BAR-ILAN UNIVERSITY   FACULTY OF SOCIAL SCIENCE

SCHOOL OF EDUCATION

CURRICULUM VITAE

OFRA KORAT

EDUCATION

Year	Degree	Institution
1976-1980	B.A. Educational Counseling	Tel-Aviv University
1986-1990	M.A. Education	Tel-Aviv University
1995-1998	Ph.D. Education	Tel-Aviv University
M.A. Thesis:	Sensitivity to phonological, morphological, and semantic cues in early reading and writing in Hebrew.	
Supervisor:	Professor Iris Levin, Tel-Aviv Unversity	
Ph.D. Thesis:	Maternal mediation in a young child's writing activity: A sociocultural perspective	
Supervisor:	Professor Iris Levin, Tel-Aviv Unversity	
Post-Doctorate:	New York University, New York	
Supervisor:	Professor LaRue Allen	

ACADEMIC AFFILATIONS/APPOINTMENTS

Year	Appointment	Work Percentage
1999-2000	Post-doctoral student, School of Education, New York University	100%
2000-2010	Researcher lecturer, School of Education, Bar-Ilan University	100%
2010-2011	Visiting scholar, School of Education, University of Michigan	100%
2011 to date	Associate Professor, School of Education, Bar-Ilan University	100%

AWARDS /HONORS

Year		
1990	Research Fellowship from the MOFET Institute	
1997	Pollyanna Trotsky Scholarship for Outstanding Doctoral Students	

COMPETITIVE RESEARCH GRANTS

Year		
2003-2004	Ministry of Education and Culture; Maternal mediation during shared book reading, maternal beliefs, and child's literacy level: Comparison between two socio-economic groups PI: Ofra Korat	
2009-2010	Israel Science Foundation: Does e-book activity foster kindergarteners' emergent literacy of children with difficulties PI: Adina Shamir; Ofra Korat	
2010	Israel Science Foundation, International Workshop: Technology as a support for children's literacy for children at risk PI: Adina Shamir; Ofra Korat	
2015-2016	Israel Science Foundation: Innovative e-book as facilitator of vocabulary and story comprehension for low SES children PI: Ofra Korat	

NON-COMPETITIVE RESEARCH GRANTS

2016-2017	Irving Harris Foundation, USA: Harris program for infants, children, and families in Israel PI: Prof. Ofra Korat	

HIGHLY RATED PROPOSALS (NON-MONETARY AWARDS)

2005	Israel Science Foundation: Does e-book activity promote children's early literacy skills development? Proposed with Dr. Adina Shamir, Bar-Ilan University	
2006	Israel Science Foundation: The Arab-Israeli family as a socio-cultural context for children's literacy development in kindergarten and first grade Proposed with Dr. Dorit Aram, Tel-Aviv University	
2007	Israel Science Foundation: Does e-book activity promote children's early literacy skills development? A comparison between working individually	

versus working in pairs. Proposed with Dr. Adina Shamir, Bar-Ilan University	

COURSES TAUGHT/TEACHING EXPERIENCE

Graduate:

M.A., Ph.D.

1. Family literacy
2. Technology in early childhood
3. Parents as mediators

MAIN RESEARCH INTERESTS

1. Development and promotion of early childhood language and literacy within families and educational institutions

2. Early childhood development and learning in different socio-cultural contexts

3. Technology in early childhood: theory, research, and implementation

4. Development and research of electronic books for preschoolers

PROFESSIONAL FUNCTIONS

Membership in Scientific Societies
- Israeli Society for Growth and Development
- SCRIPT – Special Committee for Research in Processing of Text, Israel
- EARLI – European Association for Research on Learning and Instruction
- AERA – American Educational Research Association, USA
- SSSR – Society for the Scientific Studies of Reading, USA
- IRA – International Reading Association, USA
- Jean Piaget Society, USA

I serve as a managing member in two societies, wherein I promote important issues for Israeli society:
- Israel Association for the Young Child
- Association for Language and Literacy in Israel (I served as joint head of this society for 3 years; I serve as an editor for the association's publication)

INVITED LECTURES

Korat, O. (2010). CD-ROM storybooks as support for children's early literacy development. Lecture given at the School of Education, University of Illinois, Chicago, IL (October 2010).

Korat, O. (2010). The Israeli-Arab family as a socio-cultural context for early literacy development in kindergarten and first grade. Lecture given at the School of Education, Vanderbilt University, Nashville, TN (November 2014).

