Name: **Dorit Alt**   **Date:6.2023**

CURRICULUM VITAE

2410 citations; h-index 25 and i10-index 36

Note:

- One asterisk (*) denotes achievements after appointment as a Senior Lecturer.

- Two asterisks (**) denote achievements after appointment as an Associate Professor.

1.   Personal Details

o Permanent Home Address: Lehakat Kaveret 16, Michmanim, 2010600

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Electronic Address: altdor@telhai.ac.il

2. Higher Education

A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
2005-2009	Bar Ilan University. School of Education	Ph.D.	2010
2007-2008	The Open University and the Ministry of Education, Israel	Civics instruction license	2008
2006-2007	Ministry of Education	Mass Media and film studies permanent instruction license	2007
2002-2004	The Open University, Israel. Interdisciplinary democracy studies	M.A. with distinction	2005
1995-1998	The College of Management, Israel. School of Communication	B.A.	1998

3. Academic Ranks and Tenure in Institutes of Higher Education

Dates	Name of Institution and Department	Rank/Position
2022-current	Tel Hai College	Associate Professor Dean, faculty of education and instruction
2019-2020	Gordon Academic College of Education (M.Ed.)	Adjunct Lecturer
July 2018	Kinneret College on the Sea of Galilee, Education and Community Department (BA)	Associate Professor
2013 – 2018	Kinneret College on the Sea of Galilee, Education and Community Department (BA)	Senior Lecturer
2010 – 2013	Kinneret College on the Sea of Galilee, Multidisciplinary studies (Education) (BA)	Lecturer
2008 - 2010	Kinneret College on the Sea of Galilee, Multidisciplinary studies (Education) (BA)	Adjunct Lecturer
2009 – 2011	Zefat Academic College, Multidisciplinary studies (Education, Human Resource Management) (BA)	Lecturer
2009 – 2018	Western Galilee Academic College, Multidisciplinary studies (Education) (BA)	Adjunct Lecturer

4. Offices in Academic Administration

Dates	Name of Institution and Department	Office
** 2022 - current	Tel Hai College	Dean, Faculty of Education
**2020-2022	Kinneret College on the Sea of Galilee	Chair of the Ethics Committee
**2020 -2022	Kinneret College on the Sea of Galilee	A member of the Faculty Disciplinary Tribunal
**2020-2021	Kinneret College on the Sea of Galilee	A member of the Ethics Committee
*2015 - 2018	Kinneret College on the Sea of Galilee	A member of the Research Committee
*2014 – 2022	Kinneret College on the Sea of Galilee	A member of the Academic Council (Senate)
*2014 - 2018	Kinneret College on the Sea of Galilee	A member of the Teaching Committee
*2013 – 2018	Kinneret College on the Sea of Galilee, Education and Community Department (BA) - School of Social Sciences and Humanities	Head of the Department

5. Scholarly Positions and Activities outside the Institution

Memberships in Academic Professional Associations

2007–Current	Member of the European Association for Research on Learning and Instruction (EARLI)
2007–Current	Member of the Facet Theory Association (FTA)
2009– 2010	Member of the Association for Moral Education (AME)
2010-2012	Research colleague of the Zefat Center for the Study of Communities and Cultures in the Galilee.

Active roles in Academic Professional Associations

2023   Vice president of AVaKE - Association for Values and Knowledge Education (Austria). The association, whose activities are non-profit-making, aims to promote and develop an education based on the explicit linking of the acquisition of knowledge with a sense of ethical values. The focus of this activity is the application of VaKE / Values and Knowledge Education, a didactic approach in educational processes, which was developed by the founding members at the **University of Salzburg.

*2013-2017   Coordinator of the European Association for Research on Learning and Instruction (EARLI) Special Interest Group 13: Moral and Democratic Education. European Association for Research on Learning and Instruction.

2007-2011   JURE (Junior Researchers) coordinator of European Association for Research on Learning and Instruction (EARLI) Special Interest Group 13: Moral and Democratic Education. European Association for Research on Learning and Instruction.

Membership in editorial boards of journals

Journal of Academic Ethics

Reviewing for Refereed Journal (and no. of papers reviewed)

**2021 (1)	BMC Medical Education
**2020 (1) **2021 (2) **2022 (1)	Computers & Education
**2020 (1)	The Asia-Pacific Education Researcher

**2018 (1)	Frontline Learning Research
*2017 (1)	International Journal of Science Education
*2016 (1)	Motivation Science
*2016 (1)	Learning and Individual Differences
*2015 (1)	Journalism & Mass Communication Quarterly
**2021 (1) **2019 (1) *2017 (1) *2015 (1)	Learning Environments Research
*2016 (1) *2015 (1) *2014 (1) **2021(1) **2022(2)	The Journal of Moral Education
**2020(1) **2019(1) **2018 (1) *2018 (3) *2017 (3) *2015 (3) *2014 (1)	Journal of Academic Ethics (Editorial board member 2017)
**2019 (1) *2017 (1) *2016 (1) *2014 (1) *2013 (1) *2012 (1)	Studies in Higher Education
*2016 (1)	Educational Research Review
**2019(1) **2018(1)	Higher Education (The International Journal of Higher Education Research)
**2018(1) **2021(3) **2022(6) **2023(2)	Current Psychology
**2019(1)	Social Justice Research
**2019(1)	Journal of Educational Change
**2020 (1) **2021 (2) **2022 (1)	Interactive Learning Environments
**2121 (1)	Internet Research
**2121 (1)	Pedagogical Horizons
**2021(1)	Gvanim (Multicolor - educational theory and research) (Hebrew)
**2021(1)	Intercultural Education
**2022(1)	European Journal of Higher Education
**2023(1)	Frontiers in Psychology

6. <u>Participation in Scholarly Conferences</u>

a. <u>**Active Participation**</u>

- **International conferences**

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
**26-30 August 2023	AMEE 2023	the Scottish Event Campus (SEC), Glasgow, UK.	Paper presentation (Accepted): Naamati-Schneider, L., & **Alt, D.** Argumentation-based Learning for Health Management Students	Lecturer
**22 - 25 August 2023	ECER 2023 The Value of Diversity in Education and Educational	University of Glasgow	Paper presentations (Accepted): 1.**Alt, D**. & Naamati-Schneider, L Reflective Journal Writing and Lifelong Learning Skills. 2. **Alt, D**. & Naamati-Schneider, Argumentation-based Learning for Health Management Students	Lecturer
**July 30 - August 2, 2023	The 18th International Facet Theory Conference	Hebrew University Jerusalem	Paper presentation (Accepted): **Alt, D.** Using multidimensional scaling and Structural equation modeling to assess students' perceptions of the learning environment and justice experiences	Lecturer
** 26-27 June, 2023	Passion and Professionalism in Teacher Education	MOFET Institute	Paper presentation: 1. Naamati-Schneider, L., & **Alt, D.** Digital Innovative Teaching Strategies for Enhancing 21st Century Skills 2. **Alt, D.,** Weinberger, A., Heinrichs, K., & Naamati-Schneider, L. Values and Knowledge Education and Argumentation enabled by e-concept maps	Lecturer
**27- 31 August, 2022	AMEE 2022	Lyon, France	Paper presentation: Naamati-Schneider, L., & **Alt, D.** Online argumentation-based learning aided by digital concept mapping:	Lecturer

			Implications for medical and healthcare students' self-regulation	
**22 August – 10 Sep. 2022	ECER 2022 "Education in a Changing World: The impact of global realities on the prospects and experiences of educational research"	Yerevan, Armenia	Paper presentation: **Alt, D.,** & Naamati-Schneider, L. Enhancing E-Health Literacy through Future Problem-solving among Health Management Students.	Lecturer
** 6, July 2022.	The Israeli Society for Medical Education (ISME), The seven Annual Conference.	Ben Gurion University of the Negev, Israel	Paper presentation: Naamati-Schneider, L., & **Alt, D.** Not just Zoom - application of innovative pedagogy based on argumentation construction aided by digital concept map in distance learning among medical management students.	Lecturer
**23-25 April 2022	International Psychological Applications Conference and Trends 2022 (InPACT 2022)	Madeira, Portugal	Paper presentation: **Alt, D.,** & Boniel-Nissim, M. What characterizes those who are willing to provide online Counseling?	Lecturer
**7 December, 2021	International Virtual Conference The Third Mission: Teacher Education in Social, Cultural and Environmental Contexts	Online (Mofet Institute and Kaye College)	Kapshuk, Y., & **Alt, D.** Future Problem-Solving Technique for Promoting Reconciliation between Arabs and Jews	Lecturer
**24-25 August, 2021	The 17th International Facet Theory Conference	Online (Hebrew University)	Paper presentation: 1. **Alt, D., &** Raichel, N. Reflective Journal Writing: Scheme and Scale Construction	Lecturer
**7 July, 2021	Higher education in the post Corona era	Online (Tel Hai Academic College)	Paper presentation: 1. Naamati-Schneider, L. & **Alt, D.,** Dilemma-based learning and the use of argumentation using a digital concept map in the Corona period: Contributions to developing 21st century skills	Lecturer

