

CURRICULUM VITAE**MOSHE TATAR, Ph.D.**

Professor

Morton L. Mandel Director of the Seymour Fox School of Education
The Hebrew University of Jerusalem, Israel

1. PERSONAL DETAILS

Date of Birth: August 16, 1958**Country of Birth:** Peru**Nationality:** Israeli**Marital status:** Married**No. of children:** 2**Permanent address:** Alyat Hanoar 35/6, Jerusalem, Israel 97234

Phone # (h): 02-5860304 (w): 02-5882023

Fax # (h): 02-5865806 (w): 02-5881311

E-mail: moshe.tatar@mail.huji.ac.il**2. HIGHER EDUCATION**

(in chronological order)

1987-1992 Ph.D. Psychology, Hebrew University (cum laude)

1983-1985 M.A. Psychology, Hebrew University (cum laude)

1979-1982 B.A. Psychology & Educational Counseling, Hebrew University (cum laude)

3. ADDITIONAL FUNCTIONS/TASKS AT THE HEBREW UNIVERSITY

(in chronological order)

2017- Member of the Academic Committee of the Autism Center at the Hebrew University of Jerusalem

2015- Member of the Management Committee of the Hebrew University of Jerusalem

2013- Member of the Executive Committee of the Hebrew University of Jerusalem

2012- Director of the School of Education, the Hebrew University of Jerusalem

2012- Member of the Senate of the Hebrew University of Jerusalem

2012- 2017 Member of the Academic Committee of the Melton Centre for Jewish Education.

2011- Member of the Committee on Social Participation and Involvement, Dean of Students Office.

2011- Member of the Academic Committee of the Lafer Centre for Women and Gender Studies .

2011-2012 Chair of the Department of Education, School of Education.

2010- 2012 Head of the Division of Educational Counseling, School of Education.

2009- 2010 Member of the University Committee of the Cornerstones Project.

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- 2005- 2009 Chair of the Department of Education, School of Education.
 2007-2008 Director of the Educational Program of the Revivim Honors Teacher-
 Training Program in Jewish Studies.
 2002-2003 Member of the Tenure Committee, School of Education, Hebrew
 University.
 2000- 2004 Head of the Division of Educational Counseling, School of Education.
 1995-1996 Research Associate (NCJW Research Institute for Innovation in
 Education, School of Education)

4. SERVICE IN OTHER ACADEMIC AND RESEARCH INSTITUTIONS

(in chronological order)

- 2010 Visiting Scholar at the American Hebrew Academy, Greensboro, North
 Carolina.
 2010 Visiting Scholar at the Faculty of Psychology, the University
 of Almeria, Spain.
 1998-1999 Visiting Scholar at the Department of Counseling and
 Educational Development, the University of North Carolina at
 Greensboro
 1993-1996 Research Fellow, National Center for Social Policy Studies
 1986-1987 Researcher (The Henrietta Szold Institute, Jerusalem)

5. OTHER ACTIVITY

(in chronological order)

Conferences

- 2014 Member of the Scientific Committee Second International Congress on
 Social and Educational Interventions with Vulnerable Groups, Almeria, Spain.
 2013 Member of the Scientific Committee First International Congress on
 Social and Educational Interventions with Vulnerable Groups, Almeria, Spain.
 2011 Member of the Academic Committee of the Annual Conference of
 the Israeli Association of Educational Counselors
 1999-2000 Member of the Academic Committee of the International Conference on
 Post-Soviet Youth: A Comparative Study, Jerusalem, Israel
 1996-1997 Member of the Academic Committee of the International Conference on
 Multiculturalism and Minority Groups: From Theory to Practice,
 Jerusalem, Israel
 1993-1994 Member of the Academic Committee of the International Conference
 Immigration, Second Language Acquisition, and Patterns of Social
 Integration, Jerusalem, Israel

Member of Editorial Boards:

- 1999-present Member of the International Advisory Panel of the British Journal of
 Guidance and Counselling
 1996-present Member of the Editorial Board of *Educational Counseling*, the
 Journal of Educational Counselors in Israel

Ad-Hoc Reviewer for Journals and Foundations

1995-present Ad-Hoc Reviewer for the following Journals:

Asia Pacific Education Review
 Counselling and Psychotherapy Research Journal
 Diaspora, Indigenous, and Minority Education: An International Journal;
 International Journal of Intercultural Relations
 Journal of Adolescence,
 Journal of Youth and Adolescence
 Megamot (Quarterly Journal of Behavioral Sciences, in Hebrew),
 Motivation and Emotion.
 Race, Ethnicity and Education;
 Social Behavior and Personality: An International Journal,
 Social Behavior and Personality;
 Society and Welfare (Hebrew).

1998- present Ad-Hoc Reviewer for the following Foundations

German-Israel Foundation (GIF)
 Israel Science Foundation
 United States-Israel Binational Science Foundation

Professional and Public Services

2008- Academic consultant, the Doctoral Program at the Department of Psychology, Pontifica Universidad Catolica Lima, Peru
 2005-2008 Chair of the committee for the evaluation of the Child Daycare Centers Ministry of Education and Ministry of Welfare
 2005-2007 Member of the committee for the evaluation of the Israeli program of Drug Prevention
 2007-2008 Member of the sub-committee for the follow-up of the accreditation of M.Ed. programs in Educational Counseling of the Council for Higher Education
 2002-2006 Member of the sub-committee for accreditation of M.Ed. programs in Educational Counseling of the Council for Higher Education
 1996-1999 Member of the Board of Directors of the NCJW Research Institute for Innovation in Education, Hebrew University
 1996-1998 Member of the Israeli National Committee of Accreditation and Certification of Educational Counselors and Supervisors
 1993-1996 Academic Consultant, Apprenticeship Project, Hebrew University
 1992-1994 Member of the Steering Committee of the NCJW Research Institute for Innovation in Education, Hebrew University
 1981-1991 School Counselor

Awards

2016-17 Rector's List for Excellence in Teaching
 2015-16 Rector's List for Excellence in Teaching
 2014-15 Rector's List for Excellence in Teaching
 2013- Anna Lazarus Chair in Education

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- 2010-11 Rector's List for Excellence in Teaching
 2009-10 Rector's List for Excellence in Teaching
 2008-9 Rector's List for Excellence in Teaching
 2007-8 Rector's List for Excellence in Teaching
 2006 Michael Milken Award for Continuing Excellence in Teaching
 2006-7 Rector's List for Excellence in Teaching
 2005-6 Rector's List for Excellence in Teaching
 2004-5 Rector's List for Excellence in Teaching
 1998 Upsilon Nu Chi Visiting Scholar by Chi Sigma Iota, the Honor Society in Counseling and the Department of Counseling and Educational Development, the University of North Carolina at Greensboro
 1995-6 Rector's List for Excellence in Teaching
 1994 The NCJW/DeRoy Testimony Foundation Medal of Excellence in Education
 1983 Wolf Foundation Scholarship
 1982 Rector's Award for Outstanding Students
 1981, 1980 Dean's List for Excellence

6. RESEARCH GRANTS

2017-2018 The Chief Scientist Office, Ministry of Education, "Coping with educational and career indecision among Arab adolescents in Israel", Y. Lipshits-Braziler & I. Gati

2012-2015 Israeli Science Foundation, "Strategies for coping with career decision-making difficulties", I. Gati.

