-Foundation on bias-based cyber-aggression. The research will inquire the effect of biased cyber-aggression which is fueled by hate speech.

In the last several years, there is an increase in the number of online courses taught at the Western Galilee College. As the chair of the "*The Unit for the Advancement of Teaching*", I've initiated a president's decree that every teacher who wishes or asks to teach an online course must participate in a two-day (8 hours) course concerning the

difference between face-to-face and online courses; how to design an online course and how it should be taught. In order to monitor the workshop's effect, data was collected from the participants. A 70,000 Shekel grant from the *Higher Education Council*, which was received in 2019, enabled us to take the research to a further level – and investigate the influence of faculty workshops for teaching online, on online courses (the way the courses are planned, constructed, and run, and the influence they exert on the teacher's pedagogy in online courses, as well as the influence of that pedagogy on the students' learning). The Covid-19 pandemic, followed by an academic shut down of the physical institutes, forced the faculty to switch to online teaching – synchronic and a-synchronic. Thus, a massive tutoring campaign on online teaching was launched by the Western Galilee College. Following that, data was collected from the faculty, in order to understand the impact of online teaching on various variables.

As an educator, I have been using Bronfenbrenner's and his follower's Ecological Systems Theory to explain various phenomena. In the last number of years, I've concluded that the theory, with all its additions, does not explain or support the reality of child development. Thus, I've suggested a new model called the "Information Flux - Socioecological Model," which will be sent for publication in January 2021.

In summary, I can divide my academic activity into five domains: (1) the possible advantages of ICT on collaborative learning; (2) The potential of various technologies (hardware and software) on teaching and learning; (3) the online courses era, i.e., the effect of online courses on academic dishonesty and the effect of a preparatory workshop for faculty on their online courses; (4) cyberaggression, online dangers and how to protect children from them, and (5) the effect of tutoring on online teaching.

Currently, I'm working on four new articles: (1) "Teacher's perception of teaching in 1X1 classrooms," which will be submitted to the *Journal of Research on Technology in Education*. (2) "Re-examining Bronfenbrenner's ecological theory: porous boundaries," which will be submitted to *Theory, Culture and Society*. (3) "Island of certainty - students' learning experience during the Covid-19 epidemic" which will be submitted to the *Journal of learning disabilities* and (4) "What is the preferred parental mediation - restrictive or enabling?" which will be submitted to the *Journal of Children and Media*.

