BAR-ILAN UNIVERSITY **FACULTY OF SOCIAL SCIENCE**

FACULTY OF EDUCATION

SHORT CURRICULUM VITAE

Prof. Sigal Eden

EDUCATION

Year	Degree	Institution
1992	B.A.	Tel Aviv University
1999	M.A	Bar Ilan university
2004	Ph.D.	Bar Ilan university
THESIS:	The effect of "Three-Dimensionality" as a representation mode on sequential time perception, on hearing-impaired and hearing children	
Post-Doctoral:	Research fellow at the Open University of Israel, CHAIS Research Center, 2007-2011	

MAIN RESEARCH INTERESTS

1. Cognitive and lingual enhancement of children with special needs populations via technology
2. Learning environments integrating advanced technology
3. Cyberbullying and PIU
4. Cognitive and lingual aspects of deaf and hard-of-hearing people

AWARDS & GRABTS

Year

2002 Minerva Short-Term Research Grants

2003 PhD student grant

2007 Keren Shalem

2008 Chais Research Grant

2009 Chais Research Grant

2010 Chais Research Grant

2011 The Open University, Research Authority

2011 Ministry of Education, Chief of Science

2013 Ministry of Education, Chief of Science

2017 Ministry of Education, Chief of Science

PROFESSIONAL FUNCTIONS:

Years	Function
2013-2019	**Membership secretary**: IACEP- International Association for Cognitive Education and Psychology
2014-date	Research & development manager, the Center for Technology in Special Education, Bar Ilan University
2019-2021	**President Elect**: IACEP- International Association for Cognitive Education and Psychology
2021-2023	President: IACEP- International Association for Cognitive Education and Psychology
2024-date	Vice President of the Middle East: IACEP- International Association for Cognitive Education and Psychology
2024-date	Impact advisory board for the BootStRaP project (Boosting Societal Adaptation and Mental Health in a Rapidly Digitalizing Post-Pandemic Europe), Horizon Europe

ADDITIONAL INFORMATION

Head of the Special Education program for MA; Former Vice Dean; Guest editor; Ad-hoc reviewer of several academic journals; Member of international research groups; Organizing scientific conferences

LIST OF PUBLICATIONS

Articles in referred journals

1. Shaked, S., Bar, I., Oliver-Aronson, L., Horesh, D., Eden, S., & Golan, O. (2025). Psychological Distress in Autistic and Non-Autistic Israeli Children Exposed to War and Terrorism. *Journal of Psychiatric Research*. https://doi.org/10.1016/j.jpsychires.2025.05.073

2. Eden, S., Heiman, T., Olenik-Shemesh, D., & Yablon, Y. B. (2025). Cyberbullying and Problematic Internet Use in Adolescents with ADHD: Exploring the Relationship with Moral Disengagement and Social Skills. *Frontiers in Public Health*.
3. Eden, S., & Shamir, A. (2025). The impact of teachers' iPad use on supporting functional abilities in children with special needs. *Research in Developmental Disabilities*.
4. Eden, S., & Sukenik, N. (2024). What do you know about ADHD? A comparison between mainstream and special education teachers. *Australian Journal of Teacher Education, 49(12)*. https://doi.org/10.14221/1835-517X.6217
5. Eden, S., & Tal, H. (2024). Why Do Parenting Styles Matter? The Relation Between Parenting Styles, Cyberbullying, and Problematic Internet Use Among Children With and Without SLD/ADHD. *Journal of Learning Disabilities, 0(0)*. https://doi.org/10.1177/00222194241301051
6. Gazit, T., & Eden, S. (2024). Students engagement in a forced distance learning: the relation to personality characteristics. *Educational Media International, 1–24*. https://doi.org/10.1080/09523987.2024.2441140
7. Eden, S. (2024). Cognitive and technological recourses in teachers' adaptation to emergency remote teaching. *Frontiers in Education, 9*, 1–11. https://doi.org/10.3389/feduc.2024.1450620
8. Eden, S., Ezra, M., Rozenshtein, C., Alkalay, S., & Sarne, D. (2024). Social skills and reciprocal behavior with a virtual player among children with and without SLD/ADHD. *Child Psychiatry & Human Development*, 1–13. https://doi.org/10.1007/s10578-024-01708-z
9. Eden, S., Heiman, T., Olenik-Shemesh, D., & Yablon, Y. B. (2023). Cyberbullying and PIU Among Adolescents Before and During COVID-19 Pandemic: The Association with Adolescents Relationships. *Youth & Society, 55(7)*, 1367–1390. https://doi.org/10.1177/0044118X231169493
10. Shamir, A., Tova, O., Horovitz, S., Munits, N., Amon, M., & Eden, S. (2022). A Metacognitive Technological Intervention for Promoting Eye Contact among Children with ASD: Preliminary Research Evidence. *Communication Disorders Quarterly, 45(1)*, 33–41. https://doi.org/10.1177/15257401221132761