Korat, O. (2014). An e-book with a dictionary: A tool for promoting vocabulary and story production. Lecture given at the CUNY Graduate Center, Educational Psychology Program, New York, NY (March 2014).

Korat, O. (2014). Designing and researching e-books to support language and literacy. John Carroll University, Phoenix, AZ (September 2014).

Korat, O., Shamir, A., & Segal-Drori, O. (2014). The e-book as a facilitator of language and literacy among Hebrew-speaking children. Van Leer Institute, Jerusalem (October 2014).

Korat, O. (2015). The e-book as a facilitator of language and literacy among Hebrew-speaking children. Digital literacy for preschoolers maximizing the benefits of e-books for emergent literacy. McGill University, Montreal, Canada (June 2015).

LIST OF PUBLICATIONS

BOOKS (Editor)

1   Aram, D., & Korat, O. (Eds.) (2010). Literacy: Development and enhancement across orthographies and cultures. New York, Dordrecht, Heidelberg, London: Springer.

2.   Korat, O., & Aram, D. (Eds.) (2012). *Literacy and language: Relationship, bilingualism and difficulties.* Magnes: The Hebrew University Jerusalem (Hebrew). The book was edited by Professor Aram and by me (led by me)

3   Shamir, A., & Korat, O. (Eds.) (2013). *Technology as a support for literacy achievements for children at risk.* Springer. The book was edited by Professor Shamir and by me (led by Prof. Shamir)

CHAPTERS IN BOOKS

1.   Levin, I., Korat, O., & Amsterdamer, P. (1996). Emergent writing among Israeli kindergartners: Cross-linguistic commonalties and Hebrew specific issues. In G. Rijlaarsdan, H. van-den Bergh & M. Couzijn (Eds.), Theory models and methodology: Current trends in research of writing (pp. 398-419). Amsterdam, Netherlands: Amsterdam University Press.

2   Levin, I., Amsterdamer, P., & Korat, O. (1996). Early writing in preschool: Developmental perspectives and language effects. In J. Shimron (Ed.), Psycholinguistic studies in Israel: Language acquisition, reading and writing (pp. 248-289). Jerusalem, Israel: Magnes (Hebrew).

3   Korat, O. (2002). Writing development of school beginners in socio- cultural context: Evidence from two SES groups. In P.S. Klein & D. Givon (Eds.), Language, learning and literacy in early childhood (pp.157-183). Tel-Aviv, Israel: Ramot, Tel-Aviv University Press.

4   Aram, D., Korat, O., & Levin, I. (2006). Maternal mediation in a young child's writing activity: A sociocultural perspective. In R.M. Joshi & P.G. Aaron (Eds.), Handbook of orthography and literacy (pp. 709-733). Mahwah, NJ: Lawrence Erlbaum.

5   Shamir, A., & Korat, O. (2009). The educational electronic book as a tool for supporting children's emergent literacy. In A.G. Bus & S.B. Neuman (Eds.), Multimedia and literacy development: Improving achievement for young learners (pp. 168-181). New York: Taylor and Francis.

5.   Shamir, A., & Korat, O. (2012). The activity with e-book as a tool to promote emergent literacy in different contexts. In O. Korat & D. Aram (Eds.), *Literacy and language: Relationship, bilingualism and difficulties* (pp. 287-306). Magnes, The Hebrew University Jerusalem (Hebrew).

The chapter was written by Professor Shamir with my cooperation. The studies which are reported in the chapter were performed by both of us.

6.   Korat, O. (2012). Mediating book reading, parental beliefs and child's emergent literacy. In O. Korat & D. Aram (Eds.), *Literacy and language: Relationship, bilingualism and difficulties* (pp. 233-243). Magnes, The Hebrew University Jerusalem (Hebrew).

7.   Segal-Drori, O., Korat, O., & Klein, P. (2013). What can better support low SES children's emergent reading? Reading e-books and printed books with and without adult mediation. In A. Shamir & O. Korat (Eds.), *Technology as a support for literacy achievements for children at risk* (pp. 59-72). Springer.

Dr. Ora Segal-Drori was my Ph.D. Student. The chapter was written by her under my supervision.

8.   Shamir, A., Korat, O., & Fellah, R. (2013). Promoting literacy of children at risk for learning disabilities: Do e-books make a difference. In A. Shamir & O. Korat (Eds.), *Technology as a support for literacy achievements for children at risk* (pp.173-186). Springer.

