

CURRICULUM VITAE**1. Personal Details**

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2. Higher Education

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
2011 – 2012	Beit Berl College	Teaching certificate	2012
1999 – 2006	Hebrew University of Jerusalem, Evolution, Systematics and Environment	Ph.D.	2006
1996 – 1999	Tel Aviv University, Zoology and Environment Studies	M.Sc.	1999
1993 – 1996	Bar Ilan University, Biology	B.Sc.	1996

Title of Doctoral Dissertation:

Environmental effects on parental care decisions in the Lesser Kestrel (Falco naumanni). Thesis Supervisors: Prof, Uzi Motro & Prof. David Saltz.

Title of Master Thesis:

The nocturnal migration of birds over the central region of Israel. Thesis Supervisors: Prof, Yoram Yom-Tov & Dr. Yossi Leshem.

3. Academic Ranks and Tenure in Institutes of Higher Education

Dates	Name of Institution and Department	Rank/Position
4/2025	Kibbutzim College of Education Technology and the Arts, Science department	Prof.
5/2021	Kibbutzim College of Education Technology and the Arts, Science department	Senior Lecturer

9/2017	Kibbutzim College of Education Technology and the Arts, Science department	Lecturer
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4. Offices in Academic Administration and Non Academic Administration

A1. Offices in academic administration – National

Dates	Position	Institution
3/2025	Head of a student delegation to study in Germany	Kibbutzim College of Education Technology and the Arts, Science department
7/2023	Dean of science faculty	Kibbutzim College of Education Technology and the Arts, Science department
2013 – 2018	Head of science department	Kibbutzim College of Education Technology and the Arts, Science department

A2. Offices in Academic Administration – International

Dates	Position	Institution
10/2024	Editorial Member	Journal of Earth and Environmental Sciences Research Journal of Higher Education Studies
4/2024	Editorial Member	International Journal of Education and Learning Journal
7/2023	Member of advisory board	Project Possible Nepal (PPN) - provide advice about the direction the organization should follow

A3. Offices in non-academic administration – National

Dates	Position	Institution
*12/2025	Council member	Society for the Protection the Nature in Israel

* Since receiving the professorship

A4. Offices in non-academic administration – International National

Dates	Position	Institution
*8/2025	Chairholder, UNESCO Chair in Eco-humanistic Education, Kibbutzim College of Education, Tel Aviv, Israel (2025–2029)	UNESCO

* Since receiving the professorship

B. Duties and Committees in Academic Administration

Dates	Position	Institution
2023	Director of program focused on fostering personal and group resilience for students originating from conflict areas in the Western Negev	Kibbutzim College of Education Technology and the Arts, Science department
2022	Head of a student delegation to Nepal	Kibbutzim College of Education Technology and the Arts, Science department
2018 – Today	Member of the college's ethics committee	Kibbutzim College of Education Technology and the Arts, Science department
2018 – 2023	Member of the appointments committee for senior staff	Kibbutzim College of Education Technology and the Arts, Science department
2016	Head of a student delegation to Nepal	Kibbutzim College of Education Technology and the Arts, Science department
2015 – 2016	Member of the steering committee of the brain research program in education	Kibbutzim College of Education Technology and the Arts, Science department
2015 – 2016	Head of qualitative research team	Kibbutzim College of Education Technology and the Arts, Science department
2015	Member of the steering team of outdoor learning	Kibbutzim College of Education Technology and the Arts, Science department
2014 – 2019	Member of the steering team of the Green Council	Kibbutzim College of Education Technology and the Arts, Science department

Dates	Position	Institution
2012 – 2015	Coordinator of sustainability courses	Kibbutzim College of Education Technology and the Arts, Science department
2011 – Today	Member of the master's steering team	Kibbutzim College of Education Technology and the Arts, Science department
2011 – Today	Member of the undergraduate steering team	Kibbutzim College of Education Technology and the Arts, Science department
2011 – 2012	ICT representative	Kibbutzim College of Education Technology and the Arts, Science department

5. Scholarly Positions and Activities Outside the Institution

A. Active Participation in Academic Committees

Dates	Position	Institution
2025	Invited lecture	Goethe University Frankfurt
2024	Reviewer team of IJCE	International Journal of Changes in Education
2022 – 2023	Committee member	Indonesian Journal of Educational Research and Review
2021 – 2022	Committee member	Journal of Higher Education Studies
2020 – 2021	Committee member	Interdisciplinary Journal of Environmental and Science Education
2020 – 2021	Committee member	International Journal of Sustainable Development Research