2010-2011 Hebrew University, Internal Funds, "School acculturative contexts in Germany and in Israel", G. Horenczyk.

2007-2009 The British Academy, The National Academy for the Humanities and the Social Sciences, "Parental participation in peace education: a comparative study of mixed schools in Northern Ireland and Israel", w/ Joanne Hughes, Queens University, Belfast, NI.

2007-2008 The Ministry of Defense (IDF), "Training of counselors for diversity management in the IDF".G. Horenczyk.

2006-2007 The Harvey L. Silbert Center for Israel Studies, Faculty of Social Sciences, Hebrew University, "The perceptions of Jewish and Arab teachers regarding their significance for their male and female students."

2004-2005 The Chief Scientist Office, The Ministry of Education, "Factors affecting adolescents' willingness to seek for counseling on the Internet", I. Gati.

2003-2004 Hebrew University, Internal Funds, "Schools, teachers, and immigrant students: An integrative model of education in culturally-diverse contexts", G. Horenczyk.

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2003 The Levi Eshkol Institute for Social, Economic and Political research in Israel, Faculty of Social Sciences, Hebrew University, "Teachers' request for help: National and gender differences".

2001-2002 The Minerva Center for Human Rights, Faculty of Law, Hebrew University, "Counseling in a culturally plural society: Dilemmas and strategies of Jewish and Palestinian counselors in Israeli schools", G. Horenczyk.

2001-2002 The Harvey L. Silbert Center for Israel Studies, Faculty of Social Sciences, Hebrew University, "Help-seeking among immigrant and host adolescents.".

2001-2002 Hebrew University, Internal Funds, "Adolescents' request for help from school counselors and teachers".

2000-2002 The Ministry of Education, "Research evaluation of project 'Ometz'".

2000-2001 The NCJW Research Institute for Innovation in Education, School of Education, Hebrew University, "Teacher perceptions of their significance for their students".

2000-2001 The Minerva Center for Human Rights, Faculty of Law, Hebrew University, "Teachers attitudes toward multiculturalism and their perceptions of the school organizational multicultural climate".

1997 The NCJW Research Institute for Innovation in Education, School of Education, Hebrew University, "Self concept, self evaluation, and life satisfaction among Israeli adolescents' immigrants and hosts", C. Ullman.

1993-1994 The Ministry of Education, Culture, and Sports, "Integration of immigrant students into Israeli elementary and high schools", D. Kfir, R. Sever, C. Adler.

1989-1991 The Ministry of Education, Culture, and Sports, "Prestige, evaluation and choice of schools by parents", K. Benyamini.

LIST OF PUBLICATIONS February, 2018

Doctoral Dissertation

1. "The prestige of the high-school as perceived by parents" Supervisor: Professor Kalman Benyamini. Department of Psychology, The Hebrew University of Jerusalem, 1992. (# 15, 17)

Chapters in Books:

2. Benyamini, K., **Tatar, M.**, & Limor, L. (1996). How parents construe the school. In Z. Lamm (Ed.), *Molding and rehabilitation: Papers in memory of A. Simon and C. Frankenstein* (pp.119-129). Jerusalem: The Magnes Press. (In Hebrew).
3. **Tatar, M.** (1996). Parental roles and evaluations regarding their children's schools. In D. Sevilla, M. Beas, F. Castellano, A. Gomez & J. Luengo (Eds.) *Building a new school: Reflections on schools' practices* (pp.71-92). Granada: Osuna. (In Spanish).
4. **Tatar, M.** (2003). Help-seeking among adolescents: Toward an integrative theoretical model. In R. Lazovsky & Z. Bar-El (Eds.), *A journey of hope: Counseling and education in times of uncertainty* (pp. 213-235). Even-Yehuda: Reches. (In Hebrew).
5. **Tatar, M.** (2004). Diversity and citizenship education in Israel. In J. A. Banks (Ed.), *Diversity and citizenship education: Global perspectives* (pp. 377-405). San Francisco: Jossey-Bass.
6. **Tatar, M.** (2004). Counseling immigrants. In R. Erhard & A. Klingman (Eds.), *School counseling in a changing society* (pp. 209-228). Tel-Aviv: Ramot. (In Hebrew).
7. Chang, C.Y., Hays, D.G., & **Tatar, M.** (2005). Cross-cultural wellness research. In J.E. Myers & T.J. Sweeney (Eds.), *Counseling for wellness: Theory, research, and practice* (pp. 117- 126). Alexandria, VA: American Counseling Association.
8. **Tatar, M.**, Barak, M., & Yasseen, R. (2007). Significant individuals in adolescence: The place of parents. In E. Cohen (Ed.), *The parenthood experience: Relationships, coping and development* (pp. 119-139). Kiryat Bialik: Ach. (In Hebrew).
9. **Tatar, M.** (2008). Parents and schools: Chronicle of a conflict foretold? In A.

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Stavans & I. Kupferberg (Eds.), *Studies in language and language education* (pp. 411- 427). Jerusalem: The Hebrew University Magnes Press.

10. Horenczyk, G., & Tatar, M. (2011). Schools' organizational views of diversity: Perceptions and approaches. In S. Vandeyar (Ed.), *Hyphenated selves: Immigrant identities within educational contexts* (pp.131-148). Amsterdam: Savusa.
11. Bekerman, Z., & Tatar, M. (2012). Ambivalence: Minority parents positioning when facing school choices” In Z. Bekerman & T. Geisen (Eds.), *International handbook on migration, minorities, and education: Understanding cultural and social differences in processes of learning* (231-248). New York: Springer.
12. Horenczyk, G., & Tatar, M. (2012). Conceptualizing the school acculturative context: School, classroom, and the immigrant student. In A. S. Masten, K. Liebkind, & D. J. Hernandez, *Realizing the potential of immigrant youth* (359-375). Cambridge: Cambridge University Press.

