

CURRICULUM VITAE

PERSONAL DATA

Name: Nava Maslovaty
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I.D.: 08199101
Citizenship: Israeli
Place of Birth: Israel

EDUCATION AND DEGREES

Year	Degree	Institution
1961	Teaching certificate as teacher of natural science	Levinsky College for Teachers and Kindergarten Teachers, Tel Aviv, Israel
1969	B.A. in Education and Hebrew literature	The Hebrew University of Jerusalem, Jerusalem, Israel
1973	M.A. in Educational Science, School of Education	Tel Aviv University, Israel
1988	Ph.D.	Bar-Ilan University, Ramat Gan, Israel

M.A. DISSERTATION:" Options for confrontation with value education in adolescents"

SUPERVISOR: Prof. Smilansky M.

PH.D. THESIS: "The home background and learning environment in high school and selected areas of the value structure of adolescents", a doctoral thesis, School of Education, Bar-Ilan University, Israel.

SUPERVISOR: Prof. Dor-Shav Zacharia.

ACADEMIC APPOINTMENTS

Year	Work Percentage	Appointment
1987-1991	by hours	Teacher
1992-1994	50%	Teacher C.
1995-1998	100%	Lecturer
1999	Sabbatical	A visiting scholar, Graduate School of Education and Information Studies, University of California, Los Angeles (UCLA)
2000	100%	Lecturer
2001	100%	Lecturer
2002	100%	Lecturer
2003	100%	Lecturer
2004	100%	Lecturer
2005	100%	Senior Lecturer
2006	100%	Senior Lecturer

PREVIOUS WORK

Years	Institution	Role
1966/7-1969/70	Tel Aviv University	Research assistant
1971 (winter)	Hebrew University	Research assistant
1972/3-1979/80	Tel Aviv University	Instructor (research)
1984/5-1985/6	Amal Technical College	Teacher
1986/7	Bar Ilan University	Researcher
1986/7	Levinsky Teacher College	Teacher
1988 (winter)	Van Leer Institute	Researcher
1989-90	Tel Aviv University	Lecturer - external teacher
1989/90-1991/2	Ministry of Education and Culture	Teacher moderator In-service teacher training
1992 (summer)	The Holon Technological Center	Lecturer - external teacher

PRIZES AND SCHOLARSHIPS

During doctoral studies:

- 1982 Scholarship from the Lady Edith Wolfson Scholarship Fund.
1983, 1984 Scholarships awarded for excellence.
- 1988 The Schnitzer Prize for research in the field of Economics and
 Society, Bar-Ilan University, for doctoral thesis.
- 2003 Excellent teacher, Students' Association, Bar Ilan University.

MAIN RESEARCH INTERESTS

- 1) Values education.
- 2) The development of social cognition, moral judgment and social and moral behavior.
- 3) Beliefs, ethics, thinking, knowledge and teaching patterns of teachers and prospective teachers.
- 4) Measurement and evaluation of educational achievements.
- 5) Alternative assessments.

RESEARCH GRANTS

Year	Grantor
1994/5	Teachers Association for the Advancement of Education and Teaching.
1997	The Josef Burg Chair in Education for Human Values, Tolerance & Peace, Bar-Ilan University.
1998	The Committee for the Advancement of Research of Bar-Ilan University.
1998	Ministry of Education & Culture.
2000	The Committee for the Advancement of Research of Bar-Ilan University
2000	The Josef Burg Chair in Education for Human Values, Tolerance & Peace, Bar-Ilan University.
2000	Three research proposals with an evaluation of “very good”.
2001	The Committee for the Advancement of Research of Bar-Ilan University.
2004	Research center for the study of Sephardic Judaism , Bar Ilan university.

ADDITIONAL INFORMATION

Service in Israel Defense Forces

- 1961-1962 Hebrew and basic education teacher, and teaching coordinator. Staff sergeant on discharge.

ORGANIZATION MEMBERSHIP

American Educational Research Association	AERA
Association for Moral Education	AME
European Association for Research on Learning & Instruction	EARLI
August 2003 - EARLI elected joint coordinator Sig on Moral and Democratic Education	
Facet Theory Association	FTA
The Israeli Educational Research Organization	IERO
The Israeli sociological Society	ISS

POSITIONS IN NATIONAL & INTERNATIONAL ORGANIZATIONS

2001/2002	Co-editor, The Israeli Educational Research Organization Conference proceedings disk.
2003-2007	Sig joint co-coordinator of “Moral and Democratic Education” EARLI.
2003- 2004	Papers reviewer, JURE, EARLI.
2003-	Member of ‘Network of researchers on Citizenship and Moral Education’
2005	Organizer and co –editor, The first conference of the Ph.D students, School of Education, Bar Ilan Univrsity

POSITIONS IN THE DEPARTMENT

2001/2002	Member of the organizational committee, The Israeli Educational Research Organization Conference, Bar-Ilan University.
2001/2002	Member of Library Committee, School of Education.
2000	Maslovaty, N. & Turgeman, A. A proposal for a new M.A. assessment & research department, School of Education.
1999/2000	Chairperson of the Committee for examining evaluation of lecturers’ teaching levels by students, School of Education.
1999/2000	Chairperson of Library Committee, School of Education.

