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EDUCATION

Ph.D. in Education. Department of Education, Ben-Gurion University of the Negev, Israel.
Dissertation Title: Personal epistemology and achievement goal orientations among students. Advisors: Prof. Avi Kaplan and Dr. Michael Weinstock. *Issued: 2011*

M.A. in Educational Psychology [with excellence]. Department of Education & Department of Psychology, Ben-Gurion University of the Negev, Israel. *Issued: 2009*

Registered Psychologist. Israeli license number: 27-99078

B.A. in Behavioral Sciences and Education. Department of Education & Department of Psychology, Ben-Gurion University of the Negev, Israel. *Issued: 2006*

PUBLICATIONS

Articles in Periodicals

Madjar, N., Mansbach-Kleinfeld, I., Daeem. R., Farbstein, I., Apter, A., Fennig, S., Rasha Elias, R., & Shoval, G. (*accepted*). Discrepancies in adolescent-mother dyads' reports of core depression symptoms: Association with adolescents' help-seeking in school and their somatic complaints. *Journal of Psychosomatic Research, in press.*

Madjar, N., Kushnir, T., & Bachner, G. Y. (*accepted*). Mastery–avoidance: An overlooked aspect of medical students' motivation. *The National Medical Journal of India, in press.*

Madjar, N., Sarel-Mahlev, E., & Brunshtein-Klomek, A. (2020). Depression symptoms as mediator between adolescents' sense of loneliness at school and non-suicidal self-injury behaviors. *Crisis, published online.*

Madjar, N., Gazoli, R., Manor, I., & Shoval, G. (2020). Contrasting effects of music on reading comprehension in preadolescents with and without ADHD. *Psychiatry Research, 291, e113207.*

- Madjar, N.,** North, E. A., & Karakus, M. (2019). The mediating role of perceived peer motivational climate between classroom mastery goal structure and social goal orientations. *Learning and Individual Differences, 73*, 112-123.
- Madjar, N.,** Chubarov, E., Zalsman, G., Weiser, M., & Shoval, G. (2019). Social skills, executive functioning and social engagement. *Schizophrenia Research: Cognition, 17*, 100137.
- Madjar, N.,** Segal, N., Eger, G., & Shoval, G. (2019) Exploring particular facets of cognitive emotion regulation and their relationships with non-suicidal self-injuries among adolescents. *Crisis, 40*, 280-286.
- Madjar, N.,** Shlosberg, D., Leventer-Roberts, M., Akriv, A., Ghilai, A., Hoshen, M., ... & Shoval, G. (2019) Childhood methylphenidate adherence as a predictor of antidepressants use during adolescence. *European Child & Adolescent Psychiatry, 28*, 1365–1373.
- Fund, Z., & **Madjar, N.** (2018). The influence of scaffolded computerized science problem solving on motivational aspects. *International Journal of Science Education, 40*(18), 2265-2291.
- Madjar, N.,** Zalsman, G., Weizman, A., Lev-Ran, S., & Shoval, G. (2018). Predictors of developing mathematics anxiety among middle-school students: A 2-year prospective study. *International Journal of Psychology, 53*, 426–432.
- Madjar, N.,** Walsh, S. D., & Harel-Fisch, Y. (2018). Suicidal ideation and behaviors within the school context: Perceived teacher, peer and parental support. *Psychiatry Research, 269*, 185-190.
- Adler, I., Schwartz, L., **Madjar, N.,** & Zion, M. (2018). Reading between the lines: The effect of contextual factors on student motivation throughout an open inquiry process. *Science Education, 102*(4), 820-855.
- Madjar, N.,** Hassid, V., & Shoval, G. (2018). Longitudinal analysis of the trajectories of academic and social motivation across the transition from elementary to middle school. *Educational Psychology, 38*(2), 221-247.
- Madjar, N.,** & Chohat, R. (2017). Will I succeed in middle school? A longitudinal analysis of self-efficacy in school transitions in relation to goal structures and engagement. *Educational Psychology, 37*(6), 680-694.
- Madjar, N.,** Reshef, T., Zalsman, G., & Shoval, G. (2017). Repetitive vs. occasional non-suicidal self-injury and school-related factors among Israeli high school student. *Psychiatry Research, 257*, 358-360.