B. Ad-Hoc Reviewer for Journals

Dates Journals

*2026 Youth

Interdisciplinary Journal of Environmental and Science Education
Social Sciences

Canadian Journal of Environmental Education
Education Sciences

Sustainability

Journal of Outdoor and Environmental Education

2025 Sustainability

Prof. Adiv Gal

- Education, Citizenship and Social Justice
- Higher Education Studies
- Education Sciences
- Humanities and Social Sciences Communications
- 2024 Journal of Outdoor and Environmental Education
- Interdisciplinary Journal of Environmental and Science Education
- Environmental Education Research
- International Journal of Sustainability in Higher Education
- 2023 International Journal of Sustainability in Higher Education
- Children's Geography
- Education Science
- Sustainability
- Hungarian Educational Research Journal
- 2022 Sustainability
- Interdisciplinary Journal of Environmental and Science Education
- Applied Environmental Education & Communication
- 2021 Interdisciplinary Journal of Environmental and Science Education
- Sustainability
- Environmental Education Research
- 2020 Interdisciplinary Journal of Environmental and Science Education
- Australian Journal of Environmental Education
- European Journal of Educational Research
- "Dapim" Journal

* Since receiving the professorship

C. Ad-Hoc Reviewer of Book Journals

Dates	Name of the Book	Publisher
2024	The Art of Attentive Teaching: Thinking Journey and Dynamic Learning	Brill

D. Reviewing for International Conferences and Seminars

- *2026 Eridob 2026
- *2025 AERA 2026
- 2024 Eridob 2024
- 2023 8th International Conference on Teacher Education "Passion and Professionalism in Teacher Education"
- 2021 The 65th Comparative and International Education (CIES)
- 2019 The 63th Comparative and International Education (CIES); The Story of Innovation in Teacher Education; The 92th National Association for Research in Science Teaching (NARST)
- 2018 The 91th National Association for Research in Science Teaching (NARST); The 62th Comparative and International Education (CIES)
- 2017 The 90th National Association for Research in Science Teaching (NARST)

E. Reviewing for National Conferences and Seminars

- *2026 54th Annual Conference on Science and the Environment
- 2025 Israeli Conference on Research in Education 2025
- 2023 Lecturers' research conference – Kibbutzim College
- 2022 Lecturers' research conference – Kibbutzim College
- 2020 Lecturers' research conference – Kibbutzim College