Refereed Articles (PI= Principal Investigator; C= Cooperating Investigator; S= Student):

13. Tatar, M.,^{PI} & Benyamini, K.^{PI} (1992). Parental choice of schools. *School Psychology International*, 13, 255-269. (see publication # 14)
14. Benyamini, K.,^{PI} & Tatar, M.^{PI} (1992). Parental choice of schools. *Issues in Education*, 57/58, 193-209. (An elaborated version of publication #13 in Hebrew).
15. Benyamini, K.^{PI}, & Tatar, M.^{PI} (1994). Parental perceptions of school prestige. *Megamot: Behavioral Sciences Quarterly*, 36, 49-66. (In Hebrew). (based on publication # 1)
16. Tatar, M.,^{PI} & Benyamini, K.^{PI} (1994). On the public image and parental choice of schools: The case of the ‘Lulav’ school. *Megamot: Behavioral Science Quarterly*, 36, 266-277. (In Hebrew).
17. Tatar, M. (1995). The prestige of high school as viewed by parents. *British Journal of Sociology of Education*, 16, 93-108. (based on publication # 1)
18. Tatar, M. (1995). The potential impact of counselors on school prestige. *British Journal of Guidance and Counselling*, 23, 67-75.

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19. **Tatar, M.** (1995). Parental views of popularity and stress among adolescents. *Journal of Adolescence, 18*, 679-686.
20. **Tatar, M.**,^{PI} & Horenczyk, G.^{PI} (1996). Immigrant and host pupils' expectations of teachers. *British Journal of Educational Psychology, 66*, 289-299.
21. **Tatar, M.** (1997). The effects of counselor's experience and tendency to elicit disclosure on perceptions of individual counseling in school settings. *International Journal for the Advancement of Counseling, 19*, 259-275.
22. **Tatar, M.** (1997). School counselors' perceptions and expectations regarding their roles. *Educational Counseling, 6*, 48-71. (In Hebrew).
23. **Tatar, M.** (1998). Teachers as significant others: Gender differences in secondary-school pupils' perceptions. *British Journal of Educational Psychology, 68*, 217-227.
24. Horenczyk, G.^{PI}, & **Tatar, M.**^{PI} (1998). Friendship expectations among immigrant adolescents and their host peers. *Journal of Adolescence, 21*, 69-82.
25. **Tatar, M.** (1998). Primary and secondary-school teachers' perceptions and actions regarding their pupils' emotional lives. *School Psychology International, 19*, 151-168.
26. **Tatar, M.** (1998). Citizenship education in multicultural society: What can we learn from Israel? *Multicultural Teaching, 17*, 27-34.
27. **Tatar, M.** (1998). Counseling immigrants: School contexts and emerging strategies. *British Journal of Guidance and Counselling, 26*, 337-352.
28. **Tatar, M.** (1998). Significant individuals in adolescence: Adolescent and adult perspectives. *Journal of Adolescence, 21*, 691-702.
29. **Tatar, M.** (1998). The extent and source of parents' school-related information. *The Journal of Educational Research, 92*, 101-106.
30. **Tatar, M.**^{PI} & Yahav, V.^S (1999). Secondary school pupils' perceptions of burnout among teachers. *British Journal of Educational Psychology, 69*, 457-468.
31. **Tatar, M.**^{PI} & Horenczyk, G.^{PI} (2000). Counseling students on the move: The effects of culture of origin and permanence of relocation among international college students. *Journal of College Counseling, 3*, 49-62.

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32. **Tatar, M.**^{PI} & Gozlan, O. E.^S (2000). The extent of consultation and its perceived importance among educational counselors. *Educational Counseling, 9*, 13-35. (In Hebrew).
33. **Tatar, M.**^{PI} & Horenczyk, G.^{PI} (2000) Parental expectations of their adolescents' teachers. *Journal of Adolescence, 23*, 487-495.
34. **Tatar, M.** (2000). Kinds of support anticipated and preferred during counseling: The perceptions of Israeli school counselors. *Professional School Counseling, 4*, 134-140.
35. **Tatar, M.**^{PI} & Emmanuel, G.^S (2001). Teachers' perceptions of their students' gender roles. *Journal of Educational Research, 94*, 215-224.
36. **Tatar, M.** (2001). Comparing between adolescents' considerations for self-referral and counselors' perceptions of these considerations: An exploratory study. *Journal of Adolescence, 24*, 171-181.
37. **Tatar, M.** (2001). Counsellors' perceptions of adolescence. *British Journal of Guidance and Counselling, 29*, 213-231.
38. Ullman, C.^{PI} & **Tatar, M.**^{PI} (2001). Psychological adjustment among Israeli adolescent immigrants: A report on life satisfaction, self-concept, and self-esteem. *Journal of Youth and Adolescence, 30*, 449-463.
39. **Tatar, M.**^{PI} & Milgram, E.^S (2001). Help-seeking among adolescents. *Educational Counseling, 10*, 91-115. (In Hebrew).
40. **Tatar, M.**^{PI} & Sharav, D.^S (2001). Well-being among Israeli adolescents: An exploratory study. *Educational Counseling, 10*, 116-131. (In Hebrew). C
41. Horenczyk, G.^{PI} & **Tatar, M.**^{PI} (2002). Teachers' attitudes toward multiculturalism and their perceptions of the school organizational culture. *Teaching and Teacher Education, 18*, 435-445.
42. **Tatar, M.** (2002). The significance of teachers for their students: Teachers' perceptions and implications for counseling. *Educational Counseling, 11*, 100-122. (In Hebrew).
43. **Tatar, M.**^{PI} & Bekerman, Z.^{PI} (2002). The concept of culture in the contexts and practices of professional counselling: A constructivist perspective. *Counselling Psychology Quarterly, 15*, 375-384.(see publication #44)
44. Bekerman, Z.^{PI} & **Tatar, M.**^{PI} (2002). The concept of culture in the context of school counseling: A constructivist perspective. *Educational Counseling, 11*, 13-23. (An elaborated version of # 43 in Hebrew).