- Kaplan, H., & **Madjar, N.** (2017). The Motivational Outcomes of Psychological Need-Support among Pre-Service Teachers: Multicultural and Self-Determination Theory Perspectives. *Frontiers in Education, 2*(42), 1-14.
- Madjar, N.**, Ben Shabat, S., Elia, R., Fellner, N., Rehavi, M., Rubin, S. E., Segal, N., & Shoval, G. (2017). Non-suicidal self-injury within the school context: Multilevel analysis of teachers' support and peer climate. *European Psychiatry, 41*, 95-101.
- Madjar, N.** (2017). Stability and change in social goals as related to goal structures and engagement in school. *The Journal of Experimental Education, 85*, 259-277.
- Madjar, N.**, Kaplan, A., & Weinstock, M. (2017). Epistemic beliefs and achievement goal orientations: Relations between constructs versus personal profiles. *The Journal of Educational Research, 110*, 32-49.
- Madjar, N.**, Shklar, N., & Moshe, L. (2016). The role of parental attitudes in children's motivation toward homework assignments. *Psychology in the Schools, 53*, 173-188.
- Madjar, N.**, & Cohen-Malayev, M., (2016). Perceived school climate across the transition from elementary to middle school. *School Psychology Quarterly, 31*, 270-288.
- Kaplan, H., & **Madjar, N.** (2015). Autonomous Motivation and Pro-Environmental Behaviors among Bedouin Students in Israel: A Self-Determination Theory Perspective. *Australian Journal of Environmental Education, 31*, 223-247.
- Makara, K. A., & **Madjar, N.** (2015). The role of goal structures and peer climate in trajectories of social achievement goals during high school. *Developmental Psychology, 51*, 473-488.
- Madjar, N.**, Kushnir, T., & Bachner, G. Y. (2015). Communication skills training in medical students: Do motivational orientations predict changes over time in psychosocial attributes? *Advances in Health Sciences Education, 20*, 45-57.
- Katz, I., **Madjar, N.**, & Harari, A. (2015). Parental support and adolescent motivation for dieting: The self-determination theory perspective. *The Journal of Psychology, 149*, 461-479.
- Madjar, N.**, Voltsis, M., & Weinstock, M. P. (2015). The roles of perceived parental expectation and criticism in adolescents' multidimensional perfectionism and achievement goals. *Educational Psychology, 35*, 765-778.
- Kushnir, T., Greenberg, D., **Madjar, N.**, Hadari, I., Yermiahu, Y., & Bachner, Y. G. (2014). Is burnout associated with referral rates among primary care physicians in community clinics? *Family Practice, 31*, 44-50.

- Madjar, N.,** & Cohen-Malayev, M., (2013). Youth movements as educational settings promoting personal development: Comparing motivation and identity formation in formal and non-formal education contexts. *International Journal of Educational Research*, 62, 162-174.
- Madjar, N.,** Nave, A., & Hen, S. (2013). Are teachers' psychological control, autonomy support and suppression, associated with students' achievement goals? *Educational Studies*, 39, 43-55.
- Madjar, N.,** Bachner, G. Y., & Kushnir, T. (2012). Can goal orientation theory be implemented in medical students' education? Associations between achievement goals, psychosocial abilities and low frustration tolerance. *BMC Medical Education*, 12:4, 1-6.
- Madjar, N.,** Kaplan, A., & Weinstock, M. (2011). Clarifying mastery-avoidance goals in high school: Distinguishing between intrapersonal and task-based standards of competence. *Contemporary Educational Psychology*, 36, 268-279.
- Madjar, N.** (2011). From quantity to quality: How to create motivation for mastery. *Hed Hachinuch*, 78-80 [In Hebrew].
- Kushnir, T., **Madjar, N.,** & Gopas, J. (2010). Mentoring in health sciences: Associations between graduate students' assessment of mentors' attributes, and satisfaction from research studies, research skills development and motivation for research. *Journal of the World Universities Forum*, 3, 95-106.