6. Participation in Scholarly Conferences

A. Active Participation

International conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*6/2025	IAIE	Budapest, Hungary	Integrating Multiple Intelligences and 21st-Century Skills in Environmental Education: A Case Study on the Lesser Kestrel	Gal, A.
*6/2025	IAIE	Budapest, Hungary	NIRIS Project: Online Collaboration between Student Teachers from Israel and Northern Ireland on Ecological Issues	CO work: McCormick, B., Gal, A. , Najami, N., Amichai-Hamburger, Y., Austin, R., Joseph, G., & Shonfeld, M.
*6/2025	IAIE	Budapest, Hungary	AI Tools in Environmental Education: Facilitating Creative Learning about Complex interaction in nature	CO work: Gal, A. , & Sachyani, D
*4/2025	AERA	Denver, Colorado	Hackathons Promoting Environmental Citizenship: Attitudes of 5th-Grade Students,	Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			Educators, Ornithologists, and High-Tech Workers	
*4/2025	AERA	Denver, Colorado	A Journey of Empowerment and Healing in the Heart of the Desert	CO work: Gal, A. , Scacham, M., Frogel, S.
3/2025	INTED	Valencia, Spain	AI tools in Environmental Education: Facilitating Creative Learning about Complex Interaction	Gal, A.
2/2024	WEEC	Abu Dhabi	From Recycling to Sustainability Principles: The Perceptions of Undergraduate Students Studying Early Childhood Education of an Education for Sustainability Course	Gal, A.
9/2023	Annual conference of the subdivision on education for sustainable development (ESD)	Heidelberg, Germany	To teach or not to teach climate change education - the perception of sixth graders in northern Israel	Gal, A.
7/2023	IUT	Putrajaya, Malaysia, online conference	Collaborative self-study with pre-service teachers to improve the teaching of science	Gal, A.
4/2023	AERA	Chicago, USA, online conference	Can sixth graders reduce inequality in climate change?	Gal, A.
2/2023	CIES	Washington, USA	Sixth-graders perception about climate change education	Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
1/2023	Annual Hawaii international conference on education	Hawaii, USA	Pre-service teachers' perspective on SEL through the book creator during Covid-19 lockdowns	CO work: Sachyani, D., Yarom, H., & Gal, A.
4/2022	AERA	San Diago, California, USA	Environmental and sustainability education, ecohumanism, and students' emotional response to Lesser Kestrel	CO work: Gal, A. , & Gan, D.
3/2022	WEEC	Prague, Czech Republic	Arab teachers' perceptions of the classroom climate following the use of green school grounds	CO work: Lev, N., Gan, D., & Gal, A.
3/2022	WEEC	Prague, Czech Republic	A solution for invasive species through the lens of eco-humanism	
3/2022	WEEC	Prague, Czech Republic	Perception of early-childhood-education (ece) students and kindergarten teachers of science studies in their professional development	CO work: Schori, H., & Gal, A.
3/2022	WEEC	Prague, Czech Republic	The perceptions of fifth graders following service learning - the case of the Lesser Kestrel Day	
9/2021	EERA	Geneva, Switzerland	Teachers' professional commitment: personal and organizational aspects	CO work: Arviv-Elyashiv, R., & Gal, A.
6/2021	IAIE	Tel Aviv, Israel	Social-Ecological Systems within the framework of Jewish-Arab conflict in Israel	CO work: Gal, A. , & Gan, D.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
6/2021	IAIE	Tel Aviv, Israel	Green school grounds as spaces for learning generates educational perception change and contribute to Israeli Arabs schools	CO work: Lev, N., Gan, D., & Gal, A.
6/2021	IAIE	Tel Aviv, Israel	Ecohumanism in practice - social-ecological systems within the framework of Jewish-Arab conflict in Israel	CO work: Gal, A. , & Gan, D.
4/2021	AERA	Virtually due to the corona closures	COVID-19 & storytelling: a teaching model proposal based on examining the motives of a heterogeneous audience	CO work: Sachyani, D., & Gal, A.
4/2021	CIES	Virtually due to the corona closures	Long-term environmental education program: School culture and teachers' feelings	CO work: Netzer, M., Gal, A. , & Gan, D.
4/2021	CIES	Virtually due to the corona closures	The responsibility and role of the teachers leads processes of peer teaching - the perception of teachers and students	CO work: Gal, A. , & Falik, O.
4/2021	CIES	Virtually due to the corona closures	Green school's persistence in implementing environmental education, according to the perceptions of the school staff	CO work: Aseo, O., Gal, A. , & Gan, D.
9/2020	EERA	Glasgow, Scotland - Canceled due	KPSC model – knowledge-pedagogy-student-centered	CO work: Gan, D., & Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
		to the corona closures	model – "food web of science teaching" model	
9/2020	EERA	Glasgow, Scotland - Canceled due to the corona closures	No crocodile in the river: Multicultural perspectives of children's environmental stories	CO work: Gan, D., & Gal, A.
3/2020	CIES	Miami, USA - Canceled due to the corona closures	Attentive teaching as a basis for creating conceptual change in comprehension of social-ecological systems	CO work: Nevo, E., Shur, Y., Gan, D., & Gal, A.