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45. **Tatar, M.**^{PI} & Horenczyk, G.^{PI} (2003). Diversity-related burnout among teachers. *Teaching and Teacher Education, 19*, 397-408.
46. Schiff, M.^{PI} & **Tatar, M.**^{PI} (2003). Significant teachers as perceived by preadolescents: Exploring gender differences. *Journal of Educational Research, 96*, 269-276.
47. **Tatar, M.**^{PI} & Horenczyk, G.^{PI} (2003). Dilemmas and strategies in the counselling of Jewish and Arab Palestinian children in Israeli schools. *British Journal of Guidance and Counselling, 31*, 375- 391.
48. Gitkis, J.^S & **Tatar, M.**^{PI} (2003). High-school students seeking support from their teachers: Expected and received support. *Educational Counseling, 12*, 48-67. (In Hebrew).
49. Horenczyk, G.^{PI} & **Tatar, M.**^{PI} (2004). Education in a plural society or multicultural education? The views of Israeli Arab and Jewish school counselors. *Journal of Peace Education, 1*, 191-204.
50. Hijazi, Y.^S, **Tatar, M.**^{PI} & Gati, I.^{PI} (2004). Career decision-making difficulties among Israeli and Palestinian Arab high-school seniors. *Professional School Counseling, 8*, 64- 72.
51. Ashraf, D.^S & **Tatar, M.**^{PI} (2004). Adolescents seeking support from their parents: Perceptions of the adolescents and their parents regarding the kinds of support received / given. *Educational Counseling, 13*, 102-115. (In Hebrew).
52. Bekerman, Z.^{PI} & **Tatar, M.**^{PI} (2005). Constructing counseling through narrating adolescence. *Journal of Youth and Adolescence, 34*, 311-320.
53. Bekerman, Z.^{PI} & **Tatar, M.**^{PI} (2005). Overcoming modern-postmodern dichotomies: Some possible benefits for the counselling profession. *British Journal of Guidance and Counselling, 33*, 411-421.
54. Da'as, R.^S, & **Tatar, M.**^{PI} (2006). The significance of teachers as perceived by Israeli Arab teachers, *Al-Karmah, 5*, 124-150. (In Arabic).
55. Kesler, E.^S & **Tatar, M.**^{PI} (2007). Students' perceptions of their significant teacher: The effects of parental attachment and alienation from school. *Educational Counseling, 14*, 76-104. (In Hebrew).
56. **Tatar, M.**^{PI} & Amram, S.^S (2007). Israeli adolescent's coping strategies in relation to terrorist attacks. *British Journal of Guidance and Counselling, 35*, 163-173.

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57. **Tatar, M.**^{PI} & Amram, S.^S (2008). Israeli adolescents' help-seeking behaviors in relation to terrorist attacks: The perceptions of students, school counselors and teachers. *British Journal of Guidance and Counselling*, 36, 51-70.
58. **Tatar, M.** (2008). The cultural contexts and the practices of professional school counselling: From being cultural sensitive to advocate for social justice. *Revista de Psicologia*, 35, 123-146. (In Spanish).
59. Bekerman, Z.,^{PI} & **Tatar, M.**^{PI} (2009). Parental choice of schools and parents' perceptions of multiculturalism and co-existence: The case of the Israeli Palestinian Jewish bilingual primary schools. *European Early Childhood Education Research Journal*, 17, 171-185.
60. **Tatar, M.**^{PI}, & Bekerman, Z.^{PI} (2009). School counsellors' and teachers' perceptions of their students' problems: Shared and divergent views. *Counselling and Psychotherapy Research Journal*, 9, 187-193.
61. **Tatar, M.** (2009). Teachers turning for help to school counselors and colleagues: Toward a mapping of relevant predictors. *British Journal of Guidance and Counselling*, 37, 107-127.
62. **Tatar, M.**^{PI} & Myers, J.E.^{PI} (2010). Wellness of children in Israel and the United States: A preliminary examination of culture and well-being. *Counselling Psychology Quarterly*, 23, 17-33.
63. Korem, A.^S, **Tatar, M.**^{PI}, & Horenczyk, G.^{PI} (2010). Out-group and in-group assertiveness among adolescent immigrants from the former Soviet Union and Ethiopia in Israel: implications for school counseling. *Educational Counseling*, 16, 37-55. (In Hebrew).
64. **Tatar, M.** (2010). Immigrant and Israeli-born adolescents turning for help to teachers and school counselors. *Educational Counseling*, 16, 15-36. (In Hebrew).
65. **Tatar, M.**^{PI}, Ben-Uri, I.^S, & Horenczyk, G. (2011). Assimilation attitudes predict lower immigration-related self-efficacy among Israeli immigrant teachers.. *The European Journal of Psychology of Education*, 26, 247-255.
66. **Tatar, M.**^{PI}, Amram, S.^S, & Kelman, T.^S. (2011). Help-seeking behaviors of adolescents in relation to terrorist attacks: The perceptions of Israeli parents. *British Journal of Guidance and Counselling*, 39, 131-147.

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67. Lipshits-Brazilier, Y. ^S & **Tatar, M.** ^{PI} (2012). Career barriers and coping among youth in Israel: Ethnic and gender differences. *Journal of Vocational Behavior*, 80, 545-554.
68. Rojas, A. J. ^{PI}, Cruz del Pino, R. M. . ^S, **Tatar, M.** ^{PI}, & Sayáns, P. ^S. (2012). 'Spanish as a foreign language' teachers' profiles: Inclusive beliefs, teachers' perceptions of student outcomes in the TCLA program, burnout, and experience. *European Journal of Psychology of Education*, 27, 285-298.
69. **Tatar, M.** ^{PI} & Da'as, R. ^S (2012). Teacher's perceptions of their significance towards their students: The effects of cultural background, gender and school role. *European Journal of Psychology of Education*, 27, 351-367.
70. Korem, A. ^S, Horenczyk, G. ^{PI}, & **Tatar, M.** ^{PI} (2012). Inter-group and intra-group assertiveness: Adolescents' social skills following cultural transition. *Journal of Adolescence*, 35, 855-862.
71. **Tatar, M.** (2012). School counsellors working with immigrant pupils: Changes in their approaches after ten years. *British Journal of Guidance and Counselling*, 40, 577-592.
72. Rojas, A. J. ^{PI}, Sayáns, P., ^S Pino, R. M. . ^S, & **Tatar, M.** ^{PI}. (2012). Spanish teacher's beliefs regarding inclusive grouping in the TCLA program. *Education and Psychology*, 10, 1249-1266.
73. Rojas, A. J. ^{PI}, Sayáns, P., ^S Pino, R. M. ^S, & **Tatar, M.** ^{PI}. (2012). Creencias del profesorado de español sobre los agrupamientos inclusivos del Programa de Aulas Temporales de Adaptación Lingüística. *Electronic Journal of Research in Educational Psychology*, 10, 3-17.
74. Ankor (Abramovich), H. ^S & **Tatar, M.** ^{PI} (2014). "Ask the Rabbi": Religious-Zionist Rabbis coping with personal and emotional difficulties in their congregations. *Educational Counseling*, 18, 144-173. (In Hebrew).
75. Salomon, A. ^S, Ben –David Kolikant, Y. ^{PI}, & **Tatar, M.** ^{PI} (2014). The "Sugar Trap" conflict: How do high school students perceive the effects on non-academic usage of ICT on their academic achievements. *Educational Counseling*, 18, 270-294. (In Hebrew).
76. Lipshits-Brazilier, Y. ^S, Gati, I. ^{PI}, & **Tatar, M.** ^{PI}. (2015) Strategies for coping with career indecision: Concurrent and predictive validity. *Journal of*

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Vocational Behavior, 91, 170-179.

77. Lipshits-Braziler, Y.^S, Gati, I.^{PI}, & **Tatar, M.^{PI}**. (2016). Strategies for coping with career indecision. *Journal of Career Assessment*, 24, 42-66.
doi: 10.1177/1069072714566795
78. Mizrahi-Treistman, Z.^S, **Tatar, M.^{PI}**, & Bekerman, Z.^{PI} (2016). "It is not easy to be a religious counselor and talk about sex": Professional dilemmas of school counselors working with adolescent girls in Ulpanot. *Educational Counseling*, 19, 288-315. (In Hebrew).
79. Purer, A.^S, & **Tatar, M.^{PI}** (2016). School Counselors' Attitudes towards gay/lesbian students: A preliminary study. *Educational Counseling*, 19, 219-255. (In Hebrew).
80. Lipshits-Braziler, Y.^S, **Tatar, M.^{PI}** & Gati, I.^{PI}. (2017). The effectiveness of strategies for coping with career indecision: Young adults' and career counselors' perspectives. *Journal of Career Development*, 44, 453-468.
81. Lipshits-Braziler, Y.^S, Gati, I.^{PI}, & **Tatar, M.^{PI}**. (2017) Strategies for coping with career indecision: Convergent, divergent, and incremental validity. *Journal of Career Assessment*, 25, 183-202.
82. **Tatar, M.^{PI}**, & Katz, R.^S. (2017). "We are all in the same boat - our priority is the welfare of the child": How are shaped the working patterns of school counselors with parents? *Educational Counseling*, 20, 41-83. (In Hebrew).
83. Kwekiss Halabi, S.^S, **Tatar, M.^{PI}**, & Abofoul, Y.^S. (2017). The relationships between self-esteem, attachment style and coping style and teen marriage among Muslim Palestinian adolescent females in East Jerusalem. *Educational Counseling*, 20, 280-312. (In Hebrew).
84. Gutentag, T.^S, Horenczyk, G.^{PI}, & **Tatar, M.^{PI}** (in press). Teachers' approaches toward cultural diversity predict diversity-related burnout and self-efficacy. *Journal of Teacher Education*.
85. Lev, S.^S; **Tatar, M.^{PI}**; & Koslowsky, M.^{PI}. (in press). Teacher self-efficacy and students' ratings. *International Journal of Educational Management*.

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86. López-Rodríguez, L., Navas, M., Cuadrado, I., & **Tatar, M.** (In press). Adjustment outcome of native and immigrant youth in Spain : A mediation model. Spanish Journal of Psychology.

INVITED PRESENTATIONS AND CONFERENCE PAPERS

1. **Tatar, M.** (1991, July). *The prestige of schools as viewed by parents*. Paper presented at the 14th ISPA Colloquium, Braga, Portugal.
2. **Tatar, M.** (1993, February). *Integration of immigrant students into Israeli elementary and secondary schools: A pilot study*. Paper presented at the 24th Conference of the Israeli Association of Sociology, Jerusalem: The Hebrew University, Israel.
3. **Tatar, M.** (1993, February). *The impact of counselors on high school prestige*. Paper presented at the 10th Meeting of the Israeli Association for Educational Research, Haifa: Haifa University, Israel.
4. **Tatar, M.** (1994, June). *Some reflections on Israeli school counselors dealing with newcomers in their schools*. Paper presented at the International Conference on Immigration, Language Acquisition, and Patterns of Social Integration, Jerusalem: The Hebrew University, Israel.
5. Horenczyk, G., & **Tatar, M.** (1994, July). *Friendship expectations among immigrant adolescents and their host peers: Research findings and implications for counseling*. Paper presented at the G.I.F. Meeting on Migration and Immigration: Patterns of Social and Cultural Integration- A Multidisciplinary Approach, Jerusalem, Israel.
6. **Tatar, M.** (1995, February). *The school counselor as an address for students' approach*. Paper presented at the 11th Meeting of the Israeli Association for Educational Research, Jerusalem: The Hebrew University, Israel.
7. **Tatar, M.** (1995, November). *Israeli pupils' perceptions of different ethnic groups: Psycho-educational implications for societies in conflict*. **Invited lecture** presented at the Research Seminar Series, School of Behavioral and Communication Sciences, University of Ulster, Belfast, Northern Ireland.
8. **Tatar, M.** (1996, April). *Counselors' perceptions of individual counseling at*

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school. Paper presented at the American Counseling Association World Conference, Pittsburgh, PA.