Book Chapters

- Madjar, N.,** & Manor, I. (2020). Giftedness and attention deficit hyperactivity disorder: Applying motivation theory framework. In H. David (Ed.). *Understanding Gifted Children: Perspectives, Gender Differences, and Challenges*. Nova Science Publishers: New York, NY.
- Zalsman, G., **Madjar, N.,** & Shoval, G. (2020). The link between physical disorders and suicidality in children and adolescents. *Oxford Textbook of Suicidology and Suicide Prevention: A Global Perspective*. Oxford University Press: Oxford.
- Madjar, N.** & Assor, A. (2013). Two types of perceived control over learning: Perceived efficacy and perceived autonomy (pp. 439-441). In J. Hattie & E. Anderman (Eds.), *International Guide to Student Achievement*. NY: Tailor & Francis.

PRESENTATIONS

Presentations in Professional Research Conferences

Nachoum, R., Kanat-Maymon, Y., Madjar, N. (July 2020) *Autonomy support, controlling parenting and child adjustment at toddlerhood*. A paper presented at the online conference of the European Association for Research on Learning and Instruction (EARLI, SIG 5).

Madjar, N., & Kellersztein, I. (September, 2020). *Math Values During Elementary School as Predictors of Math-related Career Attitudes in High-school*. A paper accepted for presentation at the 17th International Conference on Motivation (ICM), Dresden, Germany. [*accepted after peer-review, conference was canceled due to COVID-19]

Madjar, N., Shoval, G., & Zalsman, G. (May, 2020). *Childhood Methylphenidate Adherence as a Predictor of Antidepressants Use During Adolescence*. A poster accepted for presentation at the Society of Biological Psychiatry's 75th Annual Convention, New York, NY, USA. [*accepted after peer-review, conference was canceled due to COVID-19]

Kaplan, H., & Madjar, N. (April, 2020). *From Research to School-wide Intervention: Authentic Voices from the Field of Education*. A paper accepted for presentation at the American Education Research Association (AERA) Annual Conference, San Francisco, CA, USA. [*accepted after peer-review, conference was canceled due to COVID-19]

Schwartz, L., Adler I., Zion, M., & Madjar N. (March, 2020). *Supporting Students' Autonomy throughout an Open Inquiry Process*. A paper accepted for presentation at the NARST (National Association for Research in Science Teaching) annual international conference, Portland, OR, USA.
[*accepted after peer-review, conference was canceled due to COVID-19]

Hemi, A., Madjar, N., & Rich, Y. (August, 2019). *Motivational Climate, Adolescents' Achievement Goals and Identity Formation Styles*. A paper presented at the annual convention of the American Psychological Association (APA), Chicago, USA.

Kaplan, H., & Madjar, N. (May, 2019). *How peer support is associated with agentic engagement*. A paper presented at The 7th International Self-Determination Theory Conference, Amsterdam, The Netherlands.

Madjar, N., Ratelle, C. & Duchesne, S. (April, 2019). *Longitudinal Analysis of the Relationships between Students' Depression and Anxiety Symptoms with Their Motivational Orientations*. A poster presented at the American Education Research Association (AERA) Annual Conference, Toronto, Canada.