3/2020	CIES	Miami, USA - Canceled due to the corona closures	Diverse teaching experiences in pre-service teachers EfS program – action research on curriculum and teaching development for students of generation Z	CO work: Sachyani, D., Schori, H., Assaf, N., Gan, D., & Gal, A.
3/2020	CIES	Miami, USA - Canceled due to the corona closures	Eco schools - Comparative study, Hungary vs. Israel	CO work: Gan, D., Gal, A. , Varga, A., & Könczey, R
3/2020	CIES	Miami, USA - Canceled due to the corona closures	Not only knowledge construction in higher education, but also "hands" and "heart"	
11/2019	WEEC	Bangkok, Thailand	College students' perceptions of social-ecological systems within the framework of Jewish-Arab conflict in Israel	CO work: Gal, A. , & Gan, D.
11/2019	WEEC	Bangkok, Thailand	M-Learning, GIS technology and	Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			environmental education as part of a project to protect endangered species	
11/2019	WEEC	Bangkok, Thailand	Informal environmental education in formal contexts: long-term program to save the Lesser Kestrel in Israel	CO work: Gan, D., & Gal, A.
9/2019	EERA	Hamburg, Germany	Hierarchy of needs of persistent mathematics and science teachers	CO work: Arviv-Elyashiv, R., & Gal, A.
9/2019	EERA	Hamburg, Germany	Imagine that you have the best school: Children draw the ideal environmental school	CO work: Gan, D., Zybert, Y., & Gal, A.
9/2019	EERA	Hamburg, Germany	Self-efficacy for promoting education for sustainability in pre-service teacher college: Students and instructors perspectives	CO work: Gan, D., & Gal, A.
9/2019	EERA	Hamburg, Germany	Do eco-schools really help implementation of ESD?	CO work: Gan, D., Gal, A. , Varga, A., & Könczey, R.
6/2019	IUT	Tel Aviv, Israel	Education for sustainability - our future education: Pedagogical skills versus content knowledge in pre-service sustainability courses	CO work: Gal, A. , & Gan, D.
6/2019	IUT	Tel Aviv, Israel	The benefit of the education for sustainability overseas course	Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
4/2019	CIES	San Francisco, USA	Fifth grade students help to protect endangered species with mobile phones and GIS technology	Gal, A.
4/2019	CIES	San Francisco, USA	Student emotional response to the Lesser Kestrel program	CO work: Gan, D., & Gal, A.
9/2018	EARLI	Klagenfurt, Austria	Teaching for understanding social-ecological system using dynamic learning and thinking journey	CO work: Schur, Y., Gal, A. , Gan, D., & Nevo, E.
9/2018	EERA	Bolzano, Italy	Students' emotional response to place based education focused on protecting the Lesser Kestrel	CO work: Gan, D., Gal, A. , Fallik, O., & Vaknin, M.
9/2018	EERA	Bolzano, Italy	Inclusion versus exclusion of Jewish and Arab students within the framework of an environmental education-social justice course in Israel	CO work: Gan, D., & Gal, A.
9/2018	EERA	Bolzano, Italy	Developments in students' environmental citizenship following a social and educational experience in Nepal	CO work: Gal, A. , & Gan, D.
3/2018	CIES	Mexico City, Mexico	Social-ecological systems as perceived by Arab and Jewish students via drawing analysis	CO work: Gal, A. , & Gan, D.
3/2018	NARST	Atlanta, USA	Organizational change: Pre-service students	CO work: Gan, D., & Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			leading environmental change in college	
3/2018	NARST	Atlanta, USA	College students' perceptions of social ecological systems in a multicultural society context	CO work: Gal, A. , & Gan, D.
7/2017	IUT	Tel Aviv, Israel	Pedagogical skills as a foundation for independent learning in pre-service sustainability courses	CO work: Gal, A. , & Gan, D.
7/2017	IUT	Tel Aviv, Israel	Transformative learning: Diverse teaching methods, alternative assessment, learning outcomes, and student perception	CO work: Gan, D., & Gal, A.
7/2017	EERA	Copenhagen, Denmark	Pro-environmental behavior in the private and public spheres: self-efficacy for promoting EfS among Israeli pre-service teachers	CO work: Gan, D., & Gal, A.
7/2017	EERA	Copenhagen, Denmark	Sustainability and transformative learning in higher education: Arab and Jewish students' perceptions of social ecological systems	CO work: Gal, A. , & Gan, D.
4/2017	AERA	San Antonio, USA	What went well? Long-term environmental education in an elementary school in Israel	CO work: Gal, A. , & Gan, D.
4/2017	AERA	San Antonio, USA	Informal science learning in formal contexts:	CO work: Gan, D., & Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			Children help to save endangered falcon in Israel	
4/2017	NARST	San Antonio, USA	Content knowledge versus pedagogical skills: What should we emphasize in pre-service sustainability courses?	CO work: Gal, A. , & Gan, D.
3/2017	CIES	Atlanta, USA	The impact of multiculturalism on college students' perceptions of social ecological systems	CO work: Gal, A. , & Gan, D.
3/2016	CIES	Vancouver, Canada	Long-term environmental education program in an elementary school principal and teachers perspective	CO work: Gan, D., & Gal, A.
7/2013	ICCB	Baltimore, USA	Wildlife corridors to improve the connectivity between a mediterranean nature park and its surroundings, using camera traps	CO work: Gal, A. , Arnon, A., Hadar, L., Gaiget, T. & Rainer, I.