This chapter is based on the thesis of Professor Shamir's student. Professor Shamir and I planed the research together and I participated in the writing of the chapter.

9.   Shamir, A., & Korat, O. (2013). Introduction: Technology as a support for literacy development among students at risk. In A. Shamir & O. Korat (Eds.), *Technology as a support for literacy achievements for children at risk* (pp. 1-8). Springer.

This introduction was written by Professor Shamir with my help and contribution. It is based on a theoretical background we developed together over the years.

10.   Korat, O., Aram, D., Hassunha, S., & Hag-Yehiya, H. (2013). Mother-child literacy

activities and early literacy in the Israeli Arab family. In E. Saiegh-Haddad & M. Joshi (Eds.), *Handbook of Arabic literacy* (pp. 323-350). Springer.

11. Hassunha-Arafat, S., Korat, O., & Aram, D. (2014). Shared book reading and its contribution to children's literacy among Arab families. In G. Ruso-Zimet, M. Ziv & A. Masarwa (Eds.), *Early childhood within the Arab society in Israel* (pp. 199-234). Tel Aviv: MOFET Publishing House (Hebrew).

Dr. Safieh Hassunha-Arafat was my Ph.D. Student. The chapter was written by her under my supervision.

ARTICLES IN REFEREED JOURNALS/PERIODICALS

1. Levin, I., & Korat, O. (1993). Sensitivity to phonological, morphological, and semantic cues in early reading and writing in Hebrew. *Merrill-Palmer Quarterly, 39,* 213-233.

2. Korat, O., & Levin, I. (2001). Maternal beliefs and child development: Comparison of text writing between two social groups. *Journal of Applied Developmental Psychology, 22,* 397-420.

3. Korat, O. (2001). Cultural pedagogy and bridges to literacy: Home and kindergarten. *Early Childhood Education Journal, 4,* 225-230.

4. Korat, O., & Levin, I. (2002) Spelling acquisition in two social groups: Mother-child interaction, maternal beliefs and child's spelling. *Journal of Literacy Research, 43,* 209-236.

5. Korat, O., Bahar, E., & Snapir, M. (2002/2003). Socio-dramatic play as opportunity for literacy development: The teachers' role. *The Reading Teacher, 56,* 386-393.

6. Korat, O., Bachar, E., & Snapir, M., (2003). Functional-social and cognitive aspects in emergent literacy: Relations to SES and to reading-writing acquisition in first grade. *Megamot, 42,* 195-218 (Hebrew).

7. Korat, O., & Shamir, A. (2004). Do Hebrew electronic books differ from Dutch electronic books? A replication of a Dutch content analysis. *Journal of Computer Assisted Learning, 20,* 257-268.

8. Korat, O. (2004). Mothers' and teachers' attribution of academic functioning of second graders: A comparison between two social groups. *Early Childhood Research Quarterly, 19,* 485-50.

9. Korat, O. (2005). Contextual and noncontextual knowledge in emergent literacy development: A comparison between children from low SES and middle SES communities: A comparison between two social groups. *Early Childhood Research Quarterly, 20,* 220-238.

10. Korat, O., & Schiff, R. (2006). The development of concepts about and attitudes towards writing among children from different SES groups. *Journal of Literacy Research, 37,* 289-324.

11. Shamir, A., & Korat, O. (2006). How to select CD-ROM for young children: The teacher's role. *The Reading Teacher, 59,* 532-543.

12. Shamir, A., & Korat, O. (2007). Developing an educational e-book for fostering kindergarten children's emergent literacy. *Computers in the Schools, 24,* 125-143.

13. Schiff, R., & Korat, O. (2006). How children relate storybook events? A socioeconomic perspective. *Written Language and Literacy, 9,* 213-246.

14. Korat, O., & Hagllili, S. (2007). Relationship between maternal attributions, maternal mediation and children's emergent literacy level: A comparison between two socio-economic status groups. *Journal of Literacy Research, 39,* 249-276.

15. Korat, O., Klein, P., & Drori-Segal, O. (2007). Maternal mediation in book reading, home literacy environment, and children's emergent literacy: A comparison between two social groups. *Reading and Writing: An International Journal, 20,* 361-398.

16. Korat, O., & Shamir, A. (2007). Electronic books versus adult readers: Effects on children's emergent literacy as a function of social class. *Journal of Computer Assisted Learning, 3,* 248-259.