9. **Tatar, M.** (1996, April). *Parents conceptions of schools: Involvement and empowerment*. **Keynote speaker** at the 6th Annual Conference of Education and Pedagogy, Granada, Spain.
10. **Tatar, M.** (1996, August). *Immigrant and host adolescents: Considerations for self-referral to counselors*. Paper presented as a part of the Symposium “Socio-cultural Identity and Adaptation”, at the 13th International Congress of the Association for Cross-Cultural Psychology, Montreal, Canada.
11. **Tatar, M.** (1997, June). *We and they: How Jewish Israeli adolescents perceived their problems and those affecting their Arab Israeli counterparts*. Paper presented at the International Conference on Multiculturalism and Minority Groups: From Theory to Practice, Jerusalem: The Hebrew University, Israel.
12. **Tatar, M.** (1998, April). *Considerations for self-referral to counselors as perceived by students and counselors*. Paper presented at the American Counseling Association World Conference, Indianapolis, IN.
13. **Tatar, M.** (1998, April). *Citizenship education in societies in conflict: The case of Israel*. **Invited presentation** as a part of the Symposium “Citizenship Education in Multicultural Societies” at the American Educational Research Association Annual Conference, San Diego, CA.
14. **Tatar, M.** & Makinson, L. (1999, February). *Cross-cultural perspectives on adolescent wellness: Strategies for counseling and intervention*. Paper presented at the North Carolina Counseling Association Annual State Conference, Greensboro, NC.
15. **Tatar, M.** (1999, April). *What do parents know about their children’s school*. Paper presented at the American Counseling Association World Conference, San Diego, CA.
16. **Tatar, M.** (2000, March). *Self understanding, self esteem, and life satisfaction among immigrant adolescents*. Paper presented at the American Counseling Association World Conference, Washington D.C.
17. **Tatar, M.** (2000, May). *Help-seeking among immigrant adolescents from the Former Soviet Union*. Paper presented at the International Conference on Post-Soviet Youth: A Comparative Study, Jerusalem, Israel.
18. **Tatar, M.**, & Horenczyk, G. (2000, July). *Teacher attitudes toward multiculturalism*

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- and perceptions of multicultural school climate*. Paper presented as a part of the Symposium “Multiculturalism and Education”, at the 15th International Congress of the Association for Cross-Cultural Psychology, Pultusk, Poland.
19. **Tatar, M.** (2001, March). *Counselors’ perceptions of adolescence*. Paper presented at the American Counseling Association World Conference, San Antonio, Texas.
20. **Tatar, M.** (2002, June). *Diversity and citizenship education in Israel*. **Invited presentation** at the Ethnic Diversity and Citizenship Education in Multicultural Nation-States Conference, Rockefeller Foundation’s Study and Conference Center, Bellagio, Italy.
21. Hijazi, Y., **Tatar, M.** & Gati, I. (2002, August). *Career decision-making difficulties among senior high school Arab students*. Paper presented at the symposium “Cross-Cultural perspectives on Career Decision-Making Difficulties” (H. Tien and I. Gati, chairs) 110th Convention of the American Psychological Association, Chicago, Illinois.
22. **Tatar, M.** (March, 2003). *Dilemmas and strategies of Jewish and Palestinian counselors in Israeli schools*. Poster presentation at the American Counseling Association World Conference, Anaheim, California.
23. **Tatar, M.** & Horenczyk, G. (July, 2003). *The long and winding road from plural to multicultural society: The views of Arab and Jewish school counselors in Israel*. Paper presented 6th European Regional International Association of Cross-Cultural Psychology Congress, Budapest, Hungary.
24. **Tatar, M.** (April, 2005). *Coping with terror attacks: The perceptions of Israeli adolescents*. Paper presented at the American Counseling Association World Conference, Atlanta, Georgia.
25. **Tatar, M.** (July, 2005). *Diversity-related burnout among Israeli teachers*. Paper presented at the 9th European Congress of Psychology, Granada, Spain.
26. **Tatar, M.** (July, 2005). *Counselors working with immigrant adolescents: Challenges*

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- and strategies*. Paper presented at the 7th Regional International Association of Cross-Cultural Psychology Congress, San Sebastian, Spain.
27. **Tatar, M.** & Amram, S. (April, 2006). *Israeli adolescents' coping strategies and help-seeking behaviors concerning terror attacks*. Paper presented at the American Counseling Association World Conference, Montreal, Canada.
28. **Tatar, M.**, Gati, I, & Heyd-Metzuyanim, E. (April, 2006). *Factors affecting adolescents' willingness to seek help on the internet*. Poster presented at the American Counseling Association World Conference, Montreal, Canada.
29. **Tatar, M.** (April, 2006). *Educating and counseling citizens for diversity in Israel*
Invited presentation at the Presidential session on "Democracy, Diversity, and Globalization: Educating Citizens in the Public Interest" (J.A. Banks, chair) at the American Educational Research Association Annual Conference, San Francisco, CA.
30. **Tatar, M.** & Amram, S. (July, 2006). *Israeli university student's strategies of coping with traumatic and non traumatic stressful events: Cultural and gender differences*. Paper presented at 18th International Association of Cross-Cultural Psychology Congress, Isle of Spetses, Greece.
31. **Tatar, M.** & Gati, I. (November, 2006). *Students' willingness to approach school counselors through the internet and counselor's willingness to provide this service*. Paper presented at the Scientific Annual Conference of the Israeli Association of Educational Counselors. Ben Gurion University, Beer-Sheva
32. **Tatar, M.** (July, 2007). *The perceptions of Jewish and Arab teachers regarding their significance for their male and female students*. Paper presented at the 10th European Congress of Psychology, Prague, Czech Republic.
33. **Tatar, M.** (July, 2007). *Parents as significant individuals in adolescence*. Paper presented at the 10th European Congress of Psychology, Prague, Czech Republic

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34. **Tatar, M.** & Amram, S. (July, 2007). *Help-seeking behaviors of adolescents in relation to terrorist attacks: The perceptions of Israeli parents*. Paper presented at the 10th European Congress of Psychology, Prague, Czech Republic.
35. **Tatar, M.** (July, 2007). *Counseling in an era of globalization: Challenges and pitfalls*. Poster presented at the Conference of the International Academy for Intercultural Research, Groningen, The Netherlands.
36. **Tatar, M.** & Horenczyk, G. (July, 2007). *"To whom should I turn for help with my child? Help-seeking attitudes among immigrant and host parents"*. Paper presented at the Conference of the International Academy for Intercultural Research, Groningen, The Netherlands.
37. **Tatar, M.** & Bekerman, Z. (October, 2007). *The perceptions and approaches of counselors and teachers regarding their adolescent student's problems*. Poster presented at the Association for Counselor Education and Supervision (ACES) Conference, Columbus, Ohio.
38. **Tatar, M.**, Gati, I. & Fertig, L. (October, 2007). *Counselor's willingness to assist students through the internet*. Poster presented at the Association for Counselor Education and Supervision (ACES) Conference, Columbus, Ohio.
39. Korem, A., Horenczyk, G, & **Tatar, M.**, (July, 2008). *Out-group and in-group assertiveness among adolescent immigrants*. Paper presented at the 19th International Association of Cross-Cultural Psychology Congress, Dresden, Germany.
40. **Tatar, M.** (August, 2008). *School counseling in multicultural settings*. **Keynote presentation** at the 7th Congress of FICOMUNDYT, Lima, Peru.
41. **Tatar, M.** (August, 2008). *Teacher's roles regarding social responsibility and cultural justice*. **Keynote presentation** at the 1st International Congress of Initial Education, Lima, Peru.
42. **Tatar, M.**, Horenczyk, G, & Korem, A. (February, 2009). *Consultants working with*

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diverse populations in the IDF: Towards a working model. Paper presented at the 3rd Annual IDF International Military Psychology Conference. Herzelia, Israel.