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National conferences

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*7/2026	54th Annual Conference on Science and the Environment	Congress Center, Nation Buildings, Jerusalem	When Nature Doesn't Cooperate - A Fifth Grader's Perspective on the Failure of a Conservation Project	Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
* 5/2026	The human dimension in the age of artificial intelligence	MOFET institute	Inside Look: The Process of Teaching Students Getting Accustomed to AI Technologies	CO work: Sachyani, D., & Gal, A.
*12/2025	The 65th Conference of the Israeli Geographical Society - Geography of Revolutions: Society, Environment, Information	Beer Sheva University	Ofakim journey: a journey to another space and another time	Gal, A.
*12/2025	The Day After the War - Coping and Recovering from Trauma	Haifa University	Group, movement, nature: desert resilience journeys for youth surrounded by Gaza as a supportive intervention after 7.10.23	CO work: Shaham, M., & Gal, A.
*11/2025	Forest Research Conference of KKL-JNF: Restoration, Monitoring, and Management of Forests, Open Landscapes, and Wetland Habitats	Hagmon Haula	Intergenerational environmental education to encourage climate change activism	Gal, A.
*10/2025	Opening conference of academic year	Kibbutzim College	The road to acceptance: exploring the process of teacher candidates' adaptation to artificial intelligence tools	CO work: Sachyani, D., & Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
*10/2025	Opening conference of academic year	Kibbutzim College	An unforgettable lesson: adults' experiences from a fifth grade environmental program	Gal, A.
1/2025	Reconnecting - Resilience, Education, Community, Place	Key College	Resilience journey: A supportive intervention for youth from the communities around Gaza	CO work: Gal, A., & Shaham, M.
11/2024	The 1st Ramat Hanadiv Conference to connect human and nature	Ramat Hanadiv	Resilience journey: A supportive intervention for youth from the communities around Gaza	CO work: Gal, A., & Maitrey Shaham
10/2024	Opening conference of academic year	Kibbutzim College	Hackathon as a promoter of STEM teaching	Gal, A.
7/2024	The lecturers' conference – closing of the 2024 academic year	Kibbutzim College	The college's journeys of resilience	CO work: Gal, A., & Maitrey Shaham
10/2022	Opening conference of academic year	Kibbutzim College	From recycling to education for sustainability - the perceptions of students of a course in education for sustainability	Gal, A.
10/2021	Opening conference of academic year	Kibbutzim College	Designing the attitude towards invasive species through an eco-humanist approach: Lesser Kestrel and Myna as a case study	Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
10/2021	Opening conference of academic year	Kibbutzim College	How do preschool students perceive the science lessons compared to the kindergartens	Gal, A.
10/2021	Opening conference of academic year	Kibbutzim College	Students' perception of the Book Creator's role as a promoter of SEL processes in distance learning during the Corona period	CO work: Sachyani, D., Yarom, H., & Gal, A.
7/2021	The annual science and environment conference	Tel Aviv University	The perception of teachers from the Arab sector of the classroom climate following the use of green learning spaces and the design elements	CO work: Lev, N., Gal, A. , & Gan, D
2/2021	The sociological association in Israel	Bar-Ilan University	"There are no alligators in Nahal Taninim" - environmental stories of children from different cultures	CO work: Svirski, M., Gal, A. , & Gan, D,
10/2020	The annual science and environment conference	Haifa University	Green learning spaces create change	CO work: Lev, N., Gal, A. , & Gan, D
10/2020	The annual science and environment conference	Haifa University	The characteristics of school culture with an emphasis on teachers' feelings in schools where long-term environmental education programs are implemented	CO work: Netzer, M., Gal., A. , & Gan, D.
10/2020	Lecturers' research conference	Kibbutzim College	The motivations of a non - scientific audience to attend online science	CO work: Sachyani, D., & Gal, A.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			lectures through storytelling	
10/2020	Lecturers' research conference	Kibbutzim College	Active or passive - what do the teachers prefer in their professional training?	Gal, A.
10/2019	Lecturers' research conference	Kibbutzim College	A different student experience in the science department - how actions and research made it possible to develop and create adaptations in the science department for Generation Z	CO work: Sachyani, D., Schori, H., Assaf, N., Gan, D., & Gal, A.
6/2019	The annual science and environment conference	Tel Aviv University	The ideal environmental school from elementary school students' perspective	CO work: Zibet, Y., Gal, A. , & Gan, D.
6/2019	The annual science and environment conference	Tel Aviv University	How do 5th grade students cope in the age of mobile learning (M-Learning) with smart phones and a GIS application in the environmental education program?	Gal, A.
6/2019	Lecturers' research conference	Kibbutzim College	A different student experience in Nepal	Gal, A.
1/2019	The Israeli association for comparative education	Ben Gurion University	Jewish and Arab students' perception of the concept of social ecological systems related to the Arab-Jewish conflict	CO work: Gal, A. , & Gan, D.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
10/2018	Lecturers' research conference	Kibbutzim College	The contribution of drawings and their explanation to the understanding of the concept of social-ecological systems among environmental education students in the master's degree following a course on the subject	CO work: Gan, D., & Gal, A.
10/2018	Lecturers' research conference	Kibbutzim College	Processes that create change - students lead environmental change at the Kibbutzim College	CO work: Gan, D., & Gal, A.
2/2018	The Sociological Association in Israel	Ben Gurion University	Characterization of thought structures in the subject of systemic thinking using the Repertory Grid research tool	CO work: Ben-Zvi - Assraff, O., Gan, D., & Gal, A.
2/2018	The Sociological Association in Israel	Ben Gurion University	Perceptions of students from different cultures on the concept of social ecosystems	CO work: Gal, A. , & Gan, D.
2/2018	The Sociological Association in Israel	Ben Gurion University	Transformative learning as a tool for creating an environmental discourse and designing an environmental identity against the background of social ecological systems in Israel	CO work: Gan, D., & Gal, A.
2/2017	Lecturers' research conference	Kibbutzim College	Multicultural influences on students' perceptions of socio-ecological system	CO work: Gal, A. , & Gan, D.