**7 July, 2020	First Online Academic Writing Conference Blurring the Lines: Academic, Professional, and Popular Writing	Online (Mofet Institute)	Paper presentation: 1. **Alt, D.,** & Raichel, N. Reflective writing: The importance of using prompting questions [ASSET: ERASMUS+ CO-FUNDED PROJECT]	Lecturer
**12 - 16 August 2019	The 18th Biennial The European Association for Research on Learning and Instruction (EARLI) Conference	RWTH Aachen, Germany.	Paper presentation: 1. **Alt, D.,** & Raichel, N. Advancing peer assessment in higher education [ASSET: Erasmus+ co-funded project] Paper presentation: 2. **Alt, D.,** & Raichel, N. Formative assessment: Toward Advancing Future Skills [ASSET: Erasmus+ co-funded project]	Lecturer
**4 – 7 July 2019	MEA 2019 International Conference on Management and Education	Association of Taiwan Electronic Commerce (ATEC) Tokyo, Japan	Paper presentation: 1. **Alt, D.,** & Raichel, N. Conceptions of Teaching, Learning, and Assessment research [ASSET: Erasmus+ co-funded project] **2. Alt, D.,** Alt, N., Hadar-Frumer, M. Case-Based Learning, Assessment, and Transfer of Learning [ASSET: Erasmus+ co-funded project]	Lecturer
**24-26 June 2019	The 7th International Conference on Teacher Education: The Story on Innovation in Teacher Education	Mofet institute, Tel-Aviv, Israel	Paper presentation: 1. Alt, D., & Raichel, N. Higher Education Students' Perceptions of Peer Assessment (ASSET: Erasmus+ funded project) 2. Sofer, R., Alt, D., Kahn-Horwitz ,J., Holtzmann, V,. De-Groot , R., Ohayon-Shokty, L. Relevance of International ERASMUS+ programs on Innovative Approaches for Teacher-training in Israel	Lecturer
**27-29 August 2018	EARLI-SIG 13 and InZentIM Conference	Essen University, Germany	Paper presentation: **Alt, D.**, & Raichel, N. Fostering Digital Media Literacy Skills for Building Democratic Citizenship through Gamification, and its Assessment (The research was done within the	Reviewer + Lecturer

			framework ASSET: Erasmus+ co-funded project)	
*29 August - 2nd September 2017	The European Association for Research on Learning and Instruction (EARLI) 17th biennial conference	The University of Tampere, Finland	1. Paper presentation: **Alt, D.**, & Boniel-Nissim, M, Surface and Deep Learning, Problematic Internet Use, and Fear of Missing Out (FoMO) 2. Paper presentation: **Alt, D.**, & Itzkovich, Y. A comprehensive framework for assessing college students' reactions to faculty incivility	Lecturer, Chair person
*16 - 18 August 2017	International Conference on Education and Learning	Toshi Center, Tokyo, Japan	Paper presentation: **Alt, D.**, & Raichel, N. A Case Study on Game-based Learning: Integrating between Knowledge Construction, Values, and Pleasure.	Lecturer
*27 - 28 June 2017	16th International Facet Theory Conference	Netanya Academic College	1. Paper presentation: **Alt, D.**, & Boniel-Nissim, M, Personality traits, fear of missing out, and problematic internet use: Analysis of the Big Five circumplex projection 2. Paper presentation: **Alt, D.**, & Itzkovich, Y. Students' perceived reactions to faculty incivility: Toward a comprehensive model	Lecturer
*18-21 May, 2017	Berlin International Social Sciences and Humanities Conference	Berlin Humboldt University, Germany	Paper presentation: **Alt, D.**, & Raichel, N. Problem-based learning method for lifelong learning in a multicultural college	Lecturer
*25-28 April, 2017	EDUCON 2017 conference	University of Piraeus Athens, Greek	Paper presentation: Tomer, A., Mottok, J., Hagel, G., **Alt, D**., Hadar, I., & Barak, M. CAPELLA: A Conceptual Framework for Adaptive Life-Long Learning	Author
* 6 - 8 March, 2017	The 11th annual International Technology, Education and Development Conference	Hotel Melia Valencia, Spain	Paper presentation: **Alt, D.**, & Raichel, N. Problem-based learning techniques for Lifelong Learning in Applied Fields (LLAF - TEMPUS funded project)	Lecturer
* 9 - 12 November, 2016	The American Academy of	Anaheim Convention Center	Poster presentation: Shabany-Khayyat, R., **Alt, D.,** Gordon-Shaag, A.,	Author

	Optometry's 95th annual meeting	in Anaheim, California	Paltry, J-L., Linortner, L., & Eichler, R. Using Values and Knowledge Education (VaKE), a constructivist teaching technique: Making students aware of the complexity of clinical decisions.	
* 1 - 4 September, 2016	XI. European Conference on Social and Behavioral Sciences Rome, Italy	Sapienza University of Rome	1. Paper presentation: **Alt, D.,** & Raichel, N. Lifelong Learning in Applied Fields (LLAF Tempus Funded Project): Two case studies on Problem-Based Learning 2. Paper presentation: **Alt, D.,** & Raichel, N. V*a*KE (Values and Knowledge Education) in the framework of Lifelong Learning in Applied Fields (LLAF) TEMPUS Project	Lecturer
* 9-11 October, 2016	3rd International Conference on Education and Social Sciences (ICESS 2016)	Rangsit University, Pathu mthani, Thailand		Reviewer
*22 – 26 August 2016	ECER 2016 annual conference: Leading education: The distinct contributions of educational research and researchers	University College Dublin, Dublin, Ireland	1. Paper presentation: **Alt, D.,** & Raichel, N. Lifelong Learning in Applied Fields (LLAF Tempus funded project): Problem-based learning in a multicultural environment. 2. Paper presentation: **Alt, D.,** & Raichel, N. Lifelong learning in applied fields (LLAF) TEMPUS project: Applying VaKE (Values and Knowledge Education) to Israeli higher education.	Author
*6 -9 July 2016	EARLI 5th SIG 13 conference on moral and democratic education: Professionals' Ethos and Education for Responsibility.	University of Salzburg, Austria, Salzburg	1. Poster presentation: **Alt, D.,** Ashkenazi, S., Ben-David, S., & Tzur, Z. Learning to LIVE TOGETHER: Using project-based learning in LLAF (Lifelong Learning in Applied Fields) Tempus funded project. 2. Paper presentation: **Alt, D.,** & Raichel, N. Learning to DO: Using problem-based learning in	1. Lecturer 2. Discussant

			LLAF (Lifelong Learning in Applied Fields) Tempus funded project. 3. Paper presentation: **Alt, D.,** & Raichel, N. Lifelong learning in applied fields (LLAF) TEMPUS project: Experiences of teachers using VaKE (Values and Knowledge Education) in the Education and Community program. 4. Symposium discussant: **Alt, D.** Responsibility as the principal denominator of pedagogical ethos	
*16 - 18 November 2015	ICERI, the 8th annual International Conference of Education, Research and Innovation.	The Barceló Renacimiento Hotel, Seville, Spain	Paper presentation: **Alt, D.** Lifelong Learning in Applied Fields (LLAF) Tempus project: Assessing constructivist environments (problem-based learning) in higher education settings.	Lecturer
*7 - 11 September 2015	ECER annual conference "Education and transition. Contributions from educational research"	University of Budapest, Budapest, Hungary	1. Paper presentation: **Alt, D.** Adjustment to college, media engagement and fear of missing out 2. Paper presentation: **Alt, D.,** & Itzkovich, Y. Assessing faculty incivility	Lecturer
*25-29 August 2015	EARLI 16th biennial conference "Towards a reflective society: Synergies between learning, teaching and research".	The Cyprus University of Technology (CUT) and the Department of Communication and Internet Studies, Limassol, Cyprus	1. Symposium discussant: **Alt, D**. Happy Victimizer Phenomenon in adulthood – developing alternative explanations for moral functioning. 2. Paper presentation: **Alt, D.** Constructivist learning perceptions and academic self-efficacy in higher education. 3. Paper presentation: **Alt, D.** College students' academic motivation, media engagement and fear of missing out. 4. Paper presentation: Itzkovich, Y., & **Alt, D.** Constructing and validating a new scale for measuring faculty incivility. 5. Paper presentation:	Lecturer