11. Eden, S., & Shmila, L. (2022). Improving English vocabulary among students with dyslexia using hybrid technology. *Journal of Educational Computing Research, 61(2)*, 283–303. https://doi.org/10.1177/07356331221117084
12. Lifshitz, H., Gur, A., Shnitzer-Meirovitz, S., & Eden, S. (2022). The contribution of distress factors and coping resources to the motivation to use ICT among adults with intellectual disability during COVID-19. *Education and Information Technologies, 27*, 10327–10347. https://doi.org/10.1007/s10639-022-11042-3
13. Brainin, E., Shamir, A., & Eden, S. (2022). Promoting spatial language and ability among SLD Children: Can robot programming make a difference? *Journal of Educational Computing Research, 60(7)*, 1742–1762. https://doi.org/10.1177/07356331221083224
14. Brainin, E., Shamir, A., & Eden, S. (2021). Robot programming intervention for promoting spatial relations, mental rotation and visual memory of kindergarten children. *Journal of Research on Technology in Education*. https://doi.org/10.1080/15391523.2020.1858464
15. Eden, S., & Leibovitz, K. (2021). The effect of cochlear-implant on sequential time perception. *Deafness & Education International*. https://doi.org/10.1080/14643154.2021.1902644
16. Eden, S., & Oren, A. (2020). Computer-mediated intervention to foster prosocial ability among children with autism. *Journal of Computer Assisted Learning, 36(6)*. https://doi.org/10.1111/jcal.12490
17. Fridman, R., Eden, S., & Spektor-Levy, O. (2020). Nascent inquiry, metacognitive, and self-regulation capabilities among preschoolers. *Frontiers in Psychology, 11*, 1790. https://doi.org/10.3389/fpsyg.2020.01790
18. Olenik-Shemesh, D., Heiman, T., & Eden, S. (2017). Bystanders' behavior in cyberbullying episodes: active and passive patterns in the context of personal-socio-emotional factors. *Journal of Interpersonal Violence, 32(1)*, 23–48.
19. Eden, S., & Ingber, S. (2014). Virtual environment as a tool for improving sequence ability among deaf and hard-of-hearing children. *American Annals of the Deaf, 159(3)*, 284–295. https://doi.org/10.1353/aad.2014.0025
20. Eden, S., & Eshet, Y. (2014). The effect of digital games and game strategies on young adolescents' aggression. *Journal of Educational Computing Research, 50(4)*, 449–466.

21. Eden, S., Heiman, T., & Olenik-Shemesh, D. (2014). Bully versus victim on the internet: the correlation with emotional-social characteristics. *Education and Information Technologies*. https://doi.org/10.1007/s10639-014-9348-2
22. Heiman, T., Olenik-Shemesh, D., & Eden, S. (2014). Cyberbullying involvement among students with ADHD: relation to loneliness, self-efficacy and social support. *European Journal of Special Needs Education, 30(1)*, 15–29. https://doi.org/10.1080/08856257.2014.943562
23. Eden, S. (2014). Virtual intervention to improve storytelling ability among deaf and hard-of-hearing children. *European Journal of Special Needs Education, 29(3)*, 370–386.
24. Heiman, T., Olenik-Shemesh, D., & Eden, S. (2014). Cyberbullying participation and victimhood among students with and without ADHD. *Mifgash, 39*, 91–110. (In Hebrew)
25. Bauminger-Zvieli, N., Eden, S., Zancanaro, M., Weiss, T., & Gal, E. (2013). Increasing social engagement in high-functioning children with ASD using school based-shared active surfaces (SAS) technologies. *Autism, 17(3)*, 317–339.
26. Eden, S., & Eshet, Y. (2013). The effect of format on performance: editing text in print versus digital formats. *British Journal of Educational Technology, 44(5)*, 846–856.
27. Eden, S., Heiman, T., & Olnik-Shemesh, D. (2012). Teachers' perceptions, beliefs, and concerns about cyberbullying. *British Journal of Educational Technology, 44(6)*, 1036–1052.
28. Olnik-Shemesh, D., Heiman, T., & Eden, S. (2012). Cyberbullying victimization in adolescence: The relationships with loneliness and depressive mood. *Emotional and Behavioral Difficulties, 17(3–4)*, 361–374.
29. Eden, S., Shamir, A., & Fershtman, M. (2011). The effect of using laptops on the spelling skills of students with learning disabilities. *Educational Media International, 48(4)*, 249–259.
30. Ingber, S., & Eden, S. (2011). Enhancing sequential time perception and storytelling ability among deaf and hard-of-hearing children. *American Annals of the Deaf, 156(4)*, 391–401.

