Dr. Gila Cohen Zilka

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Bar-Ilan University, Lecturer and researcher, the Director of the Department for Teaching Social Science and Communication.

Achva Academic College, Head of the program for training tutors and mentors to work with children at risk.

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Membership in Professional Societies (partial list)

Year

2018-2019	Editor-in-Chief of *Journal on Humanities & Social Sciences* (JHSS).
2016-2019	Editorial Member in *Journal of Educational Technology* (JET).
2017-2019	Informing Science Institute, USA - ISI Member https://www.informingscience.org/Member/Home
2009 – 2019	Israel Communication Association, ISCA - Member

Review Articles (partial list)

New Media and Society (Q1)

Journal of Educational Computing Research (Q1)

Journal of Educational Technology (Q1)

International Journal of Electronic Marketing and Retailing (Q2)

International Journal of Mobile Learning and Organisation (IJMLO) (Q2)

Convergence (Q1)

Syberpsychology: Journal of Psychosocial Research on Cyberspace (Q2)

Child Indicators Research (Q1)

Children and Youth Services Review (Q1)

Psychology of Popular Media Culture (Q2)

Social Media and Society (Q1)

Journal on Humanities & Social Sciences (Q2)

List of Publications (partial list)

Books

Zilka, C.G. (2014). *Empowering Parents in the Social Media Age – The Three Element Way*. Butan-Galim. (Hebrew).

Zilka, C.G. (2014). *Empowering Educators & Mentors in the Social Media Age – The Three Element Way*. Butan-Galim. (Hebrew).

Articles Published

Zilka, C.G. (2019). The digital divide: Implications for children and adolescents' eSafety. *International Journal of Technology Enhanced Learning, 11*(1), 20-35. DOI: 10.1504/IJTEL.2019.096736

Zilka, C.G. (2019). Use of social networking applications (SNAs) by immigrant children, adolescents, and young adults .*International Journal of Mobile Communication*. DOI: 10.1504/IJMC.2020.10017997

Zilka, C.G., Rahimi, D.I., & Cohen, R. (2019). Sense of challenge, threat, self-efficacy, and motivation of students learning in virtual and blended courses. *American Journal of Distance Education, 33*(1), 2-15. https://doi.org/10.1080/08923647.2019.1554990.

Zilka, C.G. & Zeichner, O. (2019). Factors necessary for engaging preservice teachers studying in virtual and blended courses. *International Journal of Mobile and Blended Learning (IJMBL), 11*(1), 42-57. DOI: 10.4018/IJMBL.2019010104

Zilka, C.G. (2018). Integrating computers into kindergartens and kindergarten teachers' perspectives. *Social Issues in Israel, 26,* 58-90. (Hebrew).

Zilka, C.G. (2018). E-safety in the use of social networking apps by children, adolescents, and young adults. *Interdisciplinary journal of e-Skills and lifelong Learning,14*, 177-190. https://doi.org/10.28945/4136.

Zilka, C.G. (2018). Always with them: Smartphone use by children, adolescents, and young adults – characteristics, habits of use, sharing, and satisfaction of needs.

Universal Access in the Information Society (UAIS). DOI 10.1007/s10209-018-0635-3

Zilka, C.G. (2018). Medium preferences of children and adolescents for content distributed by the media. *Interchange (INCH), 49*(4), 457-476. doi.org/10.1007/s10780-018-9337-2

Zilka, C.G. (2018). eSafety and sharing habits with family and friends among children and youths. *Child and Adolescent Social Work Journal.* DOI 10.1007/s10560-018-0573-1

Zilka, C.G. (2018). Why do children and adolescents consume so much media? An examination based on self-determination theory. *Global Media Journal, 16*(30), 11-121. *http://www.globalmediajournal.com/open-access/why-do-children-and-adolescents-consume-so-much-media-an-examination-based-on-selfdetermination-theory.pdf*

Zilka, C.G. (2018). Working with immigrant children and adolescents at risk: Mentors' use of The Elements Way. *Psychology Research*, *8* (7), 308-321. doi:10.17265/2159-5542/2018.07.003

Zilka, C.G. (2018). Internet Communication as a Springboard for Establishing High-Quality Communication among Teenagers: Opportunity vs. Risk. *i-manager's Journal on Educational Psychology, 12*(2), 17-25. https://search.proquest.com/openview/8a6b257c161df36a4b48573c082e98ef/1?pq-origsite=gscholar&cbl=2030629

Zilka, C.G., Cohen, R., & Rahimi, D.I. (2018). Teacher Presence and Social Presence in Virtual and Blended Courses. *Journal of Information Technology Education: Research, 17,* 103-126. https://doi.org/10.28945/4061