			Itzkovich, Y., & **Alt, D.** Students' justice experience and perceptions of faculty incivility in higher education.	
*6 - 8 July 2015	EDULEARN15 the 7th International Conference on Education and New Learning Technologies	Hotel Princesa Sofia, Barcelona, Spain	1. Poster presentation **Alt, D.,** & Raichel, N. Lifelong Learning in Applied Fields (LLAF) Tempus funded consortium - promoting curriculum reform in Teachers' Education. 2. Poster presentation Raichel, N., & **Alt, D.** Lifelong Learning in Applied Fields (LLAF) Tempus funded consortium – pre-piloting "learning to do" practices	Presenter
*25-28 June 2014	EARLI Special Interest Group 13's fourth symposium: Moral and democratic education - Moral education for a democratic citizenship.	Department of Philosophy, Education and Psychology University of Verona, Italy.	Paper presentation: **Alt, D.** The construction and validation of a new scale for measuring features of constructivist learning environments in higher education settings.	Lecturer
*1 – 3 May 2014	The 12th conference on educational assessment (CEA2014).	The Institute of Education and the Doctoral School of Education at the University of Szeged, Hungary.	Paper presentation: **Alt, D.** Mapping features of constructivist activities in higher education learning environments.	Lecturer
*27-31 August 2013	EARLI 15th biennial conference "'Responsible Teaching and Sustainable Learning	Technische Universität München (TUM) School of Education	1. Paper presentation: **Alt, D.** Parenting styles and academic cheating among first-year college students. 2. Paper presentation: **Alt, D.** The effects of parenting styles on academic motivations and adjustment to college life among first-year students.	Lecturer
18-21 June 2012	EARLI Special Interest Group 13's 3rd symposium: Moral and democratic education	NLA University College, Bergen, Norway.	1. Paper presentation: **Alt, D.** Constructivist learning environments. 2. Paper presentation: **Alt, D.** Psychological and cultural aspects related to students' academic dishonesty.	Lecturer
30 August – 3	EARLI 14th biennial conference	Exeter University, Exeter, UK.	1. Paper presentation: **Alt, D.** Motivational and cultural aspects related to	Lecturer

September 2011	"Education for a Global Networked Society "		students' academic dishonesty. 2. Paper presentation: **Alt, D.** Do teachers' practices inside the classroom differentiate their students' perception of open classroom climate?	
30th August - 2nd September 2010	EARLI 2nd SIG`s moral and democratic education symposium: "Moral and Democratic Education and its influence on the society"	Achva College of Education, and the MOFET Institute; Tel Aviv, Israel	Paper presentation: **Alt, D.** Constructivist learning environment: Can it promote civic-democratic participation among adolescents?	Lecturer
19 - 22 July 2010	EARLI 13th conference of the junior researchers	Goethe University of Frankfurt, Frankfurt, Germany	Poster presentation: **Alt, D.** Empowering students' civic-democratic participation through constructivist learning environment.	Presenter
2 – 4 July 2009	AME 35th Annual Meeting: Cultivating Tolerance: Moral Functioning and its Development	Utrecht University, Utrecht, The Netherlands.	Paper presentation: **Alt, D.**, Maslovaty, N., & Cohen. A. The relationships between constructivist learning environment and democratic attitudes towards different social groups.	Lecturer
21 – 24 June 2009	The 12th International Facet Theory Conference	The Israel Academy of Sciences and Humanities and the Van Leer Jerusalem Institute. Jerusalem, Israel	Paper presentation: **Alt, D.**, Cohen. A. & Maslovaty, N., The Dimensionality of Right-Wing Authoritarianism structured through Structural Equation Modeling and Smallest Space Analysis.	Lecturer
24-27 August 2008	EARLI 1st SIG`s moral and democratic education symposium.	The Universi ty of Western Macedonia. Florina, Greece.	Maslovaty, N., & **Alt, D.** Complexity of teachers' decisions in dealing with moral dilemmas.	Author
August 28 -	EARLI 12th biennial	University of Szeged	1. Paper presentation:	Lecturer

September 1, 2007	conference "Developing potential for learning".	Eötvös Loránd University Hungarian Academy of Sciences Budapest, Hungary	**Alt, D.,** Maslovaty, N., & Cohen. A. The relationship among gender and ethnic origin and adolescents' system of civic –democratic perceptions, attitudes and behaviors. 2. Paper presentation: Maslovaty, N., **Alt, D.,** & Cohen. A. The contribution of media literacy to the system of perceptions, attitudes and civic-democratic behaviors among adolescents.	
25 – 28 June 2007	the 5th international conference "Teacher education at a crossroads"	MOFET Institution, Tel-Aviv, Israel.	Paper presentation: **Alt, D.,** Maslovaty, N., & Cohen. A. The relationships between perceptions of media literacy among teachers and democratic orientations of adolescents.	Lecturer

- **National conferences**

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*17 June, 2018	Different Pedagogy and Alternative Assessment in Higher Education: International Aspects	Kinneret College on the Sea of Galilee	Gamification in higher education	Lecturer
* 17 January, 2017	Lifelong learning in applied fields	MOFET Institution, Tel-Aviv	Paper presentation: Raichel, N., & **Alt, D.** Case study: Problem-based learning and peer-assessment among graduate students	Lecturer, Chair person
*18 May 2016	Research on academic teaching as an effective learning promoter	Kinneret College on the Sea of Galilee	Paper presentation: Raichel, N., & **Alt, D.** Problem-based learning. A case study in the ramework of Tempus Lifelong learning in applied fields (LLAF) project	Lecturer
*17 April 2016	Israel Communication Association annual conference	Kinneret College on the Sea of Galilee	Paper presentation: **Alt, D.** Assessing the acquisition of media literacy skills through communication teaching	Lecturer
26 June 2012	Zefat Center for the Study of	Zefat Center for	Paper presentation:	Lecturer

Date	Name of Conference	Place of Conference	Subject of Conference/ Role at Conference/ Comments	Role
	Communities (Seminar)	the Study of Communities and Cultures	**Alt, D.,** & Geiger, B. Motivations and academic integrity: An ecological perspective	
6 – 8 February 2012	The 5th conference of the Israeli Centre for Qualitative Research of Human and Society.	Ben-Gurion University, Beer-Sheva.	Paper presentation: **Alt, D.,** & Geiger, B. Motivations, cultural ecology and academic integrity.	Lecturer
17 – 18 February 2010	The 4th conference of the Israeli Centre for Qualitative Research of Human and Society.	Ben-Gurion University, Beer-Sheva.	Paper presentation: **Alt, D.** Mixed methodology approach: Investigating media literacy instruction methods and its contribution to civic-democratic behavior among adolescents.	Lecturer
17 June 2008	Facet theory conference	Lander College, Jerusalem,	Paper presentation: **Alt, D.,** Maslovaty, N., & Cohen. A. Assessing structural validity of civic-democratic perceptions, attitudes, and participations questionnaire for adolescents.	Lecturer
22 October, 2008	The 3rd conference for Study design research : Present directions in study planning	Haifa University. Haifa.	Paper presentation: **Alt, D.,** Maslovaty, N., & Cohen. A. Media literacy skills – from theory to practice.	Lecturer
29 November 2007	Doctoral students' conference	Bar-Ilan university, School of Education	Poster presentation: **Alt, D.**, Cohen. A., & Maslovaty, N. The influence of "Mass Media" Curriculum on democratic perceptions, attitudes and participations among Israeli high school students	Presenter

b. **Organization of Conferences or Sessions**

Date	Name of Conference	Place of Conference	Subject of Conference/ Role at Conference/ Comments	Role
**7 July, 2021	Higher education in the post Corona era	Online (Tel Hai Academic College)	Higher education in the post Corona era	Member of the scientific committee
**7 July, 2020	First Online Academic Writing Conference Blurring the Lines:	Online (Mofet Institute)	Blurring the Lines: Academic,	Organizer and member