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
10/2016	The annual science and environment conference	Tel Aviv University	Self-efficacy to educate for sustainability	CO work: Gan, D., & Gal, A.
10/2011	Lecturers' research conference	Kibbutzim College	Are Israeli teachers ready for the online challenge?	Gal, A.
12/2007	Zoological Society Conference	Open University	Mechanism of establishing a colony of Lesser Kestrel in Carmel	CO work: Gal, A. , Woodly, B., Miller, Y., Zaltz, D., & Motro, U.
12/2007	Zoological Society Conference	Open University	The factors influencing the selection of the site and the time of nesting in the Lesser Kestrel	CO work: Gal, A. , Katanelson, I, Chitronblat, C, Sholman-liven, Y., Zaltz, D., & Motro, U.
12/2006	Zoological Society Conference	Hebrew University	Different expression levels of behavioral flexibility in parental care in Lesser Kestrel	
12/2005	Zoological Society Conference	Hebrew University	The influence of the environment on different expression levels of the behavioral flexibility in parental care in the Lesser Kestrel (<i>Falco naumanni</i>)	CO work: Gal, A. , Woodly, B., Miller, Y., Zaltz, D., & Motro, U.
12/2004	Zoological Society Conference	Hebrew University	The factors influencing the choice of the site and the	CO work: Gal, A. , Woodly, B.,

Date	Name of Conference	Place of Conference	Subject of Lecture/Discussion	Role
			time of nesting in Lesser Kestrel	Miller, Y., Zaltz, D., & Motro, U..

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B. Organization of Conferences or Sessions

Dates	Name of Conference	Place of Conference	Subject of role Conference/ Role at Conference/ Comment	Role
*2026	54th Annual Conference on Science and the Environment	Israel	Science and the environment	A steering team member
2022	WEEC	Czech Republic	Environmental education, sustainable development, and sustainability education	A steering team member
2022	WEEC	Czech Republic	Environmental education, sustainable development, and sustainability education	Session Chairman (2 sessions)
2018 – 2019	Opening conference of an academic year	Kibbutzim College of Education Technology and the Arts	Education	A steering team member
2018	Conference on bird science education	Kibbutzim College of Education Technology and the Arts	Education for ornithology	The initiator, manager, and steering team member