Zilka, C.G. & Romi, S. (2018). Television Viewing Habits and Identification with Characters Seen among At-risk and Normative Children and Youth. *International Journal of Child, Youth and Family Studies, 9* (3), 47-67. DOI: 10.18357/ijcyfs93201818276

Zilka, C.G. (2017). Awareness of eSafety and potential online dangers amongst children and teenagers. *Journal of Information Technology Education: Research, 16*, 319-338. https://doi.org/10.28945/3864

Zilka, C.G. (2017). Awareness of ICT capabilities, digital literacy, and use of reflective
   processes in children who received their first home computer. *Journal of
   Technology Enhanced Learning*, *9*, (1) 80-98.
   https://www.researchgate.net/profile/Gila_Zilka/publication/316849158_Aware
   ness_of_ICT_capabilities_digital_literacy_and_use_of_reflective_processes_in_
   children_who_received_their_first_home_computer/links/5b500cbea6fdcc8dae2
   b4dd4/Awareness-of-ICT-capabilities-digital-literacy-and-use-of-reflective-
   processes-in-children-who-received-their-first-home-computer.pdf

Zilka, C.G. (2017). The Elements Way, Empowering Parents, Educators, and Mentors
   in *the Age of New Media. Issues in Informing Science and Information
   Technology Education,14*, 101-119. https://doi.org/10.28945/3702

Zilka, C.G. (2017). Children's viewing and browsing habits - alone, with family and
   friends, on television, and using a desktop or hybrid computer. *i-manager's
   Journal of Educational Technology, 14*(3), 1-14. DOI:10.26634/jet.14.3.13855

Zilka, C.G. & Zeichner, O. (2017). Forums and Critical Factors Involved in Feelings of
   Challenge and Threat among Preservice Teachers Studying Virtual and
   Blended Courses. *Journal of Educational Technology*, *13* (4), 1-13.
   https://search.proquest.com/openview/1475f4374d6520e9104ff1b492ff7768/1?p
   q-origsite=gscholar&cbl=2030628

Zilka, C.G. (2016). Reducing the digital divide among children who received desktop
   or hybrid computers for the home. *Journal of Information Technology
   Education: Research*, *15*, 233-251.
   http://jite.org/documents/Vol15/JITEv15ResearchP233-251Zilka2679.pdf

Zilka, C.G. (2016). Do online friendships contribute to the social development of
   children and teenagers? The bright side of the picture. *Journal of Humanities
   and Social Science, 6* (8), 102-112.
   http://www.ijhssnet.com/view.php?u=http://www.ijhssnet.com/journals/Vol_6_
   No_8_August_2016/12.pdf

Zeichner, O., & Zilka, C.G. (2016). Feelings of Challenge and Threat among Pre-
   Service Teachers Studying in Different Learning Environments – Virtual vs.
   Blended Courses. *Journal of Educational Technology, 13* (1) 7-19.
   https://search.proquest.com/openview/69b5a4995b08567420c6493e1f27487f/1?
   pq-origsite=gscholar&cbl=2030628

Articles Accepted

Zilka, C.G., The use of mobile technologies by immigrant adolescents in coping with the new language and with their formal studies. Chapters in book: *Learning and Training with Mobile Technologies IGI.*

Cohen, R., Rahimi, D.I., & Zilka, C.G. Self-efficacy, challenge, threat and motivation in virtual and blended courses on multicultural campuses. *Journal of Information Technology Education: Research.*

Chapters in books

Zilka, C.G. (2006). Boys and Girls in the Instant Messaging Environment. In L. Birch and E. Gilad (Eds.), *my voice, your voice, gender, education, and society..* Achva College of Education: Institute for the Study of Gender. 113-144. (Hebrew).

Zilka, C.G. (2010). Boys and Girls in the digital learning environment. In A. Gilad,, M. Shcter., S. Melat (Eds.), *Gender dialogue in education, practice and theory.* Achva Academic College. 33-70. (Hebrew).

Zilka, C.G. (2011). Digital environment in the kindergartens. In D. Chen, & G. Kurtz (Eds.), *ICT, Learning and Teaching.* The Center for Academic Studies, Or-Yehuda. 207-230. (Hebrew).

Zilka, C.G. (2012). Reducing the Digital Gap among Underserved populations in Israel. *Ma'of u-Ma'aseh Teaching and Learning in the Internet Era.* Achva Academic College. 101-138. (Hebrew).

Zilka, C.G., Lasri, E. (2012). Reducing the Digital Gap, Lahava project as case study. E. Lasri (Eds.), *Economy, Society and Privatization in the Locl Government*. Bar-Ilan University, Ramat-Gan. 190-208. (Hebrew).

Zilka, C. G. (2015). Social competence of children at risk: Similarities and differences among the various assessors. In E. Grupper, & S. Romi, S. (Eds.). *Children and adolescents at risk in Israel. Vol 2. The voice of young people and issues faced by child and youth care workers*, (pp. 113-85). Tel Aviv: MOFET (Hebrew).