International Counsulting Editor

2006	Learning and Teaching
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6. SUPERVISION OF GRADUATE STUDENTS

In the past

Ten students have completed MA degrees, and have attained high achievements, under my supervision, in the following subjects:

1. Shabbtai, O. (1996). The contribution of personal and school background, and experience in a science education center to explaining motivation and cognitive levels among 5th & 6th grade pupils.
2. Marzam, I. (1997). Social interaction, social cognition and socio-moral reasoning in 4th, 5th & 6th grade children with hearing impairment who study in full inclusion or in special education classrooms in regular education.
3. Shitreet, E. (1999). The relationships among personal background and study framework and motivational areas of values, parents values and the behavior of Ethiopian - born adolescents.
4. Futterman, E. (1999). The contribution of the alternative assessment method by performance tasks for developing learning motivation, and for advancing scholastic achievement.
5. Kuzi, E. (2000). The relationship between assessment processes and the motivational goals focused in the class climate.
6. Levi, R. (2001). The connection between the teaching discipline and high school teachers' perception of the "ideal adult" and between their considerations when choosing modes of alternative assessment.
7. Raviv, A. (2002). The connection between teachers' personal and professional background, their perceptions of the school context, the use of alternative assessment and their satisfaction with teaching profession.
8. Atias, M. (2003). The influence of the alternative assessment project in Junior high schools on the student's perception of the classroom climate and anxiety.
9. Zadik, Y. (2003). The contribution of teacher's experience, the discipline, the perceived "Ideal student" image and the school context in high schools, to the prediction of teacher's teaching strategies.
10. Azem, A. (2004). School contexts, traditionalism and modernism among Arab teachers in elementary schools in Israel.

Being supervised today

M.A. Students:

1. Israeli, T. The relationship between alternative assessment using inquiry tasks and between motivation and achievement in science, in elementary religious schools.
2. Doron, S. The relationship among EQ, values system and pro-social activities of youth.
3. Shafir, N. "The Ethiopian community" a curriculum for sixth grade pupils.
4. Aharoni, P. Attitudes toward Jewish studies among teachers, parents, and pupils in elementary state schools.
5. Asras, S. The relationship between personal background, reading comprehension, motivation, self efficacy, and success in educational achievements among Jewish Ethiopian adolescents.

Co-supervising PhD Students:

In the past

1. Amrani, N. Alternative assessments in teachers colleges. Co-supervising with Prof. A. Cohen.
2. Shitreet, E. Acculturation and adaptation of Ethiopian born adolescents to Israeli schools and society. Co-supervising with Prof. Y. Iram.

Being supervised today

1. Fishman, S. Friendship in sports. Co-supervising with Prof. A. Cohen.
2. Alt, D. The relationship between media studies and civic education of students in high school. Co-supervising with Prof. A. Cohen.

16. A LIST OF PUBLICATIONS – NAVA MASLOVATY

A. Refereed publications

Books and Monographs

1. Smilansky, M. & Maslovaty, N. (1976). (Eds.) *The final report of the committee for educational planning for the disadvantaged students*. Tel Aviv: Tel Aviv University and the Ministry of Education & Culture. (Hebrew).
2. Maslovaty, N. & Gaziel, H., (1997). *Religious state school teachers: Background, activities, interests and satisfaction derived from various teaching components*. Ramat-Gan: School of Education, Bar-Ilan University in cooperation with the Teachers' Association for the Advancement of Education and Teaching, The Teachers' Union, Israel (Hebrew).

Books and Monographs (Ed.)

1. Maslovaty, N. & Iram, Y. (Eds.) (2002). *Values education in various teaching contexts*. Tel Aviv University: Ramot (Hebrew).
2. Maslovaty, N., Klein, J. & Zichner, O. (Eds.) (2002). *Educational research in an uncertain era*. A refereed proceedings disk. The 13th Conference of the Israeli Educational Research Organization. Ramat-Gan: Bar-Ilan University.
3. Cohen, A., Maslovaty, N., Roza-Zada, M., H., & Fridkin, S. (Eds.) (2005). *Educational processes toward the 21 era. The first conference of the doctoral students in the school of education*. Ramat Gan: Bar Ilan University.

Articles and Chapters in Books

1. Maslovaty, N. (1992). Selected areas of the value structure of adolescents. In H. Klages, J.H. Hippler & W. Herbert (Eds.) *Werte und Wandel: Ergebnisse und Methoden einer Forschungstradition*. (pp. 523-552). Frankfurt: Campus.
2. Maslovaty, N. (1995). The contribution of the study and social atmosphere in Israeli classrooms towards adolescent value context areas. In Y. Iram (Ed.), *The Role and Place of the Humanities in Education* (Vol. II) (pp. 705-712). Jerusalem: The World Association for Educational Research and the School of Education Bar-Ilan University.
3. Iram, Y. & Maslovaty, N. (first edition 1995; second edition 1997; 1998, 2000) Students' real and ideal characteristics as perceived by teachers. In J. Zajda (Ed.) *Education and society 2nd edition* (pp. 163-180). Australia: James Nicholas.