	Academic, Professional, and Popular Writing		Professional, and Popular Writing	of the scientific committee
*17 June, 2018	Different Pedagogy and Alternative Assessment in Higher Education: International Aspects	Kinneret College on the Sea of Galilee	Presenting innovative and creative assessment processes in higher education	Organizer
*29 August - 2nd September 2017	The European Association for Research on Learning and Instruction (EARLI) 17th biennial conference	The University of Tampere, Finland	Invited symposium subject: Migration and education for democratic citizenship.	1. Conference scientific reviewer 2. Organizer of an invited symposium (with Hermann J. Abs) and chair person
*6 – 9 July 2016	The European Association for Research on Learning and Instruction (EARLI) 5th SIG 13 Conference on moral and democratic education: Professionals' Ethos and Education for Responsibility.	Salzburg University, Austria	Symposium subject: Learning TO BE: Implications of V*a*KE (Values *and* Knowledge Education) for lifelong learning in applied fields (LLAF) TEMPUS project	1. Member of the conference organizing committee, and scientific committee 2. Organizer and chair of a symposium
*18 May 2016	Academic teaching research as a promoter of effective learning	Kinneret College on the Sea of Galilee	Presenting innovative and creative teaching processes in higher education	Member of the conference organizing committee, and scientific committee
*29 March 2016	The second Kinneret conference for Academy, Education and periphery	Kinneret College on the Sea of Galilee	Academy, Education and periphery	1. Member of The conference steering committee 2. Panel moderator "Encouraging excellence in education"
*25-29 August 2015	The European Association for Research on Learning and Instruction (EARLI) 16th biennial conference	The Cyprus University of Technology (CUT) Limassol, Cyprus	Invited symposium subject: Moral courage in education – Responsibility in teaching, citizenship education and research.	1. Conference scientific reviewer 2. Organizer of an invited symposium (with Karin Heinrichs)
*10 March 2015	The first Kinneret conference for	Kinneret College on the Sea of Galilee	Academy, Education and periphery	Member of the conference steering

	Academy, Education and periphery			committee
*25 – 28 June 2014	The European Association for Research on Learning and Instruction (EARLI). Special Interest Group 13: Moral and democratic education fourth conference	Department of Philosophy, Education and Psychology University of Verona, Italy,	Moral education for a democratic citizenship	Member of the conference scientific committee
18 – 21 June 2012	The European Association for Research on Learning and Instruction (EARLI) 3rd SIG 13 conference on moral and democratic education	University of Bergen, Norway	Building ethical schools and teaching practices	Organizer and chairperson of a poster session
30 August – 3 September 2011	EARLI 14th biennial conference "Education for a Global Networked Society"	Exeter University, Exeter, UK.	Symposium subject: Individual and social factors underlying school cheating on graded assignments.	Organizer and chairperson of a symposium
30 August - 3 September 2011	The European Association for Research on Learning and Instruction (EARLI) 14th biennial conference "Education for a Global Networked Society".	University of Exeter, United Kingdom.	Symposium subject: Individual and social factors underlying school cheating on graded assignments	Organizer and chairperson of a symposium
30th August-2nd September 2010	The European Association for Research on Learning and Instruction (EARLI) Special Interest Group 13's second conference	Achva College of Education and the MOFET Institute. Tel-Aviv, Israel	Moral and democratic education - Moral and democratic education and its influence on the society	Member of the conference scientific committee

7. **Invited Lectures\ Colloquium Talks**

Date	Place of Lecture	Name of Forum	Presentation/Comments
**26-27 Jan 2023	Yalova University, Turkey	Asscociation of Ethics at Academia Congress	Faculty incivility: Precursors and implications
**26 December 2019	Kinneret academic college	Annual conference of Academic Preparatory Programs of Northern colleges	Development of 21st century skills in higher education
**8 November 2018	MOFET Institute; Tel Aviv, Israel	The School of Professional Studies	Principles of lifelong learning: Implications for teacher education

**8 October 2018	The Max Stern Yezreel Valley academic college, Israel	Social work department faculty	A different pedagogy: lifelong learning in higher education
**27-29 August 2018	Essen University, Germany	6th EARLI-SIG 13 Conference & 2nd InZentIM Conference Migration, Social Transformation, and Education for Democratic Citizenship	Lifelong Learning in Higher Education as a Lever for Moral and Democratic Values
7th January 2015	Kinneret Academic College	Humanity and social sciences faculty forum	TEMPUS (ERASMUS+) funded project: Lifelong learning in applied fields
2nd February 2014	Western Galilee academic college	Education faculty forum	Barriers and challenges in distance-learning e-courses
31 March 2008	Bar-Ilan University, School of Education	Doctoral studies colloquium	Facet Theory: A combination between research design and data analysis.

8. **Research Grants**

   a. **Grants Awarded**

Role in Research	**Co-Researchers**	**Topic (and publications)**	**Funded by/ Amount**	**Year**
** Co-PI	Dr. Yael Grinshtein PI	Education students' perceived experiences of their service learning (practicum)	Tel-Hai Academic College's Research Authority 15,000 ILS	2023
** Co-PI	1. Dr. Marsel Amasha PI 2. Dr. Noa Bader	Examining the connection between distance learning patterns in the Corona era, self-regulation in online learning, a sense of belonging and retention among Jewish and Arab students.	Tel-Hai Academic College's Research Authority 20,000 ILS	2021
** Partner	1. College of Management Academic Studies (PI) 2. Kinneret Academic College 3. Gordon Academic College	Welcome in Israel as a Leading and Learning tool for IaH Assistance and Management/WILLIAM	Erasmus+ (993,000 €)	2018

	4. Ben-Gurion University of the Negev 5. The Jerusalem College of Technology 6. Tel Hai College 7. The Hebrew University of Jerusalem 8. Masaryk University 9. Global Impact Institute 10. Management Center Innsbruck 11. Erasmus Student Network 12. Juraj Dobrila University of Pula			
*PI - Principal Investigator	1. Hadassah Academic College 2. Gordon Academic College 3. The College of Sakhnin for Teacher Education 4. Sokhumi State University 5. Ilia State University 6. Tbilisi State University 7. Otto-Friedrich-Universitaet Bamberg 8. Private Pädagogische Hochschule der Diözese Linz 9. School of Digital Technologies, Tallinn University 10. University College of Cork 11. National Center for Teacher Professional Development 12. Varam 13. Samtskhe-Javakheti State University	Assessment Tools for new learning environments in higher education institutions / ASSET **Authored Books – Published #1**	Erasmus+ (990,000 €)	2017

Partner	1. Hadassah Academic College (PI) 2. Kibbutzim College of Education 3. Nazareth Academic Institute 4. Gordon, The Academic College of Education 5. Bar Ilan University 6. Sapir Academic College 7. Universitat Politècnica de Catalunya 8. Paris-Lodron University of Salzburg 9. Hochschule Aalen 10. University of Dublin, Trinity College 11. Latvia Culture college at Latvian Academy of Culture 12. Polytechnic Institute of Santarém - Portugal 13. ISCTE – Instituto Universitário de Lisboa 14. GIMBE Foundation 15. Inovamais - Serviços de Consultadoria em Inovação Tecnológica,	Tempus Program: Life-Long Learning in Applied Sciences. A joint project. (TEMPUS IV) **Authored Books – Published #3 #4**	Funded by the European Commission 970,000 € (76,120 € Kinneret academic college grant)	2013 –2016 Submitted authored book (1)
PI	Prof. Brenda Geiger	Orthodox female students' access to higher education **Articles in Refereed Journals #46 #58**	The Zefat Center for the Study of Communities and Cultures in the Galilee 5000 NIS	2011 – 2012 Published articles in refereed journals (3, 13)
PI	Prof. Brenda Geiger	Cultural and motivational aspects related to academic	The Zefat Center for the Study of Communities	2011 – 2012 Published article in

		cheating in higher education	and Cultures in the Galilee 5000 NIS	refereed journal (19)
		Article in Refereed Journals #50		
PI	Dr. Nava Maslovaty	Teachers dealing with moral dilemmas	Bar-Ilan University Research authority 2000 NIS	2007 - 2008

b. **Submission of Research Proposals – Pending**

Role in Research	Co-Researchers	Topic	Funded by/ Amount	Year
**Co-PI	1. Tallinn University 2. University of Gratz 3. The National Distance Education University 4. Khon Kaen University 5. Suranaree University of Technology 6. Walailak University 7. Gordon College of Education 8. Tel-Hai Academic College 9. Achva College of Education 10. Smt. Kapila Khandvala College U of Mumbai 11. Model Institute of Education and Research 12. Indra Gandhi National Open University	Promoting Digital Transformation Through Open Digital Badges in Higher Education Institutions in India, Israel and Thailand	Erasmus+ (~800K €)	2023
**Co-PI	1. College of Management Academic Studies (PI) 2. Kinneret Academic College 3. Gordon Academic College 4. University of Mumbai 5. Model Institute of Education and Research 6. MANAGING COMMITTEE OF KALINGA INSTITUTE OF SOCIAL SCIENCES 7. RHODES UNIVERSITY 8. NOORDWES-UNIVERSITEIT 9. UNIVERSITY OF THE FREE STATE 10. UNIVERSITY OF MALTA	E4SD Sustainable development and improving the quality of education by enhancing the concept of Education for Sustainable Development in universities and colleges of India, Israel and South Africa.	Erasmus+ (~800K €)	2023

	11. UNIVERSITY OF CYPRUS 12. OTTO-VON-GUERICKE-UNIVERSITAET MAGDEBURG			

c. **Submission of Research Proposals – Not Funded**

**Co-PI	Dr. Lior Naamati-Schneider	Future problem-solving with e-posters: Implications for Health Management Students' E-Health Literacy, perceived creativity, and innovative behavior	IAMSE Educational Scholarship and Curriculum Innovation Grants (5000$)	2022
**Co-PI	1. Tallinn University 2. University of Zagreb PI 3. The National Distance Education University 4. Khon Kaen University 5. Suranaree University of Technology 6. Walailak University 7. Gordon College of Education 8. Tel-Hai Academic College 9. David Yellin Academic College of Education 10. Achva College of Education 11. Smt. Kapila Khandvala College U of Mumbai 12. Model Institute of Education and Research 13. Indra Gandhi National Open University	Promoting Digital Transformation Through Open Digital Badges in Higher Education Institutions in India, Israel and Thailand	Erasmus+ (~1M €)	2022
* Partner	1. Cyprus University of Technology (PI) 2. CARDET 3. Taraz State University 4. Kazakh National Pedagogical University after Abai 5. Al-Farabi Kazakh National university 6. Karaganda Economic University of Kazpotrebsoyuz 7. INNOVADE 8. Tallinn University 9. OBEREAL 10. ARISTOTLE UNIVERSITY OF THESSALONIKI 11. Beit Berl College	e-learning by Design: Building capacity in designing and delivering MOOCs and e-learning courses (eDesign)	Erasmus+ (830,000 €)	2018

	12. Kinneret Academic College in the Jordan Valley 13. Ministry of Education and Sciences			
* Partner	1. UNIVERSIDAD DE ALMERÍA (PI) 2. UNIVERSIDAD DE SEVILLA 3. UNIVERSITÁ DEGLI STUDI DI FOGGIA 4. Univerisad de Bologna 5. UNIVERSIDADE NOVA DE LISBOA 6. UNIVERSIDADE DO PORTO 7. Instituto Politécnico de Guarda 8. Gordon Academic College of Education 9. The Academic Kinneret College in the Jordan Valley 10. Zefat Academic College 11. UNIVERSIDAD CATÓLICA DE SANTIAGO DE GUAYAQUIL 12. UNIVERSIDAD CASA GRANDE 13. UNIVERSIDAD AUTÓNOMA DE ASUNCIÓN 14. Universidad de la Integración de las Américas 15. Univerisdad de Playa Ancha 16. Universidad de La Frontera 17. UNIVERSIDAD DE VALPARAÍSO 18. TECNOLÓGICO DE ANTIOQUIA INSTITUCIÓN UNIVERSITARIA 19. UNIVERSIDAD PONTIFICIA BOLIVARIANA 20. University Mohammed V of Rabat 21. Universidad Abdelmalek Essaadi	Development of Service for Educational and Social Inclusion of University Students from Vulnerable Groups / IncluSER	Erasmus+ (~1M €)	2018

9. Scholarships, Awards and Prizes

Year	Name/Awarding/Institution	Amount (for grants)
**2022	Award for excellence in teaching and research by Kinneret College on the Sea of Galilee (2020-2021), - level of excellence - A.	20% supplement to salary for the year
**2021	Award for excellence in teaching and research by Kinneret College on the Sea of Galilee (2019-2020), - level of excellence - A.	20% supplement to salary for the year
**2019	Award for excellence in teaching and research by Kinneret College on the Sea of Galilee (2017-2018), - level of excellence - A.	20% supplement to salary for the year
**2018	Award for excellence in teaching and research by Kinneret College on the Sea of Galilee (2016-2017), - level of excellence - A.	20% supplement to salary for the year
*2017	Award for excellence in teaching and research by Kinneret College on the Sea of Galilee (2015-2016), - level of excellence - A.	15% supplement to salary for the year
*2015	Award for excellence in teaching and research by Kinneret College on the Sea of Galilee (2013-2014), - level of excellence - A.	20% supplement to salary for the year
2011	Maslovaty Foundation Award 2011 for the best SIG 13 junior researcher paper at EARLI conference, Exeter UK.	1000 €

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
**2022-2023	Innovative pedagogies	Seminar. Tel Hai Academic College of Education, 2 cr.	M. A.	10
**2022-2023	Implementation in an educational institution	Final Research Project. Tel Hai Academic College of Education, 2 cr.	M. Ed	6
**2019 - 2022	Innovative pedagogies - research and practice	Final Research Project. Gordon Academic College of Education, 2 cr.	M. Ed	15
**2019 - 2022	Lifelong learning - research and practice	Final Research Project: Gordon Academic College of Education, 2 cr.	M. Ed	15
*2015 -	Cultures and youth movements	Seminar: Education and Community Department, Kinneret College on the Sea of Galilee, 4 cr.	BA	25
*2015 -	Technologies in education systems and community	Lecture: Education and Community Department, Kinneret College on the Sea of Galilee, 2 cr.	BA	47
*2015 -	Alternative assessment of educational achievement	Lecture: Education and Community Department, Kinneret College on the Sea of Galilee, 2 cr.	BA	47
*2015 -	Interaction between: community,	Lecture: Education and Community Department, Kinneret College on the Sea of Galilee, 2 cr.	BA	47

	educational framework, and family			
*2015 -	Education for democratic citizenship	Lecture: Education and Community Department, Kinneret College on the Sea of Galilee, 2 cr.	BA	47
*2015 -	Paths and methods in teaching and learning	Lecture: Education and Community Department, Kinneret College on the Sea of Galilee, 4 cr.	BA	47
*2015 -	Parental involvement in education	Lecture: Education and Community Department, Kinneret College on the Sea of Galilee, 2 cr.	BA	43
*2015 -	Family and education in the era of information	Lecture: Education and Community Department, Kinneret College on the Sea of Galilee, 2 cr.	BA	43
2013 - 2014	Introduction to information technology	High Learn Course: Multidisciplinary studies (Education), Kinneret College on the Sea of Galilee, Western Galilee Academic College, 2 cr.	BA	81
2012 - 2013	Introduction to digital literacy	High Learn Course: Multidisciplinary studies (Education), Western Galilee Academic College, 2 cr.	BA	91
2011 – 2013	Child's learning planning	Seminar: Multidisciplinary studies (Education), Kinneret College on the Sea of Galilee, 2 cr.	BA	25
2010 - 2016	Assessment of education achievements	Introduction Course (Mandatory): Multidisciplinary studies (Education), Kinneret College on the Sea of Galilee, 2 cr.	BA	85
2010 - 2015	Computer applications: SPSS	Lecture: Multidisciplinary studies (Education), Zefat Academic College, 2 cr.	BA	24
2010 - 2011	Research methods	Introduction Course (Mandatory): Multidisciplinary studies (Economics and Business Management), Kinneret College on the Sea of Galilee, 2 cr.	BA	60
2010 - 2011	Social education in secondary schools	Lecture: Multidisciplinary studies (Education), Academization studies for Orthodox female teachers, Zefat Academic College, 2 cr.	BA	35
2009 -2010	Introduction to Statistics	Introduction Course (Mandatory): Multidisciplinary studies (Human Resource Management), Zefat Academic College, 3 cr.	BA	35
2009	Tests and assessments	Lecture: Multidisciplinary studies (Education), Zefat Academic College, 2 cr.	BA	36
2008 - 2016	Curricula planning and assessment	Introduction Course (Mandatory): Multidisciplinary studies (Education), Kinneret College on the Sea of Galilee, Western Galilee Academic College, 2 cr.	BA	80
2008 - 2016	Curriculum planning	Workshop: Multidisciplinary studies (Education), Kinneret College on the Sea of Galilee, Western Galilee Academic College, 1 cr.	BA	30
2008 -2012	Education and democracy: Trends in education for democratic citizenship	Lecture: Multidisciplinary studies (Education), Kinneret College on the Sea of Galilee, 2 cr.	BA	47