- Madjar, N., Shamo, Y., & Zabary, M. (April, 2018). *Parents' and Children's Values About Higher Education and Related Educational Aspirations*. A poster presented at the American Education Research Association (AERA) Annual Conference, New-York, NY, USA.
- Kaplan, H. & Madjar, N. (April, 2018). *The Outcomes of Psychological Need Support Among Preservice Teachers: Multicultural and Self-Determination Theory Perspectives*. A paper presented at the American Education Research Association (AERA) Annual Conference, New-York, NY, USA.
- Madjar, N., Reshef, T., Zalsman, G., & Shoval, G. (November, 2017). *Non-Suicidal Self-Injuries Among Adolescents: Relationship with School Factors*. A poster presented at the International Summit on Suicide Research, Las-Vegas, USA.
- Madjar, N., & Karakus, M. (April, 2017). *Goal Structures, Peer Climate and Social Goals: Distinguishing Peers and Classroom Effects Using Multilevel Analysis*. A paper presented at the American Education Research Association (AERA) Annual Conference, San-Antonio, Texas, USA.
- Fellner, N., Levi, S., & Madjar, N. (August, 2016). *A cross-lagged analysis of the relationships between basic needs support and autonomous motivation based on the Relative Autonomous Index*. A paper presented at the International Conference on Motivation (ICM - biannual conference of motivation SIG at EARLI), Thessaloniki, Greece.
- Madjar, N., & Chochat, R. (August, 2016). *The concept of self-efficacy for school transitions: Examining structural validity, antecedents and outcomes*. A poster presented at the International Conference on Motivation (ICM - biannual conference of motivation SIG at EARLI), Thessaloniki, Greece.
- Mezan, E., Rubin, S., Karakus, M., & Madjar, N. (April, 2016). *Interdependence of Perceived Peer Motivational Climate and Social Goal Orientations among Middle and High-School Students*. A paper presented at the American Education Research Association (AERA) Annual Conference, Washington, USA.
- Madjar, N. & Amit, S. (December, 2015). *The moderating role of teacher goals emphasis in the relationship between academic and social motivational orientations: A multilevel approach*. A paper presented at the 9th International Conference on Teaching, Education and Learning (ICTEL), Bangkok, Thailand.
- Madjar, N., & Karakus, M. (Aug, 2015). *Multilevel analysis of academic peer motivational climate and achievement goal orientations*. A poster presented at the European Association for Research on Learning and Instruction (EARLI) Annual Conference, Limassol, Cyprus.

- Madjar, N. (April, 2015). *Longitudinal analysis of social goals influences on engagement during elementary and middle School*. A paper presented at the American Education Research Association (AERA) Annual Conference, Chicago, USA.
- Madjar, N., Shklar, N., & Moshe, L. (May, 2014). *Motivation for doing homework: Associations between parents and students motivational orientations*. A paper presented at the 16th Annual International Conference on Education, Athens, Greece.
- Madjar, N. (April, 2014). *Academic setting and social motivation: Stability and changes of goal structures, social goals, and engagement*. A paper presented at the American Education Research Association (AERA) Annual Conference, Philadelphia, USA.
- Madjar, N., Karakus, M., Ornan, A., & Hassid, V. (March, 2014). *A complimentary approach to assess sources of academic self-efficacy among high school students*. A paper presented at the annual Eastern Psychological Association conference (EPA), Boston, U.S.
- Madjar, N., Watt, H. M. G., Malanchuk, O., & Eccles, J. S. (April, 2013). *Trajectories of educational aspirations and attainment through adolescence and beyond: Person, school and home influences*. A paper presented at the American Education Research Association (AERA) Annual Conference, San-Francisco, U.S.
- Karakus, M., Madjar, N. (Feb, 2013). *The interplay of academic and social processes in students' sense of school belonging: A multiple methods investigation*. A paper presented at the annual Eastern Psychological Association conference (EPA), New-York, U.S.
- Kaplan, H. & Madjar, N. (August, 2012). *What will promote self-determined pro-environmental behaviors among Bedouin students? A self-determination theory perspective*. A paper presented at the International Conference on Motivation (ICM), Frankfurt, Germany.
- Madjar, N., & Watt, H. M. G. (April, 2012). *Multidimensional engagement: exploring individual and contextual factors in the secondary math and English classroom*. A paper presented at the International conference on Interpersonal Relationships in Education (ICIRE) Annual Conference, Vancouver, Canada.
- Madjar, N., Weinstock, M., & Libman-Frangi, D. (April, 2012). *Competitiveness: Dimensions, Gender, and Association with Achievement Goal Orientations*. A paper presented at the American Education Research Association (AERA) Annual Conference, Vancouver, Canada.

- Madjar, N. (November, 2011). *The Complex Association between Achievement Goal Orientations and Emotion When Predicting Change Over Time*. Paper presented at the Australian Association for Research in Education (AARE) International Research in Education Conference, Hobart, Tasmania, Australia.
- Madjar, N., & Sinai-Glazer, H. (May, 2011). *Qualitative methods in educational psychology: Methodological aspects and future directions*. Paper presented at the Seventh International Congress of Qualitative Inquiry, Urbana-Champaign, Illinois, USA.
- Madjar, N., Kaplan, A. (April, 2011). *Goal structures, personal goals and self regulated learning: "Adaptive Mastery Goal Structure" versus "Goal Structure–Personal Goal Concordance" hypotheses*. Paper presented at the American Educational Research Association (AERA) Annual Conference, New Orleans, LA, USA.
- Madjar, N., Voltisis, M., & Weinstock, M. (April, 2011). *Structural equation modeling of the associations between perception of parents' behaviors, perfectionism, and achievement goals*. Poster presented at the American Education Research Association (AERA) Annual Conference, New Orleans, LA, USA.
- Madjar, N., Assor, A., & Dotan, L. (April, 2010). *Fostering value/goal formation and the capacity for inner valuing: Two under-emphasized yet important aspects of autonomy support in education and parenting*. Paper presented at the American Education Research Association (AERA) Annual Conference, Denver, Colorado, USA.
- Madjar, N., Kaplan, A., & Weinstock, M. (April, 2010). *Intrapersonal and task-based standards in mastery avoidance goals: Are they the same achievement goal?* Poster presented at the American Education Research Association (AERA) Annual Conference, Denver, CO, USA.
- Madjar, N., Kushnir, T., & Bachner, Y. (February, 2010). *Toward enhancing the effectiveness of medical students' training in physician-patient communication: Associations between goal orientations, psychosocial abilities and low frustration tolerance*. Paper presented at the Asian-Pacific Medical Education Conference (APMEC), National University of Singapore, Singapore.
- Kushnir, T., Madjar, N., & Gopas, J. (January, 2010). *Assessing the quality of mentoring in health and life sciences: Advisor attributes associated with student satisfaction with research studies*. Paper presented at the World Universities Forum, Davos, Switzerland.
- Madjar, N., Kaplan, A., & Weinstock, M. (August, 2009). *Possible configurations of personal epistemology and achievement goal orientations*. Poster presented at the American Psychological Association (APA) Annual Convention, Toronto, Ontario, Canada.

Madjar, N. (December, 2008). *An alternative approach to comprehend the relations of personal epistemology and achievement goal orientations*. Paper presented at the National Educational Counselors Convention, Tel-Aviv University, Israel.

Research Grants

- 2018** **The Israel Academy of Science and Humanities (10,000\$).**
 “The Humanities and Social Sciences Fund Workshop on Meeting to Save Lives: Intervention and Research Programs to Prevent Suicide of Education System Pupils in Israel and Abroad”
- 2018-2019** **Israeli Ministry of Public Security (77,000\$).**
 Risk behaviors among children and adolescents in Israel.

ADDITIONAL ACADEMIC ACTIVITIES

- 2020-current **Member of the Editorial Board**, *School Psychology International*
- 2018-current **Member of the Editorial Advisory Board**, *Educational Psychology*
- 2012-current **Reviewer** for Division 15 of the American Psychological Association (APA).
- 2012-current **Reviewer** for Motivation SIG and Division C of the American Educational Research Association (AERA).
- Adjunct **Reviewer** *Learning and Individual Differences, Motivation and Emotions
 Learning and Instruction, Contemporary Educational Psychology,
 The Journal of Experimental Education, Youth and Society.*

WORK EXPERIENCE

- 2020-current **Associate Professor**. The Program of Educational Counseling.
 School of Education, Bar-Ilan University.
- 2015-2020 **Senior Lecturer. Head of the Program of Educational Counseling.**
 School of Education, Bar-Ilan University.
- 2012-2015 **Lecturer**. (A tenure-track position).
 School of Education, Bar-Ilan University.