4. Iram, Y. & Maslovaty, N. (1998, 2000, 2001) students' characteristics and achievement. In J. Zajda (Ed.) *Learning and teaching* (pp. 101-118) Australia: James Nicholas.
5. Maslovaty, N. (2001). Values education among prospective teachers and teachers: New studies. In Y. Iram, S. Skolnik, Y. Cohen and E.P. Schachter (Eds.) *Crossroads: Values and education in the Israeli society* (pp. 591-638). Jerusalem: Ministry of Education, Bureau of the Chief Scientist (Hebrew).
6. Kuzi, E. & Maslovaty, N. (2001). Motivational goals theory and assessment methods. In D. Elizur (Ed.) *Integrating theory construction with data analysis*. (pp. 139-150). Prague, Czech Republic: Matfyzpress, University of Karlovy.
7. Maslovaty, N. & Levy, S. (2001). A comparative approach in developing a structural value theory. In D. Elizur (Ed.) *Integrating theory construction with data analysis* (pp.20-32). Prague, Czech Republic: Matfyzpress, University of Karlovy.
8. Maslovaty, N. (2002). The perception of the "desirable student's" traits, an additional dimension of the teacher's belief system. In N. Maslovaty & Y. Iram (Eds.) *Values education in various teaching contexts* (pp. 227-252). Tel Aviv: Ramot (Hebrew).
9. Iram, Y., & Maslovaty, N. (2002). Values and value education. In N. Maslovaty & Y. Iram (Eds.) *Values education in various teaching contexts* (pp. 11-26). Tel Aviv: Ramot (Hebrew).
10. Marzam. A. & Maslovaty, N. (2002). The development of social cognition in elementary school pupils: A comparison between hearing and hearing-impaired pupils. In N. Maslovaty & Y. Iram (Eds.) *Values education in various teaching contexts* (pp. 59-83). Tel Aviv: Ramot (Hebrew).
11. Shitreet, A. & Maslovaty, N. (2002). The value system of Ethiopian and Israeli born adolescents. In N. Maslovaty & Y. Iram (Eds.) *Values education in various teaching contexts* (pp. 203-224). Tel Aviv: Ramot (Hebrew).
12. Maslovaty, N. and Zuckerman, D. (2003). Education students' perception of the "ideal high school student" trait system and Blooms' et al., taxonomies. In S. Levy & D. Elizur, (Eds.). *Facet Theory: Towards cumulative social science* (pp. 151-161). Slovenia: University of Ljublijana, Faculty of Arts, Center for educational development.

13. Maslovaty, N. ,(2005). Organizational learning: Teachers' perception of the ideal student trait system. In S. Stashevsky & M. Koslovsky (Eds.) *Work values and organizational behavior* .E books .com: Emerald book pub.
14. Maslovaty, N. (2006). Negotiation in school. In F. Oser, C. Quesel & H. Biedermann(Eds.) *Vom gelingen und scheitern politischer bildung : Studien und entwurfe*. Zurich: Verlag Ruegger.
15. Maslovaty , N. & Gaziel, H. (in press). The value systems of teachers in the state religious education. In:S. Raz (Ed.). *Handbook of Religious Zionism - 100 years of religious education.*(21 pp.) (Hebrew)
16. Maslovaty, N., (accepted for publication). History prospective teachers' reflections upon preparing an assignment for the course: Tests and assessments. In Mevarech, Z. & Kramersky, B. (Eds.) *Reflections of prospective teachers* (pp. 23). Raman Gan: Bar Ilan University, School of Education (Hebrew).

Articles in Periodicals

1. Maslovaty, N. & Dor-Shav, Z. (1990). Gender and the structure and salience of values: An example from Israeli youth. *Sex Roles*, 22(5-6), 261-281.
2. Maslovaty, N. (1991). The relationship among the study atmosphere in Bible and history lessons, content subjects, and levels of judgment in values of adolescents, *Studies in Education*, (55/56), 198-210 (Hebrew).
3. Dor-Shav, Z. & Maslovaty, N. (1993). Structure and salience of Israeli adolescent value system within the text and context of Judaism, *Journal of Psychology and Judaism*, 17(1), 5-28.
4. Iram, Y. & Maslovaty, N. (1994). Students' real and ideal characteristics as perceived by teachers. *New Education*, 16(1), 33-52.
5. Maslovaty, N. & Iram, Y. (1995). Students' images as perceived by practicing and prospective teachers. *Magister*, 4, 48-57.