2017 – 2023	The conference for environmental education of the master's degree	Kibbutzim College of Education Technology and the Arts	Environmental education, sustainable development, and sustainability education	The initiator, and steering team member
2015 – 2018	The Israeli conference for environmental education	Beit Berl College / Kibbutzim College of Education Technology and the Arts	Environmental education, sustainable development, and sustainability education	Member of the steering team of the environmental education conference
2015	The Israeli conference for environmental education	Beit Berl College	Environmental education, sustainable development, and sustainability education	Session Chairman
2014 – 2020	The educational conference of the sciences department	Kibbutzim College of Education Technology and the Arts	Science education	The initiator, manager, and steering team member
2014 – 2018	The Israeli conference for environmental education	Alternating between Beit Berl College & Kibbutzim College of Education Technology and the Arts	Environmental education, sustainable development, and sustainability education	A steering team member
2014	The Israeli conference for environmental education	Kibbutzim College of Education Technology and the Arts	Environmental education, sustainable development, and sustainability education	Session Chairman
2011	Vulture's conference	Tel Aviv University	Ornithology	A steering team member

1997 – 2000	Birds' conference	Tel Aviv University	Ornithology	A steering team member
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7. Research Grants

A. Grants Awarded

Role in research	Co-Researchers	Topic	Funded by/ Amount	Year
*PI		Echoes in Memory: The Lasting Imprint of the Experiences of Graduates of the Master's Degree in Environmental Education Program	NOFET / 23,475 NIS	2026
*Co-PI	Dr. Maayan Neder	Sustainable Campus - Promoting and Expanding the Sustainability Leaders Course	VATAT / 250,000 NIS	2025
PI		International course development	Kibbutzim College of Education Technology and the Arts / NIS 3,000	2024
PI		An educational project in Ofakim – Scholarships for students	Home – 100,000 NIS	2024
PI		An educational project in Ofakim – Makeri room	Joint – Asalim / 500,000 NIS	2024
PI		An educational project in Ofakim	Brothers and sisters to Israel / NIS 902,000	2024
PI		An educational project in Ofakim	WIX / NIS 140,000	2024
PI		International course development	Kibbutzim College of Education Technology and the Arts / NIS 5,000	2023
PI		Intergenerational social education as encouraging	JNF / NIS 208,140	2023

Role in research	Co-Researchers	Topic	Funded by/ Amount	Year
		hope-based environmental activism on climate change as part of disaster risk reduction		
PI		Intergenerational education to encourage environmental activism on climate change as part of disaster risk reduction	Mofet / NIS 10,000	2023
PI		Evaluation of an environmental curriculum	Ramat Hanadiv / NIS 15,000	2023
PI		International course development	Kibbutzim College of Education Technology and the Arts / NIS 5,000	2022
PI	The management team of Alona School	Green construction	Ministry of Education / NIS 200,000	2020
PI / Co-PI	Dr. Dafna Gan	A partnership between the academy and the field	Chief scientist / NIS 24,796	2020
PI / Co-PI	Dr. Dafna Gan	The contribution of green learning spaces in the elementary schools	Joint / NIS 360,000	2017
PI		Multicultural influences on students' perception of the concept of social ecological systems	Kibbutzim College of Education Technology and the Arts / NIS 5,000	2017
PI / Co-PI	Dr. Rinat Arviv-Elysiv	What motivates science teachers to persist in teaching?	Mofet / NIS 40,000	2015
PI		Validation of research tools	Mofet / NIS 4,000	2015
PI		Sustainability courses	Kibbutzim College of Education	2014

Role in research	Co-Researchers	Topic	Funded by/ Amount	Year
			Technology and the Arts / NIS 8,000	
PI		The effect of lesson summaries in the form of active learning on student achievement	Kibbutzim College of Education Technology and the Arts / NIS 8,000	2012
Co-PI	Dr. Noam Gressel, Dr. Rafi Netzer	A model for ecological reclamation of a mosaic of agricultural areas and watering points with natural areas	Nekodat Chen / NIS 60,000	2005
PI		The ecology of the Lesser Kestrel	Jerusalem Zoo / NIS 5,000	2001

* Since previous promotion

B. Submission of Research Proposals – Not Funded

Role in research	Co-Researchers	Topic	Funded by/ Amount	Year
*Co		Comparing perceptions and implementation of Education for Sustainable Development (ESD) in Israel and Hungary from the perspectives of students, parents, and teachers.	Kibbutzim College / 11,250 NIS	2026
*Co		Nature as a Restorative Space: Uncovering the Therapeutic Power of Natural Landscapes	ISF / 1,142,700 NIS	2026
*Co		Artificial Intelligence in Learning and Teaching: Attitudes, Concerns, and Expectations Among Students Beginning Their Academic Path	MITAL / NIS 11500	2025
*Co-PI	Dr. