

Curriculum Vitae

1. Personal Details

Name in Hebrew: ד"ר שריד מרים
Name in English: Sarid Miriam, Ph.D.
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2. Higher Education

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
1982 - 1985	Haifa University, Faculty of Education, dep. of Special education and dep. of Sociology	B.A.	1985
1986 - 1989	Haifa University, Faculty of Education, dep. of special education and educational counseling	M.A.	1989
1995-2000	Haifa University, Faculty of Education	Ph.D.	2001

3. Title of Doctoral Thesis:

Stages of Phonological and orthographic processing: A Comparative ERP study between Dyslexic children and Normal Readers (2001). 200 pages (Hebrew), Haifa University,

Supervisor: Prof. Zvia Breznitz and Prof. Hilel Pratt

4. Academic Ranks and Tenure in Institutes of Higher Education

Rank	% Position	From - To	Institute
Part time teacher	50%	2005-2006	University of Haifa, Faculty of Education
Part time teacher	50%	2006-2009	Tel-Aviv University, Sackler medical school, department of occupational therapy
Senior lecturer since 2012	100%	1995-Present	Western Galilee College, Department of Education

5. Offices in Academic Administration

Dates	Name of Institution and Department	Position
2004-2006	Western Galilee College, interdisciplinary department	Head of methodological studies department

Dates	Name of Institution and Department	Position
2009-2018	Western Galilee College, School of Management	Head of program for empowering women est. by Cherie Blair foundation and Western Galilee College
2016-Present	Western Galilee College, Department of Education	Head of learning disabilities program
2016-Present	Western Galilee College, Department of Education	Program for excelling students committee
2018-Present	Western Galilee College	Committee for excelling faculty members
2016-Present	Western Galilee College	Committee for special exams
2016-Present	Western Galilee College	Member and leader of faculty committee ('Vaad HaSegel')
2018-Present	Western Galilee College	Online classes teaching committee ('Veadat Horaa Metukshevt')
2018-Present	Western Galilee College	Ethics committee
2019-Present	Western Galilee College	Institute for research of the Galilee member
2019	Western Galilee College	A committee for statistical courses
2017	Western Galilee College	The committee of service for students in the college (part of the strategic planning program of the college)
2020-Present	Western Galilee College	Accommodation committee for students with learning disabilities
2021-Present	Western Galilee College	Committee for appealing on accommodations for students with learning disabilities
2021-Present	Western Galilee College	College Alumni committee
2020-Present	Western Galilee College	Head of the department of Learning Disabilities

6. Participation in Scholarly Conferences

Active Participation

International Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion
2005	Regional Congress, IACCP	San-Sebastian, Spain	Sense of Coherence, social fitness & academic self-perception among Jews Moslems, Christians and Druze students

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion
2006	IDA International Dyslexia Association	Dallas, Texas	Adults with Learning Disabilities: Achievements & Challenges.
2010	IADIS International Conference e-Society 2010 Conference	Porto, Portugal	Meaningful Learning through a Multi-Drafting Feedback Process in a Web-based Learning Content Management Environment
2017	SIETAR	Dublin, Ireland	Academic and Social Integration of L1 and L2 Students in College: The Case of Native Speakers of Arabic
2017	EARLI	Tampere, Finland	Procrastination and the online multi-drafting method of learning among L1 and L2: The case of Israeli college students
2018	20th Annual Conference on Education	Athens, Greece	Reading and cognitive functions as predictors of statistical literacy among college students
2019	8th teaching and education conference	Vienna, Austria	Reading skills as predictors of statistical literacy among bilingual college students
2021	AERA 2021	USA	Academic Self-Efficacy in Remote Learning During COVID-19

Local Conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion
2005	New initiatives enhancing teaching and learning in higher education	Braude College, Carmiel	The role of enhancing education center in higher education
2006	Between delinquency and success	Tel Aviv University	Success in Learning - It could be otherwise: Follow-up of B.A. degree LD students in Tel-Hay college
2010	Academic writing and beyond in multicultural societies, Israel first international conference on academic writing	Mofet Institute, Tel Aviv	Enhancing academic literacy through a multi-drafting feedback process in a web-based learning content management environment
2010	Research Center for the Integration of Technology in Education (Chais)	Raanana	Meaningful Learning through a Multi-Drafting Feedback Process in a Web-based Learning Content Management Environment
2012	Facing Secularization: The Modern Jewish Family Between Tradition and	Western Galilee	Attitudes and Knowledge among the Israeli Public Regarding Jewish Chained Women or Divorce Refused Women (A survey

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion
	Modernity, Historical, Sociological and Cultural Aspects	College, Acco	conducted for and granted by the Authority for the Advancement of the Status of Women-Prime Minister's Office)
2017	The Jewish Family in a Crisis at the New Era (1800-2017): Divorce, Chained and Mixed Marriage	Western Galilee College, Acco	Attitudes of Israeli men towards chained and "Get" refused women: A survey results
2020	Virality 2020: Innovation in training teaching teams	Ohalo college	Adjustment of Israeli students to higher education in COVID-19

6. Research Grants

Grants Awarded

Role in Research	Co-Researchers	Topic	Funded by/ Amount	Year
PI	Dr. Yehuda Peled, Dr. Tamar Kennet-Cohen	Dropout characteristics of students in the college. National institute for testing and evaluation	30,000 NIS	2011-12
PI	Dr. Orly Lipka	Coping of elementary school teachers with teaching during COVID-19: Emotional and professional aspects	Israeli Ministry of Education / 50,000 NIS	2021
PI	Prof. Vered Vaknin Nusbaum, Dr. Michal Raveh, Dr. Einat Nevo, Prof. Randa Abbas	Dropout from higher education of Arab undergraduate students who study in a college	National insurance institute of Israel 120,000 NIS	2021-2023

Submission of Research Proposals – Not Funded

Role in Research	Co-Researchers	Topic	Funded by	Year
CO-investigator	Prof. Vered Vaknin-Nusbaum, Dr. Michal Raveh, Dr. Einat Nevo	Developmental aspects of the contribution of morphological awareness to reading abilities in low SES students	Spencer foundation	2019

CO-investigator	Prof. Vered Vaknin-Nusbaum, Dr. Michal Raveh, Dr. Einat Nevo	Morphological awareness as a tool for enhancing reading fluency and reading comprehension among 2nd and 3rd grade students	Ministry of Education	2018
CO-investigator	PI Dr. Orly Lipka, CO-investigator Prof. Tami Katzir	“Out of the box”: Evaluation of practical experience in an innovative model of teaching techno-pedagogical skills in Hybrid learning, in unstable era, among teaching trainees	Israeli Ministry of Education	2021
PI-investigator	Prof. Vered Vaknin-Nusbaum, Dr. Orly Lipka	The influence of COVID-19 crisis on students’ and young people’ education plans	Edmond de-Rotchild foundation	2021

7. Teaching

Courses Taught in Recent Years

Year	Name of Course	Type of Course	Degree	Number of Students
1995-Present	Statistics	Introductory – mandatory course	Senior lecturer	~50
1995-Present	Research methods	Introductory – mandatory course	Senior lecturer	~50
1995-Present	SPSS	Mandatory course - workshop	Senior lecturer	~20-25
2010-Present	Learning disabilities of adults	Seminar	Senior lecturer	~20
2018-Present	Social and emotional aspects of learning disabilities	Lecture	Senior lecturer	~20
2021	Advanced statistics and quantitative research methods for M.A. in education	Introductory – mandatory course – M.A. students	Senior lecturer	33

8. Supervision of Graduate Students

Name of Student	Title of Thesis	Degree	Date of Completion	Co-Supervisor	Students' Achievements
Marwa Nahhas	Sense of coherence and social skills of LD Jewish and Arab students in postsecondary education	M.A	2010	Prof. Navah Ratzon	87
Inbal Yulzari	The effect of reading comprehension on statistical literacy of undergraduate students in Israel	M.A	2022 (in process)	Dr. Orly Lipka	
Nadeen Halabi	The effect of remote learning during COVID-19 on self-efficacy and well-being of undergraduate students in Israel	M.A	2022 (in process)	Dr. Orly Lipka	

9. Scholarships, Awards and Prizes

2006	Excelling lecturer (Western Galilee College)	1000\$
2019	Award for exceling faculty	~4700\$

10. Professional Experience

1984-Present, Researcher at Sarid Institute for research services ltd. (A private reseqrh company). Senior statistician and consultant in the field of research design, statistical analysis, writing professional reports in fields of social sciences, medical research, sociological and human resources, public opinion surveys etc.