2008 -2010	Media literacy - learning processes and teaching methods In the information age	Lecture: Multidisciplinary studies (Education), Kinneret College on the Sea of Galilee, 2 cr.	BA	55

b. **Supervision of Graduate Students**

Name of Student	Title of Thesis	Degree	Date of Completion /in Progress	Students' Achievements
Halima Hatib	The effect of learning based on a technological game compared to a physical game (face to face) on the perception of the game experience and on psychological variables among elementary school students in science and technology	M.A.	In Progress	Data collection
Yosi Peretz	Teachers' perceptions (primary - high school) of the instruction of the subject through distance learning using the Lnet software compared to the instruction of the subject in a frontal way, and examining the relationship between personal and professional characteristics and these perceptions.	M.A.	In Progress	Declaration of intent (accepted)
Hila Amit-Weinberger	Classroom education in a new reality - perceptions of educators in elementary schools about their educational role in dealing with cyberbullying and its consequences for the classroom space.	M.A.	In Progress	Declaration of intent (accepted)
Miriam Golan	Perceptions of interns and new teachers regarding the contributions of the main collaborators in the greenhouse program (local authority, college, school) to their entry and integration into schools, as well as the formation of their professional and personal identity.	M.A.	In Progress	Declaration of intent (accepted)

PUBLICATIONS

A. Ph.D. Dissertation

Alt, D. (2010). The connection between "Mass Media" Curriculum and civic perceptions, democratic attitudes and involvement in democratic processes among Israeli high school students. (Unpublished doctoral dissertation). Bar-Ilan University, Ramat-Gan, Israel. (Hebrew) 185 pages.

Instructors: Prof. Arie Cohen and Dr. Nava Maslovaty

B. Scientific Books (Refereed)

A. Authored Books – Published

1. **Alt, D.,** & Raichel, N. (2021). *Equity and formative assessment in higher education: Advancing culturally responsive assessment*. Springer.

2. **Itzkovich, Y., Alt, D.,** & Dolev, N. (2020). *The challenges of academic incivility. Social-emotional competencies and redesign of learning environments as remedies*. Springer.

3. *****Alt, D**., & Raichel, N. (2018). *Lifelong citizenship: Lifelong learning as a lever for moral and democratic values*. Brill and Sense Publishers.

4. *****Alt, D**., & Raichel, N. (2018). *A different pedagogy: Lifelong learning and higher education.* Resling. (Hebrew)

B. Edited Books and Special Journal Issues – Published

1. **Alt, D.,** & Reingold, R. (Eds.). (2012). *Changes in teachers' moral role. From passive observers to moral and democratic leaders*. Rotterdam: Sense.

D. Articles in Refereed Journals

Published - English

1 ****Alt, D**., Naamati-Schneider, L., & Weishut, D. J. N. (2023). Competency-based learning and formative assessment feedback as precursors of college students' soft sills acquisition. *Studies in Higher Education.* https://doi.org/10.1080/03075079.2023.2217203 **Impact Factor 4.017, Q1**

2 ****Kapshuk, Y., & Alt, D.** (2023). Future problem-solving technique for promoting reconciliation between Palestinian and Jewish citizens of Israel. *Peace and Conflict: Journal of Peace Psychology*. https://psycnet.apa.org/doi/10.1037/pac0000678 **Impact Factor 1.533, Q1**

3   ****Alt, D.** (2023). Assessing the benefits of gamification in mathematics for student gameful experience and gaming motivation. *Computers & Education.* https://doi.org/10.1016/j.compedu.2023.104806 **Impact Factor 11.182, Q1**

4   ****Naamati-Schneider, L., & Alt, D.** (2023). Online collaborative Padlet-mediated learning in health management studies. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2023.1157621 **Impact Factor 4.232, Q1**

5 ****Alt, D.,** & Kapshuk, Y. (2023). Linking achievement goal orientations to socio-cognitive conflict regulation in higher education. *Negotiation and Conflict Management Research.* https://doi.org/10.34891/2022.0471 **Impact Factor 1.395, Q4**

6 ****Alt, D.,** Kapshuk, Y., & Dekel, H. (2022). Promoting perceived creativity and innovative behavior: Benefits of future problem-solving programs for higher education students. *Thinking Skills and Creativity.* https://doi.org/10.1016/j.tsc.2022.101201 **Impact Factor 3.652, Q1**

7 ****Alt, D**. (2022). Professional and psychological precursors of instructional approaches used in distance learning during COVID-19. *Current Psychology*. https://doi.org/10.1007/s12144-022-03406-2. **Impact Factor 4.297, Q1**

8 ****Kapshuk, Y. & Alt, D**. (2022). Using digital concept maps in conflict resolution studies: Implications for students' argumentative skills, domain-specific knowledge, and academic

efficacy. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2022.882370 **Impact Factor 4.232, Q1 (Joint and equal contribution)**

9 **Boniel-Nissim, M., & **Alt, D.** (2022). Problematic social media use and intensive social media use among academic students during the COVID-19 pandemic: Associations with social support and life satisfaction. *Frontiers in Education.* https://doi.org/10.3389/feduc.2022.876774 **Impact Factor 2.527, Q2**

10 ****Alt, D.,** Raichel, N., & Naamati-Schneider, L. (2022). Higher education students' reflective journal writing and lifelong learning skills: Insights from an exploratory sequential study. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2021.707168 **Impact Factor 4.232, Q1. Cited by 12**

11 ****Alt, D.,** Boniel-Nissim, M., Naamati-Schneider, L. & Meirovich, A. (2022). Precursors of openness to provide online counseling: The role of future thinking, creativity, and innovative behavior of future online therapists. *Frontiers in Psychology.* https://doi.org/10.3389/fpsyg.2022.848235 **Impact Factor 4.232, Q1**

12 ****Alt, D.,** Weinberger, A., Heinrichs, K., & Naamati-Schneider, L. (2022). The role of goal orientations and learning approaches in explaining digital concept mapping utilization in problem-based learning. *Current Psychology*. https://link.springer.com/article/10.1007%2Fs12144-021-02613-**7 Impact Factor 4.297, Q1. Cited by 2**

13 ****Alt, D.,** Naamati-Schneider, L. & Meirovich, A. (2022). Future problem-solving practiced during Covid-19: Implications for health management students' e-Health literacy identity. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2022.829243 **Impact Factor 4.232, Q1**

14 ****Alt, D.,** Itzkovich, Y., & Naamati-Schneider, L. (2022). Students' emotional well-being, and perceived faculty incivility and just behavior before and during COVID-19. *Frontiers in Psychology*. https://doi.org/10.3389/fpsyg.2022.849489 **Impact Factor 4.232, Q1. Cited by 2**

15 ****Alt, D.,** & Raichel, N. (2021). Precursors of college students' attitudes towards cross-cultural collaboration: The role of group-learning activity design and openness to diversity. *Journal of Further and Higher Education*, *46*, 737-752. https://doi.org/10.1080/0309877X.2021.2002280 **Impact Factor 1.17, Q2.**