6. Gaziel, H. & Maslovaty, N. (1998). Predictors of job satisfaction among teachers in religious schools. *Education and Society*, 16(2), 49-58.
7. Maslovaty, N. & Sitton, S. (1999). Patterns of pedagogical and social beliefs and attitudes perceived by prospective teachers. *Curriculum and Teaching*, 14(2), 49-74.
8. Maslovaty, N. (2000). Teaching strategies for coping with socio-moral dilemmas in religious-state elementary schools: Teachers' preferences and teachers' characteristics. *Megamot*, 40(4), 617-635 (Hebrew).
9. Maslovaty, N. (2000). Teachers' choice of teaching strategies for dealing with socio-moral dilemmas in the elementary school. *Journal of Moral Education*, 29(4), 429-444.
10. Maslovaty, N., Marshall, A.N. & Alkin, M.C. (2001). Teachers perceptions structured through Facet Theory: Smallest space analysis vs. factor analysis. *Educational and Psychological Measurement*, 61(1), 71-84.
11. Maslovaty, N. (2002). Organizational learning: Teachers' perception of the ideal student trait system. *The International Journal of Manpower*, 23(8), 734-753.
12. Maslovaty, N. (2002). Teacher perceptions of the ideal high school student in the state religious subsystem in Israel as influenced by teacher profile. *Religious Education*, 97(4), 342-361.
13. Maslovaty, N. & Kuzi, E. (2002). Promoting motivational goals through alternative or traditional assessment. *Studies in Educational Evaluation*, 28(3), 199-222. 29(1), 67.
14. Maslovaty, N. (2003). The placement of moral contents in the belief system of teachers and high school students. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 9(1), 109-135.
15. Maslovaty, N. and Shitreet, E. (2003). A comparison of the value systems of Ethiopian-born emigrants and Israeli-born adolescents: Origin and gender. *Education and Society*, 21 (2), 55-74.

16. Maslovaty, N.(2004). Book review: Teaching in Moral and Democratic Education, edited by Wiel Veugelers and Fritz K. Oser. Bern: Peter Lang. *Journal of Research in Character Education* .2(1) , 81-88.
17. Cohen, A., Maslovaty, N. & Natan, S. (2005). Narrowing the gap in moral judgment between disadvantaged and advantaged students through moral dilemmas and wisdom of the Sages. *Curriculum and Teaching*, 20 (2),5-21.

Submitted articles

18. Maslovaty, N. (corrections). A multi-faceted model for dealing with socio-moral dilemmas in elementary school: A comparison of teachers and parents. (pp.27).

Articles Published in Proceedings

1. Maslovaty, N. & Dor-Shav, Z. (1988). Gender differences in structure of values among Israeli youth. In M. Ben-Peretz, & D. Kalekin-Fishman, (Eds.), *Proceedings of the International Conference on "Private Woman - Public Work"* (pp. 446-467). Haifa: University of Haifa.
2. Maslovaty, N. & Iram, Y. (1997), Development of high-level thinking, learning habits and sociability: Order of preference according to prospective teachers' perception at the university and in college, In N. Efrati and R. Lidor (Eds.), *Teacher education: Stability, evolution and revolution* (pp. 271-278). Natanya: The Zinman Physical Education and Sport College, Wingate Institute. (Hebrew).
3. Maslovaty, N. (1998). Factors explaining the choosing of pedagogical coping methods by teachers with socio-moral dilemmas in the elementary school. In A. M. Konard (Ed.) *Cross-cultural perspectives on work values and behavior: East meets West* (pp. 197-201). Turkey: ISSWOV.
4. Maslovaty, N. & Sitton, S. (1998). Thinking patterns related to pedagogical and social concepts as perceived by prospective teachers in Israeli universities. In Lindblom-ylanne, S., Lonka, K. Dam, G. and Vermunt, J. (Eds.). *Educating expert minds for the 21st Century* (pp. 13-16). University of Leiden, The Netherlands.

5. Shitreet, E. & Maslovaty, N. (2000). Structure and intensity of the values and the behaviors systems of adolescents: A comparison between Ethiopian born and Israeli born high school students. In F. Naser, N. Hativa and Z. Sherez, (Eds.) *Educational research and its implication in a changing world*. (Vol. B, pp. 600-602). Even Yehuda: Reches & IERO.
6. Maslovaty, N. (2000). Similarities and differences in perceptions of prospective and practicing teachers of the “ideal student” trait systems and value systems. In M. Koslowsky, & S. Stashevsky (Eds.) *Work Values and Organizational Behavior Towards a New Millennium* (421-426), Jerusalem: ISAS International Seminars.
7. Maslovaty, N. & Zuckerman, D. (2002). The perception of the “desirable high school student”: A comparison among BA and MA students of education and prospective students. In N. Maslovaty, J. Klein & O. Zichner (Eds.) *Educational Research in an Uncertain Era* (A Disk). Ramat-Gan: Bar-Ilan University (Hebrew).
8. Levi, R. & Maslovaty, N. (2004). The considerations guiding high school teachers in choosing alternative assessment tools. In I. Yedalevitch (Ed.). *Teacher Education as a Social Mission: A Key to the Future*. Proceedings of the Fourth International Conference on Teacher Education. (A Disk). Achva college. Israel, June. (Hebrew).
9. Zadik, I. & Maslovaty, N. (2004). The Contribution of Professional Background, Perceived Ideal Student and School Context in Explaining Innovative Behavior Among High School Teachers. In *The study of education and society in Israel- contributions and changes*. (A Disk). Ben Gurion university, Israel. (Hebrew).

Articles Published In Professional Journals

1. Edelman, U. & Maslovaty, N. (1984). A model for evaluation of social action programs, *Work, Well Being and Social Welfare*, (2), 98-100 (Hebrew).
2. Edelman, U. & Maslovaty, N. (1985b). A challenge for women - teaching to drive. *Hed Ha'Chinuch*, 59(10), 48-49 (Hebrew).
3. Maslovaty, N. & Adleman, U. (1985a). Criteria for evaluation of social action programs, *Work, Well Being and Social Welfare*, (1-2), 64-68 (Hebrew).

4. Edelman, U. & Maslovaty, N. (1986). The rehabilitation project and its contribution to promote learning achievements. *Work, Well Being and Social Welfare*, (2-4), 145-149 (Hebrew).
5. Edelman, U. & Maslovaty, N. (1987). Development of an examination system as a way of promoting driving teaching. *Work, Well Being and Social Welfare*, (1), 22-24 (Hebrew).
6. Maslovaty, N. & Dor-Shav, Z. (1989). The relationship between religious observance and various aspects of the structure of adolescents values studying in a large city in Israel. *Besdeh Chemed*, 32(1-2), 90-96 (Hebrew).
7. Maslovaty, N. & Dor-Shav, Z. (1993). Value differences in the guiding principles of life between students of state and religious state comprehensive schools. *Besdeh Chemed*, (3-4), 51-56 (Hebrew).

Research Reports

1. Maslovaty, N. & Fridel, S. (1986). *Survey of needs and problems in elementary schools*. (Shlomi). School of Education, Bar-Ilan University (Hebrew).
2. Edelman, U. & Maslovaty, N. (1987), *A model for classifying driving exams*. Tel Aviv: Ministry of Labor (Hebrew).
3. Maslovaty, N. & Sitton S. (1997). *Thinking Patterns related to educational issues as perceived by prospective teachers at the Tel Aviv and Bar-Ilan Universities*. Internal Report No. 1, submitted to the Director of the Burg Chair of Values, Tolerance and Peace. Ramat Gan, School of Education, Bar-Ilan University. Israel (Hebrew).
4. Maslovaty, N. (1998). *The relationship among individual, social and professional value systems and teaching strategies in the classroom of junior and high school teachers in the Tel Aviv region*. Internal Report No. 1. The Committee for the Advancement of Research, Internal University Grant, Bar-Ilan University, Ramat-Gan, Israel (Hebrew).
5. Maslovaty, N. & Zucherman, D. (2001). *The ideal high school student as perceived by undergraduates, and M.A students in Education and prospective teachers: A comparison of a comprehensive questionnaire*. Internal Report No. 1. Submitted to the Burg Chair of

Values, Tolerance and peace, Ramat-Gan, School of Education, Bar-Ilan University (Hebrew).

6. Maslovaty, N. (2001). *Content analysis of student's reflections toward preparing performance tasks in assessment courses*. Internal report No. 1 The Committee for the Advancement of Research, Internal University Grant. Bar-Ilan University, Ramat-Gan, Israel (Hebrew).
7. Maslovaty, N. (2002). *The development of social cognition in elementary school students*. Internal report No. 1 The Committee for the Advancement of Research, Internal University Grant. Bar-Ilan University, Ramat-Gan, Israel (Hebrew).
8. Maslovaty, N. (2002). *Teaching strategies for dealing with socio-moral dilemmas as perceived by teachers and parents*. Internal Report No. 2. The Committee for the Advancement of Research, Internal University Grant. Bar-Ilan University, Ramat-Gan, Israel (Hebrew).
9. Azem, A., Adiba, A. and Maslovaty N. (2004). *The relationship between personal and professional background and the teaching context*. Internal report. The committee for research. Oranim College. Haifa. (Hebrew).

Other publications

1. Maslovaty, N. (2003). An evaluation of a proposal to a new curriculum for alternative assessment. Tel Aviv: The Open University.
2. Maslovaty, N. (2004). Review of Manuscript Acknowledgements. *Curriculum Inquiry*, 34 (4),527-528.

Papers Presented at Scientific Conferences

1. Edelman, U. & Maslovaty, N. (1986). *Education for values and decision-making during driving*. The Hebrew University and Hadassah Hospital, Jerusalem, Israel.