July 2018

Madjar CV

- 2011-2012 **Post-Doctoral Research Fellow.**
Faculty of Education, Monash University, Australia.
- 2007-2011 **Research Advisor.** Research design and statistical analysis advisor for graduate students and faculty at the Department of Sociology of Health, Ben-Gurion University of the Negev, Israel.
- 2007-2011 **Mentor.** "Window to the Academy"--a program that promotes accessibility to higher education for under-achieving communities.
- 2004-2005 **Research Assistant.** Epistemological understanding of elementary school students. Advisor: Dr. Michael Weinstock.
- 2003-2004 **Instructor,** 'TAFNIT', a special project dedicated to the enhancement of low-achieving youth. Teaching mathematics and English in high-school.
- 2003 **Senior Youth Delegate,** Jewish Agency. Member of delegation to summer camps in North America. Was a junior member of the delegation in 2001.
- 2000 - 2002 **Director and Instruction Coordinator,** 'Tzofim' (Israeli Scouts). Supervisory responsibility for the operation of a Scouts' branch in Herzelia, Israel (450, 10-18 year olds).
- 1998 - 2000 **Senior Instructor,** Israel Defense Forces (IDF). Special training and assimilation of military designated computer software.

COLLEGE TEACHING EXPERIENCE

- 2012-current *Group counselling*
Student Motivation within Achievement Oriented Settings: Research seminar
Graduate Program in Educational Counselling
School of Education, Bar-Ilan University
- 2017-current *Introduction to Psychology*
Undergraduate Program in Education
School of Education, Bar-Ilan University
- 2016-2020 *Advanced statistical models: Hierarchical Linear Modeling*
Abnormal Psychology
Graduate-level advanced courses, School of Education, Bar-Ilan University
- 2012-2016 *Advanced Interview Processes*
Graduate Program in Educational Counselling
School of Education, Bar-Ilan University

- 2009-2011 *Introduction to Psychology*
Theories of Personality
Graduate Program in Animal-Assisted Therapy, Sapir College, Israel.
- 2007-2011 *Student Motivation and Personal Epistemology*
Undergraduate Research Seminar, Ben-Gurion University of the Negev, Israel.
- 2007-2011 *Advanced Quantitative Research Methods*
Qualitative & Quantitative Research Methods
Undergraduate-level required course
Ben-Gurion University of the Negev, Israel.
- 2007-2011 **Teaching Assistant.** *Advanced Quantitative Research Methods.*
Undergraduate-level, Sapir College, Israel.
- 2005 - 2007 **Teaching Assistant.** *Quantitative Research Methods.* Undergraduate-level,
Ben-Gurion University of the Negev.

HONORS & AWARDS

Award of Excellence in Teaching, 2018. Rector of Bar-Ilan University.

Graduate Student Scholarship (Full tuition and stipend, \$11,000), 2006-7. Faculty of Humanities and Social Sciences, Ben-Gurion University in the Negev.

Graduate Student Scholarship (Full tuition and stipend, \$32,000), 2007-2011. Faculty of Humanities and Social Sciences, Ben-Gurion University in the Negev.

Graduate Scholar Award. (\$350). 2010. World Universities Forum.

Award of Excellence in Teaching, 2009. President of Ben-Gurion University in the Negev.

Participation stipend, 2009. (\$505). **American Psychological Association (APA) division 15 graduate students' seminar.**

Honor of Excellence, in graduate studies of Educational Psychology (MA), 2009, Ben-Gurion University in the Negev, Israel.

STATISTICAL SOFTWARES

- SPSS, all basic analyses, including: cluster analysis, multidimensional scaling, logistic regressions and ANCOVA/MACOVA
- AMOS, including: path analysis, CFA, and Growth Curve Modeling
- Hierarchical Linear Modeling (HLM)

PROFESSIONAL AFFILIATIONS

Member of the American Educational Research Association (AERA)

Member of the European Association for Research on Learning and Instruction (EARLI)

Member of Division 15 of the American Psychological Association (APA)