Publications

Sarid Miriam, Ph.D.

(* publications since last promotion)

The contribution is according to order of authors unless written differently.

^a Leading author

^b Equal contribution

A. Articles in Refereed Journals

1. Brandes, J.M., Scher, A., Itzkovits, J., Thaler, I., **Sarid, M.** & Gershoni-Baruch, R. (1993). Growth and Development of Children Conceived by in Vitro Fertilization. *Pediatrics*. 90(3), 424-429. (SJR: Q1; IF: 5.417; Citations: 140).
2. Linn, S., Linn, R., Sheps, J., **Sarid, M.**, Michaelson, M., Geva, H., Wiener, M., Brandes, J.M. & Revach, M. (1993). Injury severity scoring and length of stay in hospital of war casualties - demonstration of an association and possible selection bias. *International Journal of Epidemiology*. 22(5), 905-909. (SJR: Q1; IF: 7.339; Citations: 18).
3. Schapira, D. Linn, S., **Sarid, M.**, Mokadi, S. Kabala, A. & Silbermann, M. (1995). Calcium and vitamin D enriched diets increase and preserve vertebral mineral content in aging laboratory rats. *Bon*, 12(5), 575-582. (SJR: Q1; IF: 4.455; Citations: 80).
4. Schaedel, B., Hertz-Lazarowitz, R., Walk, A., Lerner, M., Juberan, S., & **Sarid, M.** (1996). The Israeli CIRC (ALASH): First year achievements in reading and comprehension. *Helkat-Lashon (Journal of Linguistic Education, in Hebrew)*. (Refereed; Rank N/A ; Citations: 6).
5. **Sarid, M.** & Breznitz, Z. (1997). Developmental aspects of sustained attention among 2 to 6 year old Children. *International Journal of Behavioral Development*. 21(2): 303-312. (SJR: Q1; IF: 2.015; Citations: 37). ^a
6. Klepfish A., Rachmilewitz, E., **Sarid, M.** & Schattner, A., (2005). Age-adjusted survival gained by treatment: An alternative way of presenting survival. *The American Journal of Medicine*. 118(5): 567-568. (SJR: Q1; IF: 5.003; Citations: 1).
7. Dicker, D., Vasilevski, V., Gofman, M., Markovitz, D., Bellin, V., **Sarid, M.** & Yosefi, C. (2006). Blood pressure variability in acute ischemic stroke depends on hemispheric stroke location. *Blood Pressure*. 15(3); 151-156. (SJR: Q2; IF: 2.292; Citations: 13).
8. Doron, H., Markovitzky, G. & **Sarid, M.** (2007). Spousal Violence among Immigrants from the Former Soviet Union. *Journal of Family Violence*. 23(7), 549-555. (SJR: Q1; IF: 0.871; Citations: N/A).
9. Markovitzky, G., **Sarid, M.** & Doron, H., (2007). Spousal Violence among Immigrants from the Former Soviet Union--General Population and Welfare Recipients. *Alimut Journal*, 1, 131-147. (Hebrew). (Not refereed; Rank: N/A; Citations: 7).
10. Golos, A, **Sarid, M.**, & Weintraub, N., (2010). Efficacy of the Early Intervention Program for At-Risk Preschool Boys: A two Group Control Study. *American Journal of Occupational Therapy (AJOT)*, 65(4), 400-408. (SJR: Q1; IF: 1.471; Citations: 23).
11. Peled, Y., and **Sarid, M.** (2010). Multi-drafting feedback process in a web-based environment. *Interactive Technology and Smart Education*, 7(2), 113-123. (SJR: Q3; IF: N/A; Citations: 2).