2. Maslovaty, N. & Dor-Shav, Z. (1988a). *Gender differences in the structure of values among Israeli youth*, International Conference on Private Woman - Public Work, University of Haifa, Haifa, Israel.
3. Maslovaty, N. & Dor-Shav, Z. (1988b, February). *The learning environment in school and content areas of values*. The Israeli Research Educational Organization, Tel Aviv University (Hebrew).
4. Maslovaty, N. (1988c, February). *Consistency of relationships among the variables of the concepts value and value system*. The 19th Conference of the Israeli Sociological Organization, Ben-Gurion University, Beer-Sheva, Israel (Hebrew).
5. Maslovaty, N. (1989a, June). *The relationship between the learning environment in Bible and History lessons and the value system of adolescents*. The fourth International Conference for Jewish Education, Melton Center, The Hebrew University, Jerusalem, Israel.
6. Maslovaty, N. (1989b, February). *The relationships between background variables and different areas in the value system of adolescents*. The 20th Conference of the Israeli sociological Organization. Haifa University, Israel (Hebrew).
7. Maslovaty, N. (1989c, September). *Selected areas of the value structure of adolescents*, International Conference on Methods and Results on International Comparative Value Research, Speyer, W. Germany.
8. Maslovaty, N. (1989d, September). *The effect of selected aspects of the learning environment in high schools upon selected areas of the value structure of adolescents*, Third European Conference for Research on Learning and Instruction (EARLI), Madrid, Spain.
9. Maslovaty, N. (1990a, June). *The relationship between the learning atmosphere in Bible and history lessons and the value system of adolescents: Differences between state and State Religious Schools*, Bar-Ilan University, School of Education (Hebrew).
10. Maslovaty, N. (1990b, June). *Honesty as a multi-variate value: The relationships among the facets and the contribution of the personal background and school environment to*

their explanation. The Israeli Educational Research Organization, Bar-Ilan University, Ramat-Gan, Israel (Hebrew).

11. Maslovaty, N. (1990c, June). *Learning environment in schools: Consistency of relationships within and among the facets.* The Third International conference of Facet Theory, Jerusalem, Israel.
12. Maslovaty, N. (1990d, September). *The consistency of relationships among variables of the learning environment in high schools and their contribution to the explanation of various areas of values.* Symposium of effective and responsible teaching. Friburg, Switzerland.
13. Maslovaty, N. & Dor-Shav, Z. (1991a, June). *Structure and salience of Israeli adolescent's values and differences between sub groups.* Third Israel-Canada Conference on social scientific approaches to the study of Jews and Judaism. June, Ramat-Gan, Bar-Ilan University.
14. Iram, Y., & Maslovaty, N. (1991b, August). *Students' real and ideal characteristics as perceived by teachers.* Fourth European Conference for Research on Learning and Instruction, (EARLI), University of Turku, Finland.
15. Maslovaty, N. (1991c, August). *Honesty as a multivariate value: Dimensions, predictability and education.* Fourth European Conference for Research on Learning and Instruction, (EARLI), University of Turku, Finland.
16. Maslovaty, N. (1993a, February). *School pupils feedback as part of a new program for in-service teacher training,* The Israeli Educational Research Organization Conference, Haifa, Israel (Hebrew).
17. Maslovaty, N. (1993b, June-July). *The contribution of the study and social atmosphere in Israeli classrooms towards adolescent value content areas.* 11th International Congress on the role & place of the humanistics in education for the world of the 21st Century, WAER, Jerusalem.
18. Maslovaty, (1993c, July). *Formative evaluation as part of a new program for in-service teacher training: Development of socio-moral reasoning and behavior.* The Fourth Conference of the IACE, Ginossar.

19. Maslovaty, N. (1995a, January). *The ideal junior high and high school student as perceived by prospective teachers*. Paper presented at the 11th Conference of the Israeli Association of Educational Research, the Hebrew University, Jerusalem, Israel (Hebrew).
20. Miron, M. & Maslovaty, N. (1995b, August). *The ideal high-school student as perceived by prospective teachers*. Paper presented at the sixth European Conference for Research on Learning and Instruction. Neimichen, The Netherlands.
21. Maslovaty, N. & Gaziel H. (1997a, February). *The school context as perceived by religious-state schoolteachers: Questionnaire reliability and validity*. Paper presented at the 28th Annual Conference of the Israeli Sociological Association. The Tel Aviv-Jaffa Academic College, Tel Aviv, Israel (Hebrew).
22. Maslovaty, N. (1997b, August). *Indicators explaining the traits of the desirable student as perceived by religious-state junior high and high school teachers*. Paper presented at the scientific conference of the 12th World Congress for Jewish Studies. The Hebrew University, Jerusalem, Israel (Hebrew).
23. Maslovaty, N. & Gaziel, H. (1997c, August). *Factors affecting teachers' job satisfaction*. Paper presented at the seventh European Conference for Research on Learning and Instruction. Athens, Greece.
24. Maslovaty, N. (1997d, August). *The perception of the "ideal student" by teachers in the religious high schools sub-system in Israel*. Paper presented at the seventh European Conference for Research on Learning and Instruction. Athens, Greece.
25. Maslovaty, N. & Marzam, I. (1997e, October). *Development of a questionnaire for measuring the social cognition development of hearing and hearing-impaired children*. Paper presented at the 26th Scientific Conference of the Israel Psychologists Association. Tel Aviv University, Tel Aviv, Israel (Hebrew).
26. Maslovaty, N. (1998a, February). *Explanatory factors in choosing pedagogical ways of coping with the social-moral dilemmas of elementary school teachers*. Paper presented at the 29th Annual Conference of the Israeli Sociological Organization. Haifa University, Haifa, Israel (Hebrew).