17. Korat, O., & Shamir, A. (2008). The educational electronic book as a scaffolding tool for children's emergent literacy in low versus middle SES groups. *Computers and Education, 50,* 110-124.

18. Korat, O., Segal-Drori, O., & Landau, Y. (2008). Maternal mediation style during book reading and photo-album activities and home literacy environment: A comparison between two SES groups. *Orianut Vesafa, 1,* 127-157 (Hebrew).

19. Shamir, A., Korat, O., & Barbi, N. (2008). The effects of CD-ROM storybook reading on low SES kindergarteners' emergent literacy as a function of activity context: Paired peer tutoring versus individual use of an e-storybook. *Computers and Education, 51,* 354-367.

20. Korat, O., Ron, R., & Klein, P. (2008). Cognitive mediation and emotional support of fathers and mothers to their children during shared book-reading in two different SES groups. *Journal of Cognitive Education and Psychology, 7,* 223-247.

21. Korat, O. (2009). Maternal mediation style during book reading and photo-album activities and children's language and emergent literacy: A comparison between two SES groups. *Journal of Applied Developmental Psychology, 30,* 34-42.

22. Korat, O. (2009). How accurate mothers and teachers can be regarding children's emergent literacy development? A comparison between mothers of two educational groups. *Early Child Development and Care, 179,* 27-41.

23. Korat, O. (2009). The effects of CD-ROM storybook reading on children's emergent literacy as a function of age group and repeated reading. *Education and Information Technologies, 14,* 39-53.

24. Korat, O., Segal-Drori, O., & Klein, P. (2009). Electronic and printed books with and without adult support as sustaining emergent literacy: Contribution to children with low and high literacy levels. *Journal of Educational Computing Research, 41,* 453-475.

25. Korat, O. (2010). Electronic storybook: Language and word reading in kindergarten and first grade. *Computer and Education, 55,* 24-31.

26. Korat, O., & Shamir, A. (2010). The electronic book as a tool for supporting emergent literacy: Evidence from Hebrew speaking children. *Orianut Vesafa, 3,* 71-90 (Hebrew).

27. Korat, O., & Or, T. (2010). How new technology shapes the parent-child interaction: The case of e-book reading. *First Language, 30,* 139-154.

28. Korat, O., & Blau, H. (2010). Repeated reading of CD-ROM storybook as a support for emergent literacy: A developmental perspective in two SES groups. *Journal of Educational Computing Research, 43,* 443-462.

29. Segal-Drori, O., Korat, O., Shamir, S., & Klein, P. (2010). Reading electronic and printed books with and without adult's instruction: Effects on emergent reading. *Reading and Writing: An Interdisciplinary Journal, 23,* 913-930.

30   Korat, O. (2011). Mothers' and teachers' evaluation of first graders' literacy level and its relation to the child's actual performance in different SES groups. *Education and Treatment of Children, 34, 3,* 347-371.

31   Korat, O., Shamir, A., & Arbiv, L. (2011). E-books as a support for emergent writing with and without adults' support. *Education and Information Technologies, 16, 3,* 301-318.

32   Shamir, A., Korat, O., & Shlafer, I. (2011). The effect of activity with e-book on vocabulary and story comprehension: A comparison between kindergarteners at risk of learning disabilities and typically developing kindergarteners. *European Journal of Special Needs Education, 26, 3,* 311-322.

33   Shamir, A., Korat, O., & Fellah, R. (2012). Promoting vocabulary, phonological awareness and concept about print among children at risk for learning disability: Can e-books help? *Reading and Writing: An Interdisciplinary Journal, 25, 1,* 45-69.

34. Korat, O., & Shamir, A. (2012). Direct and indirect teaching: Using e- books for supporting vocabulary, word reading and story comprehension. *Journal of Education Computing Research, 46, 2,* 135-152. I

35. Korat, O., Hassunha-Arafat, S., Aram, D., & Klein, P. (2013). Book reading mediation, SES, home literacy environment and children's literacy: Evidence from Arabic-speaking families. *First Language, 33,* 132-154.

36. Aram, D., Korat, O., Saiegh-Haddad, E., Hassunha-Arafat, S., Khoury, R., & Hija, J. (2013). Early literacy among Arabic speaking kindergartners: The role of socioeconomic status, home literacy environment and maternal mediation of writing. *Cognitive Development, 28, 3,* 193-208.