43. **Tatar, M.** (February, 2009). *From cultural sensitivity to social justice: The burden of the school counseling profession dealing with diverse populations.* Paper presented at the Scientific Annual Conference of the Israeli Association of Educational Counselors. Tel Aviv University, Tel Aviv.
44. Gati, I., **Tatar, M.**, & Fertig, L. (February, 2009). *Counselors' willingness to use internet as a counseling tool.* Paper presented at the Scientific Annual Conference of the Israeli Association of Educational Counselors. Tel Aviv University, Tel Aviv.
45. **Tatar, M.** (February, 2009). *Reframing organizational views of diversity.* **Invited presentation** at the School of Education, Queen's University. Belfast, Northern Ireland.
46. **Tatar, M.** (April, 2009). *Education of immigrants in plural societies.* **Invited workshop** at the Department of Social Psychology, the University of Helsinki, Finland.
47. Horenczyk, G., & **Tatar, M.** (April, 2009). *Conceptualizing the school acculturative context: School, class, and the immigrant student.* Paper presented at the 2009 Jacobs Conference on Capitalizing on Migration: The Potential of Immigrant Youth. Marbach Castle, Germany.
48. Horenczyk, G. & **Tatar, M.** (June, 2009). *Reframing organizational views of diversity: Perceptions and approaches.* Paper presented at the Ninth International Conference on Diversity in Organizations, Communities and Nations. Riga, Latvia.
49. Amram, S. & **Tatar, M.** (July, 2009). *Turning for help to health and mental health*

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professionals, mystics, and religious authorities among young adults. Paper presented at the 11th European Congress of Psychology. Oslo, Norway.

50. **Tatar, M.** (August, 2009). *Multicultural education in Israel.* **Keynote speaker** sponsored by the Korea Foundation and hosted by the Korea University Institute of Educational Research, Seoul, South Korea.
51. **Tatar, M.** & Shapira, M. (March, 2010). *The role of religiousness in the process of choosing a counselor.* Poster session presented at the American Counseling Association World Conference, Pittsburgh, PA.
52. **Tatar, M.** & Sharav, D. (March, 2010). *Adolescents' requests for help from parents and school professionals.* Poster session presented at the American Counseling Association World Conference, Pittsburgh, PA.
53. Horenczyk, G., & **Tatar, M.** (March, 2010). *Schools' organizational views of diversity: Perceptions and approaches.* Paper presented at the Borderwork Conference 2010: Construction, negotiation and mediation of immigrant identity within schools. Pretoria, Pretoria.
54. **Tatar, M.** (April, 2010). *Multiculturalism and creativity: A challenge for educational institutions.* **Invited presentation** at the Universidad Autonoma, Madrid, Spain.
55. **Tatar, M.** (April, 2010). *Context and immigration: Meanings and implications.* **Invited presentation** at the University of Almeria, Almeria, Spain.
56. **Tatar, M.** (April, 2010). *Psycho-social interventions with immigrants.* **Invited workshop** at the University of Almeria, Almeria, Spain.
57. **Tatar, M.** & Horenczyk, G. (July, 2010). *Counseling students on the move: The effects of culture of origin and permanence of relocation among international college students.* Paper presented at the Symposium on International students: From diagnosis of psycho-cultural adaptation to intervention programs. The XXth International Association of Cross Cultural Psychology Congress, Melbourne, Australia.
58. **Tatar, M.** (October, 2010). *Counselors dealing with diversity: Dilemmas and*

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challenges. **Invited speech** presented at the Department of Counseling, The University of North Carolina at Greensboro.

59. **Tatar, M.** (October, 2010). *Is pluralism always an asset?* **Invited speech** presented at the American Hebrew Academy, Greensboro, North Carolina.
60. **Tatar, M.** (October, 2010). *Parents and schools: Chronicle of a conflict foretold?* Invited speech presented at the American Hebrew Academy, Greensboro, North Carolina.
61. **Tatar, M.** (November, 2010). *Creativity in multicultural contexts: A challenge for talent development*. **Keynote speech** presented at the 11th International Seminar on Creativity, Technology and Talent, Lima, Peru.
62. **Tatar, M.** (November, 2010). *Talent development in multicultural settings*. **Invited speech** presented at the International Symposium about: Multiculturalism and talent development in University settings. The VI Ibero-American Conference on University Teaching (VI CIDU). Lima, Peru.
63. **Tatar, M.** (November, 2010). *Multicultural education in Israel: Dilemmas and challenges*. **Invited speech** presented at Mercer Senior University, Atlanta, Georgia.
64. **Tatar, M.** (November, 2010). *Talent development and creativity in multicultural settings*. **Invited speech** presented at Columbus State University, Columbus, Georgia.
65. Rojas, A. J., Cruz del Pino, R., Sayans, P., & **Tatar, M.** (January, 2011). *Attitudes and approaches of Spanish as a Second Language's teachers*. First International Congress on Immigrations to Andalucia. Instituto de Migraciones, Universidad de Granada, Granada, Spain.
66. **Tatar, M.** (January, 2011). *Dilemmas and strategies of school counsellors in multicultural settings*. **Invited speech** presented at the Meeting of the Scottish Society for Psychotherapy Research, Glasgow, Scotland.
67. **Tatar, M.** (April, 2011). *Adolescence and immigration: Challenges and practices*. **Invited presentation** at the Faculty of Psychology, University of Almeria, Almeria, Spain.