27. Maslovaty, N. & Gaziel, H. (1998b, April). *Intensity and structure of the value system among the population of elementary religious state school teachers*. Paper presented at the conference: Judaism, Jewish identity and Jewish religious education. Bar-Ilan University, Ramat-Gan, Israel (Hebrew).
28. Eisenhamer, N. & Maslovaty, N. (1998c, July). *The relationship between teachers' value systems and their beliefs with regard to literacy*. Paper presented at the Script conference, Ma'aleh Ha'hamisha, Israel (Hebrew).
29. Maslovaty, N. (1998d, July). *Factors explaining the choosing of pedagogical coping methods by teachers with socio-moral dilemmas in the elementary school*. Paper presented in the sixth International Conference on work values and behavior. Istanbul, Turkey.
30. Maslovaty, N. & Sitton, S. (1998e, August). *Thinking patterns related to pedagogical and social concepts as perceived by prospective teachers in Israeli universities*. Paper presented at a joint meeting of the EARLI-sigs' "Higher education" and "Teaching and teacher education". Leiden, The Netherlands.
31. Maslovaty, N. & Marzam, I. (1999, April). *The development of cognition, social cognition and sociomoral reasoning in fourth, fifth and sixth grade hearing impaired and hearing pupils*. Paper presented at the American Educational Research Association 1999 Annual meeting. Montreal, Canada.
32. Maslovaty, N. & Shitreet, A (2000a, February). *Intensity and structure of adolescent value systems: A comparison between Ethiopian-born emigrants and Israeli-born high school students*. Paper presented at The 31st Israeli Sociological Organization conference, Tel Aviv University, Tel-Aviv, Israel (Hebrew).
33. Maslovaty, N. & Marshall, A.E. (2000b, April). *Confirming the construction of a theory by facet theory and factor analysis; A comparison with examples*. Paper presented at the American Educational Research Association 2000 annual meeting, New Orleans, U.S.A.
34. Maslovaty, N. (2000c, June). *Similarities and differences in perceptions of prospective and practicing teachers of the "ideal student" trait systems and value systems*. Paper

presented at the seventh bi-annual conference of the International Society for the Study of Work and Organizational Values. Jerusalem, Israel.

35. Shitreet, E. & Maslovaty, N. (2000d, October). *Similarities and differences in the value and behavior systems of Ethiopian - born and Israeli-born adolescents*. The 12th Conference of the Israeli Educational Research Organization. Tel Aviv: Tel Aviv University (Hebrew).
36. Maslovaty, N. & Putterman, E. (2000e, October). *Learning achievements and motivation in elementary schools: A comparison between conventional and alternative assessments*. The 12th Conference of the Israeli Educational Research Organization. Tel Aviv: Tel Aviv University (Hebrew).
37. Maslovaty, N. & Bar-On, N. (2001a, February). *The involvement of different interest-holders in evaluation and its results, and ethical dilemmas*. The Israeli Program Evaluation Organization (IPEO) Conference. Arad (Hebrew).
38. Maslovaty, N. & Gaziel, H. (2001b, April) *Teachers' attitudes toward autonomy and satisfaction in teaching*. School-based management - from inquiry to system policy conference. The Ministry of Education, Ramat-Gan (Hebrew).
39. Eizenhamer, M. & Maslovaty, N. (2001c, July). *The relationships between values and reading's orientation of high school teachers*. Paper presented at the eighth International Facet Theory Conference. Czech Republic: Prague.
40. Kuzi, E. & Maslovaty, N. (2001d, July). *Motivational goals theory and assessment methods*. Paper presented at The 8th International Facet Theory Conference. Czech Republic: Prague.
41. Maslovaty, N. & Levy, S. (2001e, July). *A comparative approach in developing a structural value theory*. Paper presented at the eighth International Facet Theory Conference (FTA). Czech Republic: Prague.
42. Maslovaty, N. & Kuzi, E. (2001f, August). *The relationship between assessment processes and motivational goals*. Paper presented at the ninth European Conference, for Research on Learning and Instruction (EARLI). Switzerland: Fribourg.