16 ****Alt, D.,** & Naamati-Schneider, L. (2021). Online argumentation-based learning aided by digital concept mapping during COVID-19: Implications for health management teaching and learning. *Health Education*. https://doi.org/10.1108/HE-12-2020-0125 **Impact Factor 0.38, Q4. Cited by 3**

17 ****Alt, D.,** & Kapshuk, Y. (2021). Argumentation-based learning with digital concept mapping and college students' epistemic beliefs. *Learning Environments Research.* https://doi.org/10.1007/s10984-021-09385-8 **Impact Factor 3.792, Q1. Cited by 2**

18   **Alt, D**. (2021). Who benefits from digital badges? Motivational precursors of digital badge usages in higher education. *Current Psychology*. https://doi.org/10.1007/s12144-021-02002-0 **Impact Factor 4.297, Q1. Cited by 13**

19   **Alt, D.**, & Naamati-Schneider, L. (2021). Health management students' self-regulation and digital concept mapping in online learning environments. *BMC Medical Education.* https://doi.org/10.1186/s12909-021-02542-w **Impact Factor 2.463, Q2. Cited by 27**

20   **Alt, D.**, & Raichel, N. (2020). Problem-based learning, self- and peer assessment in higher education: Toward advancing lifelong learning skills. *Research Papers in Education*, *37*, 370-394. https://doi.org/10.1080/02671522.2020.1849371 **Impact Factor 2.642, Q2. Cited by 23**

21   **Alt, D.**, & Raichel, N. (2020). Higher education students' perceptions of and attitudes towards peer assessment in multicultural classrooms. *Asia-Pacific Education Researcher*. *29*, 567–580. https://link.springer.com/article/10.1007/s40299-020-00507-z **Impact Factor 2.409, Q2. Cited by 10**

22   **Alt, D.**, & Raichel, N. (2020). Enhancing perceived digital literacy skills and creative self-concept through gamified learning environments: Insights from a longitudinal study. *International Journal of Educational Research*, *101*. https://doi.org/10.1016/j.ijer.2020.101561. **Impact Factor 2.845, Q2. Cited by 42**

23   **Alt, D.,** & Raichel, N. (2020). Reflective journaling and metacognitive awareness: Insights from a longitudinal study in higher education. *Reflective Practice*, *21*, 145-158. https://doi.org/10.1080/14623943.2020.1716708 **Impact Factor 0.70, Q2. Cited by 42**

24   ** **Alt, D.,** Alt, N., & Hadar-Frumer, M. (2020). Measuring Halliwick foundation course students' perceptions of case-based learning, assessment, and transfer of learning. *Learning Environments Research, 23*, 59–85. https://link.springer.com/article/10.1007/s10984-019-09286-x **Impact Factor 3.323, Q1. Cited by 14**

25   **Alt, D.,** & Boniel-Nissim, M. (2018). Using multidimensional scaling and PLS-SEM to assess the relationships between personality traits, problematic Internet use, and fear of missing out. *Behaviour & Information Technology*, *37*(12), 1264-1276. https://doi.org/10.1080/0144929X.2018.1502353 **Impact Factor 3.086, Q2. Cited by 37**

26   **Alt, D.** (2018). Science teachers' conception of teaching, attitude towards testing and their use of contemporary educational activities and assessment tasks. *Journal of Science Teacher Education, 29*, 600-619. https://doi.org/10.1080/1046560X.2018.1485398 **Impact Factor 0.83, Q2. Cited by 9**

27   ***Alt, D**., & Boniel-Nissim, M. (2018). Links between adolescents' deep and surface learning approaches, problematic Internet use, and Fear of Missing Out (FoMO). *Internet Interventions.* https://doi.org/10.1016/j.invent.2018.05.002 **Impact Factor 4.333, Q1. Cited by 120**

28   ***Alt, D.,** & Boniel-Nissim, M. (2018). Parent-adolescent communication and problematic Internet use: The mediating role of Fear of Missing Out (FoMO). *Journal of Family Issues, 39*(13), 3391–3409. https://doi.org/10.1177/0192513X18783493 **Impact Factor 2.072, Q3. Cited by 72**

29   ***Alt, D.,** & Itzkovich, Y. (2018). The connection between perceived constructivist learning environments and faculty uncivil authoritarian behaviors. *Higher Education, 77*(3), 437–454. https://link.springer.com/article/10.1007/s10734-018-0281-y **Impact Factor 4.634, Q1. Cited by 30**

30   ***Alt, D.** (2018). Science teachers' conceptions of teaching and learning, ICT efficacy, ICT professional development and ICT practices enacted in their classrooms. *Teaching and Teacher Education, 73*, 141-150. https://doi.org/10.1016/j.tate.2018.03.020 **Impact Factor 3.272, Q1. Cited by 177**

31   ***Alt, D**. (2018). Teachers' practices in science learning environments and their use of formative and summative assessment tasks. *Learning Environments Research, 21*, 387–406. https://link.springer.com/article/10.1007/s10984-018-9259-z **Impact Factor 3.792, Q1. Cited by 24**

32   ***Alt, D**., & Itzkovich, Y. (2017). Cross-validation of the reactions to faculty incivility measurement through a multidimensional scaling approach. *Journal of Academic Ethics. 15*, 215–228. https://link.springer.com/article/10.1007/s10805-017-9288-8 **Impact Factor 0.60, Q3. Cited by 7**

33   ***Alt, D**. (2017). College students' perceived learning environment and their social media engagement in activities unrelated to class work. *Instructional Science, 45*, 623–643. https://link.springer.com/article/10.1007/s11251-017-9418-0 **Impact Factor 2.620, Q2. Cited by 22**

34   ***Alt, D**. (2017). Students' social media engagement and fear of missing out (FoMO) in a diverse classroom. *Journal of Computing in Higher Education, 29*(2), 388-410. https://link.springer.com/article/10.1007/s12528-017-9149-x **Impact Factor 2.627, Q2. Cited by 79**

35   ***Alt, D**. (2017). Constructivist learning and openness to diversity and challenge in higher education environments. *Learning Environments Research, 20*, 99–119. https://link.springer.com/article/10.1007/s10984-016-9223-8 **Impact Factor 3.792, Q1. Cited by 57**

36   ***Alt, D.** (2016). Using structural equation modeling and multidimensional scaling to assess female college students' academic adjustment as a function of perceived parenting styles. *Current Psychology, 35,* 549 - 561. https://link.springer.com/article/10.1007/s12144-015-9320-3 **Impact Factor 4.297, Q1. Cited by 15**

37   ***Alt, D.** (2016). Contemporary constructivist practices in higher education settings and academic motivational factors. *Australian Journal of Adult Learning, 56*(3), 374 - 399. https://search.informit.org/doi/abs/10.3316/aeipt.213899 **Impact Factor 1.075, Q4. Cited by 34**

38   ***Alt, D.** (2016). Students' perceived constructivist learning environment: Empirical examples of the comparison between facet theory with smallest space analysis and confirmatory factor analysis. *European Journal of Psychological Assessment*. doi: 10.1027/1015-5759/a000358. **Impact Factor: 2.892, Q3. Cited by 24**

39   ***Alt, D**. (2016). Students' wellbeing, fear of missing out, and social media engagement for leisure in higher education learning environments. *Current Psychology*. doi 10.1007/s12144-016-9496-1. **Impact Factor 4.297, Q1. Cited by 153**

40   ***Alt, D**., & Itzkovich, Y. (2016). Adjustment to college and perceptions of faculty incivility. *Current Psychology, 35*(4), 657–666. https://psycnet.apa.org/doi/10.1007/s12144-015-9334-x **Impact Factor 4.297, Q1. Cited by 26**

41   ***Alt, D.** (2015). Assessing the connection between self-efficacy for learning and justifying academic cheating in higher education learning environments. *Journal of Academic Ethics, 13,* 77–90. https://link.springer.com/article/10.1007/s10805-015-9227-5 **Impact Factor 0.60, Q3. Cited by 22**

42   ***Alt, D**. (2015). Assessing the contribution of constructivist based academic learning environment to academic self-efficacy in higher education. *Learning Environments Research, 18*, 47–67. https://link.springer.com/article/10.1007/s10984-015-9174-5 **Impact Factor 3.792, Q1. Cited by 217**