12. **Sarid, M., & Peled, Y.** (2010). The Effect of Procrastination on Multi-Drafting in a Web-Based Learning Content Management Environment. *Interdisciplinary Journal of E-Learning and Learning Objects*, 6, 345-354. (Citations: 13).^a
13. Golos, A., **Sarid, M.**, Weill, M., Yochman, A., & Weintraub, N. (2011). The influence of environmental factors on the development of Ultra-Orthodox preschool boys. *Occupational Therapy International*, 18(3), 142-151. (SJR: Q3, IF: 0.821; Citations: 7).
14. Odes, H., **Sarid, M.** and Ziv, N. (2011). The difference in volition of people with schizophrenia in various treatment environments. *IJOT*, 20(3), 173-194 (Hebrew). (Refereed; Rank: N/A; Citations: N/A)
15. * Peled, Y., Barchyk, C.C., and **Sarid, M.** (2012). Institutional Policies and Faculty Perceptions of Student Academic Dishonesty. *Educational Practice and theory*, 34,2,61-79. (SJR: Q4; IF: NA; Citations: 7).
16. * Golos, A, **Sarid, M.**, Weill, M., & Weintraub, N. (2013). The Influence of Early intervention Length on the Participation of Low Socio-economic At-Risk Preschool Boys: A Two Group Control study. *Journal of Occupational Therapy, Schools and Early Intervention*, 6:3, 188-202. (SJR: Q3. IF: 0.24; Citations: 3).
17. * Golos, A., **Sarid, M.**, Weill, M., & Weintraub, N. (2013). Prevalence of Developmental Delay in Ultra-Orthodox Preschool Boys: Possible Interventions. *International Journal of Child Health and Human Development*, 6(4), 443. (H5 index: 8; Rank: N/A; Citations: N/A).
18. * Lev-Visel, R., Sternberg, R., and **Sarid, M.** (2013). Measuring social peer rejection during childhood: Development and Validation. *Journal of Aggression, Maltreatment and Trauma*, 22,55. (SJR: Q2; IF: 0.833; Citations: 17).
19. * Bravermann, I., Nemirovsky, A., Kleinn, A., **Sarid, M.** and Avior, G. (2015). Coblation Intracapsular Tonsillectomy and Coblation Complete Tonsillectomy for Obstructive Sleep Apnea. *International Journal of Otolaryngology and Head & Neck Surgery*, 4, 350-355. (H5 index: 25; IF: 0.23; Citations: N/A).
20. * Vaknin-Nusbaum, V., **Sarid, M.** and Shimron, Y. (2015). The Contribution of Morphological Awareness to Reading in Second and Fifth Grade – Evidence from Hebrew. *Reading and Writing: An Interdisciplinary Journal*, 29(2), 229-244. (SJR: Q1; IF: 1.90; Citations: 20).
21. * Vaknin, V., **Sarid, M.**, Raveh, M., & Nevo, E. (2016). The Contribution of Morphological Awareness to Reading Comprehension in Early Stages of Reading. *Reading and Writing: An Interdisciplinary Journal*, 29(9), 1915-1934. (SJR: Q1; IF: 1.90; Citations: 9).
22. * **Sarid**^a, M., Meltzer, Y. & Raveh, M. (2020). Academic Achievements of College Graduates with Learning Disabilities vis-a-vis Admission Criteria and Academic Support. *Journal of Learning Disabilities*. 0022219419884064. (SJR: Q1, IF: 2.341).
23. Lipka, O., ***Sarid, M.**, Aharoni, I., Bufman, A., Hagag, A.A. & Peretz, H. (2020). Adjustment to higher education: A comparison of students with and without disabilities. *Frontiers in Psychology*, 11, 1-11. (SJR: Q1, IF: 2.129).
24. Dicker, D., Beck, A., Markel, A., Marcovicu, D., Mazzawi, S., Sarid, M., ... & Atkinson, R. L. (2020). Weight Loss, Dietary Preferences, and Reduction in the Sense of Smell with the Use of a Novel Nasal Device. *Obesity Facts*, 1-14.
25. ***Sarid, M.**, Peled, Y. and Vaknin-Nusbaum, V. (2021). The relationship between second language college students' perceptions of online feedback on draft-writing and academic procrastination. *Reading and Writing*, 34(5), 1247-1271. doi: <https://doi.org/10.1007/s11145-020-10111-8>(SJR: Q1; IF: 1.08).