43. Maslovaty, N., Natan, S. & Cohen, A. (2002a April). *Narrowing the gap in levels of moral reasoning: Moral dilemmas and cultural beliefs*. Paper presented at the American Educational Research Association 2002 annual meeting. New Orleans, USA.
44. Levi, R. & Maslovaty, N. (2002b, June). *The considerations guiding high school teachers in choosing alternative assessment tools*. Paper presented at The Fourth International Conference on Teacher Education, Israel (Hebrew).
45. Maslovaty, N. & Iram, Y. (2002c, June). *The roles of the teacher in developing social competencies and levels of socio-moral reasoning*. A Symposium presented at The Fourth International Conference on Teacher Education, Israel (Hebrew).
46. Maslovaty, N. (2002d, June). *Developing a professional ethos of teachers by coping with incidents of theft in the classroom*. Paper presented at The Fourth International Conference on Teacher Education. Israel (Hebrew).
47. Iram, Y. & Maslovaty, N. (2002e, October). *Values education in an uncertainty era, would we and how?* The 13th Conference of the Israeli Educational Research Organization. 2-3 October 2002. Bar-Ilan University, Ramat-Gan (Hebrew).
48. Maslovaty, N. & Zuckerman, D. (2002f, October). *The perception of the “desirable high school student”: A comparison among BA and MA students of Education and prospective students*. The 13th Conference of the Israeli Educational Research Organization. Bar-Ilan University, Ramat-Gan (Hebrew).
49. Maslovaty, N. & Zuckerman, D. (2003a, July). *Teachers’ and prospective teachers’ perception of the ideal student trait systems and Blooms’ et al., taxonomies*. FTA Conference, Lubiana, Slovenia (Hebrew).
50. Maslovaty, N. & Natan, S. (2003b August). *Teachers’ & parents choices of teaching strategies for dealing with socio-moral dilemmas in elementary schools*. EARLI Conference, Padua, Italy 26-30 August 2003.
51. Maslovaty, N. (2004a April) *teaching strategies dealing with socio-moral dilemmas in elementary school: A comparison between Jewish and Arab teachers in Israel*. AERA, San Diego, April 2004.

52. Maslovaty, N. and Raviv, A. (2004b June). *The contribution of professional background, school context and alternative assessment to the satisfaction of high school teachers*. EARLI Second Biannual Assessment Conference in Bergen, Norway,
53. Azem, A. and Maslovaty, N. A (2004c July) *comparison among Arab teachers; Moslems –Bedouin and non-Bedouin, Christens and Druze on their perceptions of school context and teaching attitudes*. Ben Gurion University, Israel.
54. Maslovaty, N. (2004d September). *Negotiations in school*. Youth and Politics – Worlds Apart. University of Fribourg. Switzerland.
55. Zadik, Y. and Maslovaty, N. (2004e October). *The contribution of the high school teachers' professional background, their perception of the desirable student and the school context to the explanation of innovative teaching strategies* .The Israeli Educational Research Organization. Ben Gurion University, Israel.
56. Maslovaty, N. (2004f November). *Developing prospective teachers' professional ethics by reflections when preparing an assignment*. The Association of Moral Education Conference. Orange, Chapman University, California.
57. Maslovaty, N. Azem, A. and Zadik, Y.(2005a April). *The relationship between the teaching context and the democratic attitudes and behaviors of teachers*. AERA conference, Montréal.
58. Maslovaty, N. (2005b August). *Teachers' modes of coping with students' cheating on exams and assignments*. EARLI conference Nicosia, Cyprus. August .
- 59.Maslovaty, N. and Zadik, Y. (2005c August). *The contribution of professional background, perceived ideal student and school context in explaining teachers' innovative and democratic teaching strategies*. Paper presented at the 11th conference of EARLI, Nicosia, Cyprus 23- 27 August 2005.
- 60.Maslovaty, N. and Smith, K. (2005d August).(Organizers of a symposium) *Cheating: An educational and moral challenge for schools and universities*. A symposium, EARLI 11th conference Nicosia, Cyprus 23-27 August 2005.

61. Maslovaty, N. (2005e August). (Discussant in a symposium) *Moral competence and teacher's behavior .A symposium*, EARLI 11th conference Nicosia, Cyprus 23-27 August 2005.
62. Maslovaty, N. (2005f August). (Organizer of a symposium) *Teaching and learning in citizenship education*. A symposium, EARLI 11th conference Nicosia, Cyprus 23-27 August 2005.
63. Maslovaty, N. (2006a February). *Professional dilemmas of religious teachers*. Accepted to the 37th Israeli sociological society. February 2006. Bar Ilan university.
64. Azam, A . & Maslovaty, N. (2006b June). The structure of the school context questionnaire in the elementary Arab teachers in Israel. A conference in SSA theory and research in the Social studies. Ramat Gan : The Biasness school , Bar Ilan University .
65. Cohen , A., Amrani, N. & Maslovaty, N. (2006c June). Knowledge and considerations of prospective teachers' teachers in choosing the means for assessing students achievements. A conference in SSA theory and research in the Social studies. Ramat Gan : The Social Faculty.
66. Maslovaty, N., Cohen, A. & Furman. S. (2006d July). The perceived traits of the " ideal student" among prospective teachers. An invited symposium: Getting involved : Citizenship development and moral development. AME conference, University of Fribourg, Switzerland.