37. Aram, D., Korat, O., & Hassunha-Arafat, S. (2013). The contribution of early home literacy activities to reading and writing in Arabic to first grade. *Reading and Writing: An Interdisciplinary Journal, 28, 3,* 1517-1536.

38 Korat, O., Shamir, A., & Heibal, S. (2013). Expanding the boundaries of shared-book reading: E-books and printed books in parent–child reading as support for children's language. *First Language, 33, 5,* 132-154.

39. Korat, O., Levin, I., Atishkin, S., & Turgeman, M. (2014). E-book as facilitator of vocabulary acquisition: Support of adults, dynamic dictionary and static dictionary. *Reading and Writing: An Interdisciplinary Journal, 27, 4,* 613-629.

40 Korat, O., Shamir, A., & Segal-Drori, O. (2014). E-books as a support for young children's language and literacy: The case of Hebrew-speaking children. *Early Child Development and Care, 184, 7,* 998-1016.

41. Korat, O., Levin, I., Ben-Shabat, A., Shneor, D., & Bokovza, L. (2014). Dynamic compared to static dictionary with and without printed focal words in e-book reading as facilitator for word learning. *Reading Research Quarterly, 49, 4,* 371-386.

42. Segal-Drori, O., Korat, O., & Shamir, S. (2015). Do Hebrew e-books support early literacy? Evidence from the Hebrew language. *Megamot, 49,* 446-479 (Hebrew).

43 Shamir, A., & Korat, O. (2015). Educational e-books for supporting emergent literacy of kindergarteners at risk for reading difficulties: What do we know so far? *Computers in the Schools, 32*, 2, 105-121.

44. Korat, O., Segal-Drori, O., &. Shamir, A. (2015). The e-book as a facilitator of language and literacy for young children: Survey of studies in Israel. *Oryanut Vesafa, 5,* 75-99 (Hebrew)

45 Korat, O., & Segal-Drori, O. (in press). E-book reading in different contexts as early literacy facilitator. *Early Education and Development*

46. Hassunha-Arafat, S., Korat, O., Aram, D., & Saiegh-Haddad, E. (in press). Continuity in literacy development from kindergarten to first grade: A longitudinal study of Arabic speaking children. Reading and Writing: An Interdisciplinary Journal

47 Korat, O., Segal-Drori, O., & Spielberg, L. (in press). Word explanation and content expansion during storybook reading and relations to SES and children's language. Early Child Development and Care.

ARTICLES SUBMITTED TO REFEREED JOURNALS/PERIODICALS

1. Korat, O., Gitait, A. Mevarech, Z., & Ditrich, D. (submitted). Computer intervention for phonological awareness: Impact on Ethiopian children and transfer to mathematical knowledge.

2. Korat, O. (submitted). Ten years after: Can recent e-books for young children serve as a good support for language and literacy learning?

PAPERS PRESENTED AT SCIENTIFIC CONFERENCES

1. Levin, I., & Korat, O. (1989). Emergent writing among Israeli kindergartners: Cross-linguistic commonalties and Hebrew specific issues. EARLI (European Association for Research on Learning and Instruction). Madrid, Spain.

2. Levin, I., & Korat, O. (1989). Early writing in preschool: Developmental perspectives and language effects. ISSBD (International Society for the Study of Behavioral Development) Jyvaskyla, Finland.

3. Korat, O., & Levin, I. (1990). Emergent writing among Israeli kindergartners. SCRIPT (Special Committee for Research in Processing of Text), Ma'ale Hahamisha, Israel.

4. Korat, O. (1990). Emergent literacy among Hebrew speaking children. Ministry of Education and Culture, Department of Teacher Education, MOFET Institute, Tel-Aviv, Israel.

5. Korat, O. (1993). Sensitivity to phonological, morphological, and semantic cues in early reading and writing in Hebrew. SCRIPT (Special Committee for Research in Processing of Text), Ma'ale Hahamisha, Israel.

6. Levin, I., & Korat, O. (1994). Home literacy and emergent reading and writing among Hebrew speaking children. Environmental support for language and development. Clark University, Worcester, MA, Workshop.

7. Levin, I., & Korat, O. (1997). Emergent writing and reading among Israeli kindergartners. British Psychological Society- Developmental Section, Loughborough, England.

8. Korat, O., & Levin, I. (1997). Parent-child writing activities among Hebrew speaking children. Integrating Research and Practice in Literacy. London University School of Education, London, England.