31. Eden, S., & Betzer, M. (2011). Three-dimensions vs. two-dimensions intervention programs: the effect on the mediation level and behavioral aspects of children with intellectual disability. *European Journal of Special Needs Education, 26(3)*, 337–353.
32. Eden, S., & Heiman, T. (2011). The influence of CMC on social support of students with and without learning disabilities. *Educational Technology and Society, 14(2)*, 89–97.
33. Passig, D., & Eden, S. (2010). Enhancing time-connectives with 3D immersive virtual reality (IVR). *Journal of Educational Computing Research, 42(3)*, 307–325.
34. Beaudoin, M. F., Kurtz, G., & Eden, S. (2009). Experiences and opinions of E-learners: What works, what are the challenges, and what competencies ensure successful online learning. *Interdisciplinary Journal of E-Learning and Learning Objects, 5*, 275–289.
35. Passig, D., Eden, S., & Rosenbaum, V. (2008). The impact of virtual reality on parents' awareness of cognitive perceptions of a dyslectic child. *Education and Information Technologies*.
36. Eden, S. (2008). The effect of 3D virtual reality on sequential time perception among deaf and hard-of-hearing children. *European Journal of Special Needs Education, 23(4)*, 349–363.
37. Eden, S., & Passig, D. (2007). Three-dimensionality as an effective mode of representation for expressing sequential time perception. *Journal of Educational Computing Research, 36(1)*, 51–63.
38. Passig, D., Eden, S., & Heled, M. (2007). The impact of virtual reality on the awareness of teenagers to social and emotional experiences of immigrant classmates. *Education and Information Technologies, 12*, 267–280.
39. Passig, D., & Eden, S. (2003). Cognitive intervention through virtual environments among deaf and hard-of-hearing children. *European Journal of Special Needs in Education, 18(2)*, 1–10.
40. Passig, D., Noyman, T., & Eden, S. (2002). Improving the awareness to toddlers' initial emotional experience in kindergarten with virtual reality technology. *Educational Media International, 39(2)*, 1–10.
41. Passig, D., & Eden, S. (2002). Virtual reality as a tool for improving spatial rotation among deaf and hard-of-hearing children. *Cyberpsychology & Behavior, 4(6)*, 681–686.

42. Passig, D., & Eden, S. (2000). Enhancing the induction skill of deaf and hard-of-hearing children with virtual reality technology. *Journal of Deaf Studies and Deaf Education, 5(3)*, 277–285.
43. Passig, D., & Eden, S. (2000). Improving flexible thinking in deaf and hard-of-hearing children with virtual reality technology. *American Annals of the Deaf, 145(3)*, 286–291.

Chapters in books

1. Eden, S. (2020). Technology makes things possible: Improving the abilities of deaf and hard-of-hearing children with advanced technologies. In M. Marchark and H. (Eds.) *The Oxford Handbook of Deaf Studies in Learning and Cognition* (407-425). Oxford University Press, Oxford.
2. Zancanaro, M., Giusti, L., Bauminger-Zviely, N., Eden, S., Gal, E. & Weiss, P.L. (2014). NoProblem! A collaborative interface for teaching conversation skills to children with high functioning Autism spectrum disorder. In A. Nijholt (Ed.) *Playful user interfaces* (209-224). Springer, Singapore.
   The paper was written in collaboration and mutual contribution of the authors.
3. Lifshitz-Vaheb, H., Nissim, S., Eden, S., & Tal, D. (2015). 'Otzmot'- Integrating students with mental disability at th school of education in Bar Ilan University. In M. Hovav, I. Duvdevany, & C. Feldman (Eds.), *From Segregation to Inclusion- Community Life of People with Disabilities in Israel* (455-472). Carmel, Jerusalem (In Hebrew).
4. Eden, S. (2014). Promoting deaf and hard-of-hearing children with advanced technologies. In: T. Most & D. Ringwald-Frimerman (Eds.) *Research and intervention in educating children with hearing impairment in Israel.* pp 346-383. Mofet Institute. (In Hebrew).
5. Eden, S., Shamir, A., & Fershtman, M. (2012). Making a difference: Using laptops as a support for spelling improvement among students with LD. In A. Shamir & O. Korat (Eds.) *Technology as a support for literacy achievements for children at risk*. Springer Science + Business Media Dordrecht.
6. Eden, S., Kurtz, G. & Mevarech, Z. (2012). The effects of metacognitive guidance on student achievement in a fully online course. In: D. Chen & G. Kurtz (Eds.) *ICT, learning and teaching*. Or Yehuda: the Center of Academic Studies. (In Hebrew).