Papers presented at scientific conferences and published in conference books (partial list)

The 16th Annual National MEITAL Conference, July 2018 Jerusalem Israel. Presentation: Reflective process of pre-service teachers who watch video recordings of lessons they taught.

In SITE 2018: Informing Science + IT Education Conferences: La Verne California Jun 23 - 28 2018, La Verne, California, United States. Presentation: Teacher Presence and Social Presence in Virtual and Blended Courses.

Israel Communication Association (ISCA) 22th Annual Conference, March 29, 2018, at the College of Management in Rishon Le Zion Presentation: Use of social networking applications (SNAs) by immigrant children, adolescents, and young adults.

Chais. Learning in the Technological Era: The 12th Chais Conference for the Study of Innovation and Learning Technologies. February 2018 Israel. presentation: Sense of challenge, threat, self-efficacy, and motivation of students learning in virtual and blended courses.

The 4th Conference of Learning Sciences, January 2018: Learning, Individual Adjustment and Personal Differences. Tel Aviv University. Presentation: self-efficacy of students learning in virtual and blended courses.

In SITE 2017: Informing Science Institute (ISI) USA. Informing Science + IT Education Conferences: Jul 31 - Aug 5 2017, Ho Chi Minh (Saigon), Vietnam.

Chair the session on Thursday August 3. Participation: Awareness of eSafety and potential online dangers amongst children and teenagers. The Elements Way, Empowering Parents, Educators, and Mentors in the Age of New Media.

The 15th Annual National MEITAL Conference, 26 June 2017 Israel. Participation: Studying in Different Learning Environments, Virtual and Blended Courses.

Chais. Learning in the Technological Era: The 11th Chais Conference for the Study of Innovation and Learning Technologies. February, 2017 Israel. Participation: Challenges in Virtual vs. Blended Courses among Pre-Service Teachers.

The 14th Annual National MEITAL Conference, June, 2016 Israel. Participation: Forums and Critical Factors Involved in Feelings of Challenge and Threat among Preservice Teachers Studying Virtual and Blended Courses.

The Future of Education Pixel (30 June – 1 July 2016), Florence, **Italy**. Participation: Different Learning Environments – Virtual vs. Blended Courses and

Empowering Parents, Educators; and Mentors in the Age of Media and Social Networks.

The IACEP XV Biennial International Conference. Cognition, Education, Brain and Technology: Future and Opportunities. Athens, **Greece**, July 6-8, 2015. Participation: Digital literacy and Self-Esteem among children who received their first computer at home.

Family, Education and Media in a diverse Society (Jan 2013), Jerusalem, Israel. Participation: From Risk to Advantage – The effects of Active mediation during children's viewing of reality television programming.

EU Kids Online (22-23 September, 2011). Children, Risk and Safety online: Research and Policy Challenges in Comparative Perspective. The International Conference for Researchers, Policy Makers, Industry, Educators, NGOs and Government, LSE, **London, UK**. Participation and presentation: Interactions between children within and outside of social networks.

ICERI 2011 **Spain**. International Association for Technology, Education and Development (IATED). Participation: Interactions Of Children, Adolescents, And Young Adults In The Social Networks.

Presentation and attendance at OECD convention. Privacy: Generations. International Conference of Data Protection and Privacy Commissioners. October 2010. Participation: Feasibility and Security Regulations for Minors in Social Networks.

Presentation and participation in the conference "Disadvantaged Populations and Communication: Accessibility Challenges and the Digital Divide" 2010. Tel Aviv University.

Presentation and attendance at **CA World 2007 -** IT Related Digital Environments. **United States**, 2007. Presentation and attendance: Israel's population at the E-Readiness. **Articles Published**.

Presentation at **ICT Bbig'n 2004**. Presentation: Immigrants, Equity and the Digital Gap in Israel. Social Change in the Age of Globalization.

Presentation and attendance at Computer and education conference (CAE) over the years 1992- 2013. I have participated in research conferences and participated in discussion forums. In some of the years I participated in the conference committee. The topics I presented were about computer literacy and the assimilation of learning environments.

Presentation and attendance at Israel Internet Association (ISOC), over the years 2001 – 2014. I participated in panels, and in some years I participated in the conference committee. I talked about the surfing habits of children in social networks.

Presentation and attendance at National conferences teacher training, Presentation and participation in these conferences over the past few years. The topics I presented were about computer literacy and the assimilation of educational environments in higher education.

Presentation and attendance at the Israel Communication Association (ISCA) conference over the years. Presentation "Series and Social Networks - Feasibility, Advantages and Disadvantages". The performances in recent years have been mainly about interpersonal communication of children on the Internet in general and in social networks in particular.