Zehavit Kohen - RESUME

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Contact Information

Zehavit Kohen, PhD

Year of birth: 1980

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Education

Ph.D. Education, Suma Cum Laude, Bar-Ilan University, 2011

M.A. Educational Technology, Cum Laude, Bar-Ilan University, 2005

B.Sc. Computer Science and Mathematics, Bar-Ilan University, 2003

Teaching Certificate of Computer Science, 2003

Academic Appointments

2013-date	Researcher, analogues to a Postdoctoral Fellow, Samuel Neaman Institute[1], Technion, Israel Institute of Technology
Sept. 2013-date	Researcher, the Research Authority, Levinsky College of Education
Sept. 2013-date	Lecturer and Advisor for M.Ed. final projects, Levinsky College of Education
2009-date	Adjunct Lecturer of *Quantitative Research* for M.A. students and *Statistics and Research methods* for B.A. students, Bar-Ilan University
2012-2013	Researcher, Department of Education in Science & Technology[1], Technion, Israel Institute of Technology
2011-June 2013	Adjunct Lecturer of *Quantitative Research* for M.Ed. students, Levinsky College of Education
2006-2010	Teacher of *Statistics and Research methods* for B.A. students, Bar-Ilan University

Military Service

1998-2000 A computer applications guide in the Israeli signal corps, Sergeant, IDF

[1] Under the guidance of Prof. Yehudit Judy Dori, Visiting Scientist at Computer Science and Artificial Intelligence Laboratory, Massachusetts Institute of Technology (MIT) and Professor of Science & Engineering Education, Department of Education in Science and Technology, Technion-Israel Institute of Technology

Research Interests

- Integrating educational technology into STEM (science, technology, engineering and mathematics) teaching and learning
- Promoting self-regulated learning in STEM education
- Application of advanced quantitative assessment methods to STEM education

International Collaborations

2013-date	Massachusetts Institute of Technology (MIT) - Research collaboration with Prof. Yehudit Judy Dori and Prof. Albert Meyer, Hitachi America Professor of Engineering. Title of the study: Flipped classrooms and problem-based learning
2013-date	Brandeis University - Research collaboration with Prof. Yehudit Judy Dori and Prof. Dan Perlman, Associate Provost of Innovation in Education. Title of the study: Life-long educational experiences

Research Grants

2005-2009	$40,000	President's Scholarship for Outstanding Doctoral Students, Bar-Ilan University
2013-2014	$3,000	Funding of a shared research project between the Sami Shamoon College of Engineering & Levinsky College of Education, P.I. Zehavit Kohen
2012-2013	$7,000	The Initiative for Applied Education Research, Israel Science Foundation (ISF) with P.I. Prof. Yehudit Judy Dori
2014	$1,000	Funding for a short visit to Brandeis University, USA for an invited lecture, titled: Academia-Community Relations

Graduate Students - *In Progress*

M. Ed. Final projects, Levinsky College of Education

Miranda Tali	The contribution of integrating technology representation in math classes. A funded project by a grant. Submitted to the Graduate Committee.
Zackai Sigal	The contribution of integrating whiteboards in math classes to junior high school students' perceptions. Graduated 2015.

PUBLICATIONS

Thesis

Ph.D. Developing pedagogical self-regulation at preservice teachers in a technological environment, supported by reflection in different foci, Bar-Ilan University, 2011. Advisor: Prof. Bracha Kramarski.

Publications in Refereed Journals

Kohen, Z. & Kramarski, B. (2012). Developing a TPCK-SRL assessment scheme for conceptually advancing technology in education. *Studies in Educational Evaluation*[2], *38*, 1–8.

Kohen, Z. & Kramarski, B. (2012). Developing self-regulation by using reflective support in a video-digital microteaching environment. *Journal for Education Research International*[3], 2012, 10 pages, doi: 10.1155/2012/105246.

Submitted

Dori, Y.J, Kohen, Z., & Herscovitz, O. A holistic view of science communication: stakeholders' attitudes, channels and scientific knowledge construction. Submitted to the *Science Education*[4].