43   ***Alt, D**. (2015). College students' academic motivation, media engagement and fear of missing out. *Computers in Human Behavior, 49,* 111–119. https://doi.org/10.1016/j.chb.2015.02.057 **Impact Factor 6.829, Q1. Cited by 595**

44   ***Alt, D**., & Itzkovich, Y. (2015). Assessing the connection between students' justice experience and perceptions of faculty incivility in higher education. *Journal of Academic Ethics, 13,* 121–134. https://link.springer.com/article/10.1007/s10805-015-9232-8 **Impact Factor 0.60, Q3. Cited by 33**

45   *Itzkovich, Y., & **Alt, D.** (2015). Development and validation of a measurement to assess college students' reactions to faculty incivility. *Ethics & Behavior, 26*(8), 621-637. https://doi.org/10.1080/10508422.2015.1108196 **Impact Factor 2.086, Q2. Cited by 14**

46   ***Alt, D**. (2014). Assessing the connection between students' justice experience and attitudes toward academic cheating in higher education new learning environments. *Journal of Academic Ethics, 12*, 113-127. https://link.springer.com/article/10.1007/s10805-014-9202-6 **Impact Factor 0.60, Q3. Cited by 20**

47   *Geiger, B., & **Alt, D**. (2014). Haredi -Chabad women's strengths and aspirations and acculturation experience upon accessing a non-Haredi Institution of higher education in the Northern Galilee. *Women in Judaism: A Multidisciplinary Journal, 11*(1), 1 – 25. https://wjudaism.library.utoronto.ca/index.php/wjudaism/article/view/21737

48   ***Alt, D**. (2014). The construction and validation of a new scale for measuring features of constructivist learning environments in higher education. *Frontline Learning Research, 2*(3). doi: http://dx.doi.org/10.14786/flr.v2i2.68 **Impact Factor: 1.697, Q2. Cited by 55**

49   ***Alt, D**. (2014). Using structural equation modeling and multidimensional scaling to assess students' perceptions of the learning environment and justice experiences. *International Journal of Educational Research, 69*, 38–49. https://doi.org/10.1016/j.ijer.2014.10.001 **Impact Factor 2.845, Q2. Cited by 25**

50   ***Alt, D**. (2014). First-year female college students' academic motivation as a function of perceived parenting styles: A contextual perspective. *Journal of Adult Development, 22*, 63-75. https://link.springer.com/article/10.1007/s10804-014-9201-2 **Impact Factor 1.900, Q4. Cited by 35**

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54   ****Alt, D.,** & Ahron-Izhaki, A. (2023). Intervention programs to promote intergenerational encounter as an educational tool for developing socio-emotional skills among children and youth. *BeMaagaly Hinuch (Educational Cycles).* (Hebrew)

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according to education and health management students 'perceptions *.Gilui Daat (Manifesto) (Hebrew)*

57   **Naamati-Schneider, L., & **Alt, D**. (2022). Implications of dilemma-based learning and the use of argumentation aided by digital concept mapping during COVID-19 for Health Management students' epistemological and ontological perceptions and thinking levels. *Zman Hinuch (Time for Education), 7,* 21 – 42. (Hebrew)

58   **Raichel, N., & **Alt, D**. (2021). From progressivism to lifelong learning: A theoretical journey. *BeMaagaly Hinuch (Educational Cycles), 10.* (Hebrew)

59   ****Alt, D.,** & Raichel, N. (2020). Gamified learning in higher education: Challenges and opportunities: A case study. *Dapim – Journal of Theory and Research in Education, 72*, 55 - 77. (Hebrew)

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

Published

1.   *Itzkovich, Y., & **Alt, D**. (2018). The dark side of teachers' behavior and its impact on students' reactions: A comprehensive framework to assess college students' reactions to faculty incivility. In A. Weinberger (Ed.), *Professionals ethos and education for responsibility* (127 – 136). Rotterdam: Sense.

2.   **Alt, D.** (2012). Constructivist learning environment and political-democratic participation among adolescents. In D. Alt & R. Reingold (Eds.), *Changes in teachers' moral role. From passive observers to moral and democratic leaders* (pp. 121-131). Rotterdam: Sense.

3.   **Alt, D.,** & Reingold, R. (2012). Current changes in teacher's role definition: From passive observer to moral and democratic leader. In D. Alt & R. Reingold (Eds.), *Changes in teachers' moral role. From passive observers to moral and democratic leaders* (pp. 1-11). Rotterdam: Sense.

4.   **Alt, D.,** Maslovaty, N., & Cohen, A. (2010). The relationship between media literacy studies and democratic and moral orientations among Israeli adolescents. In C. Klaassen & N. Maslovaty (Eds.), *Moral courage and the normative professionalism of teachers* (pp. 71-90). Rotterdam: Sense.

5.   **Alt, D**., Maslovaty, N., & Cohen, A. (2010). The effect of personal background on civic concepts, attitudes and activities among high school students. In C. Klaassen & N. Maslovaty (Eds.), *Moral courage and the normative professionalism of teachers (*pp. 175-198). Rotterdam: Sense.

6.   **Alt, D.,** Cohen, A., & Maslovaty, N. (2009). The dimensionality of right-wing authoritarianism structured through structural equation modeling and smallest space analysis. In D. Elizur & E. Yaniv (Eds.), *Theory construction and multivariate analysis: Applications of Facet Theory approach* (pp. 279-290). Israel: FTA publications.

F. Articles in Conference Proceedings

Published

1.   *Tomer, A., Mottok, J., Hagel, G., **Alt, D.,** Hadar, I., & Barak, M. (2017, April). CAPELLA: A Conceptual Framework for Adaptive Life-Long Learning. In *Proceedings of the IEEE Global Engineering Education Conference (EDUCON 2017).*

2.   ***Alt, D.** (2015, November). Lifelong learning in Applied Fields (LLAF) Tempus project: Assessing constructivist environments (problem-based learning) in higher education settings. In *Proceedings* [**USB Flash drive**] *of the ICERI, the 8th annual International Conference of Education, Research and Innovation.* **ISBN: 978-84-606-8243-1**

3.   **Alt, D.** (2010, June)**.** Constructivist learning environment: Can it promote political-democratic participation among adolescents? In *Proceedings* [CD-ROM] *of the SIG 13: Moral and Democratic Education- 2nd Symposium on Moral and Democratic Education.*

4.   Maslovaty, N., & **Alt, D.** (2008, June)**.** Complexity of teachers' decisions in dealing with moral dilemmas. In *Proceedings of the SIG 13: Moral and Democratic Education- 1nd Symposium on Moral and Democratic Education.* http://www.eled.uowm.gr/sig13/fulltexts/Paper1.pdf

H. Other Scientific Publications

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1. ** **Alt, D**. et al. (2020). Group (peer) Assessment. Assessment Tools for new learning environments in higher education institutions - ASSET (Erasmus+ joint project). https://bc8d9692-060d-4b80-a21c-2607915fb762.filesusr.com/ugd/c8a426_d493cf1fb3684295b7406154bc956d7f.pdf

2. ** **Alt, D**. et al. (2020). Group reflective diary. Assessment Tools for new learning environments in higher education institutions - ASSET (Erasmus+ joint project). https://bc8d9692-060d-4b80-a21c-2607915fb762.filesusr.com/ugd/c8a426_f2c6c5eefd84430ba32136528d6526a5.pdf

3. ****Alt, D.** et al. (2020). Concept maps. Assessment Tools for new learning environments in higher education institutions - ASSET (Erasmus+ joint project). https://bc8d9692-060d-4b80-a21c-2607915fb762.filesusr.com/ugd/c8a426_c15a291635d64a92a4ddb62ff9b4bde2.pdf

4. **Alt, D**. et al. (2017). An Educational Unit (EDU) on Learning "to Do". Lifelong Learning in the 21st Century. Teaching manual. TEMPUS IV Life Long Learning in Applied Fields project. http://tempus-llaf.sapir.ac.il/

5. **Alt, D.** (2005). Holocaust moral instruction: A great missed opportunity. *Hed Hachinuch – Journal of the Israeli Teachers Union, 69*, 40 – 41. (Hebrew)

I. Other Publications

***Alt, D**. (2016, March 24). Education in the WhatsApp era. *Education*. Retrieved from http://www.ynet.co.il/articles/0,7340,L-4781771,00.html (Hebrew)

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