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68. **Tatar, M.** (April, 2011). *Psycho-social interventions with immigrants*.
Invited workshop at the University of Almeria, Almeria, Spain.
69. Ruiz-Ruano, A., Navas, M, & **Tatar, M.** (July, 2011). *How adolescent immigrant's acculturation process is related to prejudice? Lessons learned from a Spanish study*. The 12th European Congress of Psychology, Istanbul, Turkey.
70. **Tatar, M.** (November, 2011). *Youth at-risk and the counseling profession*.
 Presentation at the Scientific Conference of the Israeli Association of Educational Counselors. Haifa, University of Haifa.
71. **Tatar, M.** (April, 2012). *Psycho-social interventions with immigrants*.
Invited workshop at the University of Almeria, Almeria, Spain.
72. **Tatar, M.,** & Horenczyk, G. (June, 2012). *Teachers working with immigrants in schools: A comparative study of factors affecting teacher's intercultural competence and the development of empirically driven training models for its improvement*. International Workshop on New/Hybrid Diasporas within Globalization, The Hebrew University, Jerusalem.
73. **Tatar, M.** (April, 2013). *Psycho-social interventions with immigrants*.
Invited workshop at the University of Almeria, Almeria, Spain.
74. **Tatar, M.** (October, 2013). Immigration and diversity: Current challenges and strategies in schools. **Invited lecture** at the Best of HU, Vancouver, Canada.
75. **Tatar, M.** (October, 2013). Adolescents: Reaching out in times of crisis. **Invited lecture** at the Best of HU, Vancouver, Canada.
76. **Tatar, M.** (December, 2013). *Psycho-social interventions with immigrants*.
Invited workshop at the University of Almeria, Almeria, Spain.
77. **Tatar, M.** (December, 2013). *Dilemmas and challenges on the methodologies regarding interventions with vulnerable groups*. **Key-note lecture** at the First International Congress on Social and Educational Interventions with Vulnerable

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Groups, Almeria, Spain.

78. Lopez-Rodriguez, L., Navas, M., & **Tatar, M.** (April, 2014). Immigrant adolescents' self-esteem: The importance of family support. 5TH European Conference on Migrant and Ethnic Minority Health. Granada, Spain.
79. Lipshits-Braziler, Y., Gati, I., & **Tatar, M.** (August, 2014). Strategies for Coping with Career Decision-Making Difficulties. Poster presented at the 122nd Annual Convention of the American Psychological Association, Washington, DC
80. Lipshits-Braziler, Y., Gati, I., & **Tatar, M.** (August, 2014). Perceived Effectiveness of Strategies for Coping With Career Decision-Making Difficulties. Poster presented at the 122nd Annual Convention of the American Psychological Association, Washington, DC.
81. **Tatar, M.** (August, 2014). Vulnerable groups and educational and social interventions: Challenges and dilemmas. Universidad de los Andes, Santiago de Chile, Chile.
82. **Tatar, M.** (August, 2014). Education and segregation: Challenges. Universidad de Chile, Santiago de Chile, Chile.
83. **Tatar, M.** (August, 2014). Yesterday's educational programs, today's teachers, tomorrow's students. Universidad del Desarrollo, Santiago de Chile, Chile.
84. **Tatar, M.** (August, 2014). Educational reforms: An international overview. National Council of Education, Lima, Peru.
85. **Tatar, M.** (August, 2014). Vulnerable groups and educational and social interventions: Challenges and dilemmas. Centrum PUCP, Lima, Peru.
86. **Tatar, M.** (August, 2014). Adolescents in crisis: How adults can be still relevant. Universidad Tecnologica del Peru, Lima, Peru.
87. **Tatar, M.** (December, 2014). Cultural diversity and social inclusion: Many questions for few answers. **Key-note lecture** at the Second International Congress on Social and Educational Interventions with Vulnerable Groups, Almeria, Spain.

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88. **Tatar, M.** (July, 2015). Multicultural counseling: Reframing theory and practice. **Key-note lecture** at the Education for the 21st century: Multiculturalism, children's rights and global citizenship International Conference, Gordon College, Haifa, Israel.
89. **Tatar, M.** (August, 2015). Vulnerable groups and educational and social interventions: Challenges and dilemmas. Ministry of Education, Buenos Aires, Argentina.
90. **Tatar, M.** (September, 2015). Cultural diversity and vulnerable groups: Educational dilemmas and interventions. Ministry of Education, Montevideo, Uruguay.
91. **Tatar, M.** (October, 2016). Vulnerable groups: Educational and social interventions: Challenges and dilemmas. **Invited workshop**, Second International Conference of Psychology and Mental Health, Universidad Tecnologica de El Salvador.
92. **Tatar, M.** (October, 2016). Adolescence in times of crisis: How adults can still be relevant. **Key-note lecture** at the Second International Conference of Psychology and Mental Health, Universidad Tecnologica de El Salvador.
93. **Tatar, M.** (October, 2016). Multiculturalism and cultural diversity in education and in psychological treatment. Second International Conference of Psychology and Mental Health, Universidad Tecnologica de El Salvador.
94. **Tatar, M.** (October, 2016). Psychological support to parents: Challenges of the digital era. Invited lecture at the Superior Public Health Council, San Salvador, El Salvador.
95. **Tatar, M.** (April, 2017). Multiculturalism in education. Conference on Glass Ceilings of Pluralism, The Hebrew Union College. Jerusalem, Israel
96. **Tatar, M.** (May, 2017). Digital adolescents and analogic parents: Dilemmas and challenges. **Invited lecture, Department of Psychology** at the University of Almeria, Almeria, Spain
97. **Tatar, M.** (June, 2017). Evaluation processes through the initiative of the Council for Higher Education. The Israeli Comparative Education Society Congress, University of Haifa, Israel.

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98. **Tatar, M.** (July, 2017). Universities' challenges regarding social responsibility. III Scholas Chair International Congress & Interreligious Citizenship Encounter, Truman Institute, The Hebrew University of Jerusalem, Israel.

99. **Tatar, M.** (November, 2017). Analogic School Professionals Working with Digital Adolescents: Dilemmas and Challenges. 10th Annual International Conference of Education, Research and Innovation, Seville, Spain.

100. **Tatar, M.** (February, 2018). Digital era and multiculturalism: Challenges. **Invited lecture, Department of Psychology** at the University of Almeria, Almeria, Spain.

101. **Tatar, M.** (May, 2018). Education, cultural diversity and inclusion in Israel. **Invited lecture, Comparative seminar on Inclusive Education** at the Faculty of Education, Catholic University of Valencia San Vicente Mártir, Valencia, Spain.