9. Korat, O. (1998). Maternal beliefs and child development: Comparison of text writing between two social groups. Jean Piaget Society, Twenty-Eighth Annual Symposium Chicago, IL.

10. Korat, O., & Levin, I. (1999). Mother-child interaction and pedagogical beliefs in action: Mothers help their second-grade children in literate activity. SCRIPT (Special Committee for Research in Processing of Text), Ma'ale Hahamisha, Israel.

11. Korat, O. (1999). Maternal beliefs and child development: Comparison of text writing between two social groups. Israeli Society for Growth and Development, Tel-Aviv University, School of Education.

12. Korat, O. (1999). Parent-child writing activities among Hebrew speaking children. Integrating research and practice in literacy. Ministry of Education and Culture, Department of Teacher Education, MOFET Institute, Kfar-Saba, Israel.

13. Korat, O. (1999). Cultural pedagogy and bridges to literacy: Home and kindergarten. SCRIPT (Special Committee for Research in Processing of Text), Ma'ale Hahamisha, Israel.

14. Korat, O. (2000). Maternal beliefs and child development: Comparison of text writing between two social groups. New York University, Applied Psychology Department, School of Education, New York, NY.

15. Korat, O. (2000). Writing development of school beginners in socio-cultural context: Evidence from two SES groups. Ayala Conference, Tel-Aviv University, Tel-Aviv, Israel.

16. Korat, O., & Levin, I. (2001). The social construction of spelling: Mother-child interaction, mother's beliefs and child's spelling. IRA: International Reading Association, New Orleans, LA.

17. Korat, O. (2001). Maternal mediation, maternal beliefs and child development: Comparison of text writing between two social groups. Harris Program: Cognitive Modifiability and the Development of Intelligence, Tel-Aviv, Israel.

18. Korat, O. (2002). Writing development of school beginners in two different SES groups. SCRIPT (Special Committee for Research in Processing of Text), Zichron Ya'akov, Israel.

19. Korat, O. (2004). Maternal mediation, home literacy and child development. SCRIPT (Special Committee for Research in Processing of Text), Zichron Ya'akov, Israel.

20. Korat, O., Klein, P., & Segal-Drori, O. (2004). Patterns of mediations in book reading to young children as predictors to emergent reading: A comparison between two Israeli social groups. SSSR (Scientific Society for Studies in Reading), Amsterdam, Netherlands.

21. Korat, O., & Schiff, R. (2005). Do children who read more books know better 'what is good writing' than children who read less? A comparison between grade levels and SES groups. EARLI (European Association for Research on Learning and Instruction), Nicosia, Cyprus.

22. Korat, O., Klein P., & Ron, R. (2005). Patterns of mediations in book reading to young children: A comparison between fathers and mothers in two SES groups. International Association for Cognitive Education and Psychology, Ninth International Conference, Seattle, WA.

23. Korat, O., Klein, P., & Segal-Drori, O. (2005). Do maternal patterns of mediations in book reading to young children and maternal reading levels predict children's emergent reading? A comparison between two social groups. International Association for Cognitive Education and Psychology, Tenth International Conference, University of Durham, England.

24. Korat, O., & Klein, P. (2005). The relations between maternal mediation in book reading and child's emergent reading. SRCD (Society for Research in Child Development), Atlanta, GA.

25. Korat, O. (2005). How accurate can mothers and teachers be regarding children's emergent literacy development in different socioeconomic groups? SSSR (Scientific Society for Studies in Reading), Toronto, Canada.

26. Korat, O., & Shamir, A. (2005). Electronic books for Hebrew speaking children: Assessment and development of e-books. SCRIPT (Special Committee for Research in Processing of Text), Nir-Ezion, Israel.

27. Shamir, A., & Korat, O. (2006). E-books as support for emergent wring. SCRIPT (Winter) (Special Committee for Research in Processing of Text), Bar-Ilan University, Ramat-Gan, Israel.

28. Korat, O., & Shamir, A. (2006). E-books as support for emergent literacy as a function of age group and repeated reading. SCRIPT (Spring) (Special Committee for Research in Processing of Text), Tel-Aviv University, Tel-Aviv, Israel.

29. Korat, O., & Shamir, A. (2006). SCRIPT (Summer) (Special Committee for Research in Processing of Text), Tel-Aviv University, Tel-Aviv, Israel.