Book Chapters

Kohen, Z. & Kramarski, B. (2015). Promoting mathematics teachers' metacognition. In: Cognition, Metacognition and Culture in STEM Education, Eds. Y.J. Dori, Z. Mevareach, and D. Bake (Eds.), Springer (Accepted).

Publications in Refereed Journals - In Preparation

Kohen, Z., Perlman, D., & Dori, Y.J. The effect of engaging science programs on undergraduates' educational experiences.

Kohen, Z., Miranda, T., Amram, M., & Dagan, M. Effectiveness of computer-based learning environments (CBLEs) on students' motivation and self-efficacy in K-9 and higher education.

Kramarski, B. & Kohen, Z. Reflective microteaching simulations: promoting preservice teachers' SRL as learners and as teachers.

Dori, Y.J, Kohen, Z., & Meyer, A. Flipped classroom for computer science undergraduates: the effect of in-class team problem solving and projects.

Publications in Hebrew with Abstract in English

Dori, Y.J. & Kohen, Z. (2013). Research review on 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. Refereed publication by the committee of *An Education System for All and for Each and Every One*.

[2] Impact factor= 0.51
[3] The journal has an acceptance rate of 18%
[4] Impact factor= 2.92

http://education.academy.ac.il/English/PublicationDetails.aspx?PublicationID=39&AreaID=&QuestionID=-1&FromHomepage=True

Papers Presented at Peer-reviewed Conferences

International Conferences

Kohen, Z., Perlman, D., & Dori, Y.J. (2015, April). The effect of engaging science programs on undergraduates' educational experiences. Paper presented at the NARST Annual International Conference, Chicago, IL, USA.

Dori, Y.J, Kohen, Z., & Meyer, A. (2015, April). Flipped classroom for computer science undergraduates: the effect of in-class team problem solving and projects. Paper presented at the NARST Annual International Conference, Chicago, IL, USA.

Kohen, Z. & Kramarski, B. (2015, April). Promoting the Dual Roles of Teachers as Self-Regulated Learners and Self-Regulated Teachers. Paper presented at the AERA 2015 Annual Meeting, Chicago, IL, USA.

Kohen, Z., Saar, L., & Dori, Y.J. (2014, March-April). Two perspectives of reading adapted scientific articles: Cognitive and practical versus metacognitive. Paper presented at the NARST Annual International Conference, Pittsburgh, Pennsylvania.

Kohen, Z. & Kramarski, B. (2013, August). Using videotaped practice to promote SRL among pre-service teachers in their learner/ teacher roles. Paper presented at the 15th Biennial Conference, EARLI, Munich, Germany.

Kohen, Z. & Kramarski, B. (2013, July). Teacher- vs. learner-centered support for SRL in a technological environment. Paper presented at the 6th International Conference on Teacher Education- Changing Reality through Education, Jerusalem, Israel.

Kohen, Z. & Kramarski, B. (2012, September). Developing SRL in TPCK context (TPCK-SRL) in a video-digital microteaching program. Paper presented at the 5th Biennial Conference, Sig 16: Metacognition, Milano, Italy.

Kohen, Z. & Kramarski, B. (2011, August-September). Using reflective support with different focus points for developing pedagogical self-regulation. Paper presented at the 14th Biennial Conference, EARLI, Exeter, United Kingdom.

Kohen, Z. & Kramarski, B. (2010, May). Assessing preservice teachers' SRL by using reflective support in a microteaching environment. Paper presented at the 4th Biennial Conference, Sig 16: Metacognition, Muenster, Germany.

Kohen, Z. & Kramarski, B. (2009, August). Developing pedagogical self regulation by using reflective support in a video-digital microteaching environment. Paper presented at the 12th annual Conference, JURE, Amsterdam, The Netherland.

Kohen, Z. & Kramarski, B. (2008, July). Effects of different reflective supports in microteaching environments on pedagogical self regulation of preservice teachers. Paper presented at the 11th annual Conference, JURE, Leuven, Belgium.