26. Vaknin-Nusbaum, V. & **Sarid, M.** (2021). The Role of Morphological Awareness in the Development of Reading Comprehension in Hebrew-Speaking Second-Graders. *Reading and Writing*.

Revised and resubmit

1. * **Sarid, M.**, Vaknin-Nusbaum, V., & Dardick, W. (submitted). Predictors of statistical literacy by reading skills among bilingual College Students compared with monolingual students. ^a *Journal of bilingualism and bilingual education*.
2. Lipka, O. & Sarid, M. (submitted). Multicomponent adjustment of Israeli undergraduate students during covid-19: a mixed-methods examination

In Preparation

3. * **Sarid, M.**, Vaknin-Nusbaum, V., & Nevo, E., (in preparation). The development of motivation to read and literacy among 6th, 9th and 11th grade students. ^a
4. * **Sarid, M.** & Vaknin-Nusbaum, V. (in preparation). Motivation and commitment to studying in a college in students with learning disabilities. ^a
5. Sarid, M. & Lipka, O. (in preparation). Adjustment to higher education of undergraduate students with learning disabilities and/or ADHD during the first wave of COVID-19 pandemic.
6. Sarid, M. & Lipka, O. (in preparation). Academic self efficacy and participation in classes of undergraduates during first wave of COVID-19

B. Other Publications

***Sarid, M.** and Sarid, J. (2018). The Hebrew Guide for using SPSS for Windows (SPSS (המדריך העברי למשתמש בתוכנת SPSS) (Hebrew, 6th. ed.). Haifa: Sarid Institute publishing.

C. Summary of my Activities and Future Plans

In my academic work I am focused on three main fields of research:

1. Students with learning disabilities in post- secondary education.

In the three last decades there is an increase in the number of students with learning disabilities in colleges and universities in Israel and in European countries and US. This increase stems from legislation in favor of people with disabilities. Students with disabilities cope with barriers as well as difficulties in their academic studies. In a research I conducted among undergraduates with learning disabilities in a college we found that admission criteria have low predictive ability for college achievements at the end of B.A. and graduates with LD completed their B.A. with higher mean grade of B.A. than graduates without learning disabilities. The study also showed that regardless level of support program that the students participated in, there was no difference in their achievements. In the future I intend to extend this field of research and to study the effect of support in the academic setup on students with learning disabilities retention and completion rate. In another research, we found that the adjustment of LD/ADHD undergraduate students to higher education is lower than the adjustment of typical undergraduates. These days, I study the adjustment, academic self efficacy and challenges of LD/ADHD undergraduates to higher education during COVID-19.

In addition, in order to get a comprehensive picture of students with learning disabilities access to postsecondary education, I intend to study B.A. students' with learning disabilities commitment and integration in post-secondary education and their effect on successful graduation (B.A. grades and retention). Research in this field will shed light on the accessibility of higher education for students with learning disabilities and will provide tools for policy makers for inclusion of students with learning disabilities in colleges and universities.

2. Recently I started a research that examines the contribution of reading abilities (phonology, orthography, reading comprehension) to statistical literacy. Statistical literacy is essential knowledge that is required in the everyday life, and in the academic setup as well. Students who study for B.A and M.A. are required to learn and comprehend statistics and use statistical tools in their research. Lack of literacy skills (language and reading) can be an obstacle in developing statistical literacy. For instance, students who have low language comprehension achievements (second language students or students with learning disabilities) are more likely to encounter difficulties mastering statistical knowledge. The research that I conducted is a preliminary research that aims to explore the contribution of language and reading skills to statistical literacy. In the future I am planning to extend this research among students with learning disabilities. This further research may have theoretical and applicative value. Theoretically, it will clarify the association between language and reading processes and their part in statistical reasoning. The research may also provide tools to plan future intervention programs for population of students with learning disabilities who encounter challenges with learning statistics.
3. The contribution of reading and language abilities to reading comprehension among students in 3rd-5th grades. In a study published in collaboration with Vaknin-Nusbaum et. al we found that morphological awareness has a significant contribution to reading comprehension among second grade students. Our research in the field continues and future studies on the contribution of language and reading skills (phonology, morphology) to reading comprehension will be tested in a population of poor vs. proficient readers.