30. Korat, O., & Shamir, A. (2006). The educational electronic book as a tool for supporting children's emergent literacy in low versus middle SES groups. Royal Netherlands Academy of Arts and Sciences, Amsterdam, Netherlands.

31. Korat, O., & Hagallili, A. (2006). Relationships between maternal attributions, maternal mediation, and children's emergent literacy level: Comparison between two socio-economic status groups. SSSR (Scientific Society for Studies in Reading), Vancouver, Canada.

32. Korat, O., & Shamir, A. (2007). Reading educational e-books independently and adults reading to them supports children's early literacy at similar levels. SCRIPT (Winter) (Special Committee for Research in Processing of Text), Bar-Ilan University, Ramat-Gan, Israel.

33. Korat, O. (2007). Contextual and non-contextual knowledge in emergent literacy development: A comparison between children from low SES and middle SES communities. SRCD (Society for Research in Child Development), Boston, MA.

34. Segal-Drori, O., Korat, O., & Shamir, A., & Klein, P. (2008). Reading electronic books with and without adult support: Promoting emergent literacy of children from a

low socioeconomic status. SCRIPT (Spring) (Special Committee for Research in Processing of Text), Bar-Ilan University, Ramat-Gan, Israel.

35. Korat, O., Segal-Drori, O., Shamir, A., & Klein, P. (2008). Reading e-books with and without adult mediation: Effects on emergent reading. SSSR (Scientific Society for Studies in Reading), Asheville, NC.

36. Korat, O. (2008). Promoting emergent literacy of children from a low socioeconomic status. SCRIPT (Summer) (Special Committee for Research in Processing of Text), Haifa University, Haifa, Israel.

37. Shamir, A., Fellah, R., & Korat, O. (2009). The effect of an educational electronic book on the emergent literacy of preschool children at risk for learning disabilities. AERA (American Educational Research Association Conference), San Diego, CA.

38. Korat, O., & Or, T. (2009). Mother-child interaction during printed and electronic book reading. SSSR (Scientific Society for Studies in Reading), Boston, MA.

39. Korat, O., & Or, T. (2009). How new technology shapes the parent-child interaction: The case of e-book reading. SCRIPT (Summer) (Special Committee for Research in Processing of Text), Neve Ilan, Israel.

40. Korat, O., Segal-Drori, O., & Klein, P. (2009). Electronic and printed books with and without adult support as sustaining emergent literacy: Contribution to children with low and high literacy levels. SSSR (Scientific Society for Studies in Reading), Berlin, Germany.

41. Segal-Drori, O., Korat, O., Shamir, A., & Klein, P. (2010). Do e-books promote emergent literacy? Evidence from Hebrew speaking children. Chaise Center Conference, Open University, Ra'anana, Israel.

42. Hassunha-Arafat, S., Korat, O., Aram, D., & Klein, P. (2010). Mediation in book reading and its contribution to child's emergent literacy: Evidence from Arab families. SCRIPT (Spring) (Special Committee for Research in Processing of Text), Beit-Berl College, Israel.

43. Hassunha-Arafat, S., Korat, O., Aram, D., & Klein, P. (2010). How Arab speaking mothers read books to their children and what is the contribution to the child's emergent literacy? SCRIPT (Summer) (Special Committee for Research in Processing of Text), Haifa University, Israel.

44. Korat, O. (2010). CD-ROM storybooks as support for children's early literacy development. Lecture given at the School of Education, University of Illinois, Chicago, IL.

45. Korat, O. (2010). The Israeli Arab family as a socio-cultural context for early literacy development in kindergarten and first grade. Lecture given at the School of Education, Vanderbilt University, Nashville, TN.

46. Korat, O., & Levin, I. (2011). E-book with a dictionary: A tool for promoting vocabulary and story production. SSSR (Scientific Society for Studies in Reading), Quebec, Canada.

47. Korat, O. (2012). Maternal support in printed and e-book reading activity. SCRIPT (Summer) (Special Committee for Research in Processing of Text), Kiriat-Ono College, Kiriat-Ono, Israel.

48. Korat, O. (2012). Electronic book with a digital dictionary: A tool enhancing vocabulary SSSR (Scientific Society for Studies in Reading), Montreal, Canada.

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50. Korat, O. (2013). Parent child interaction in printed and e-book reading supporting child's language. SCRIPT (Summer) (Special Committee for Research in Processing of Text), Kiriat-Ono College, Kiriat-Ono, Israel.

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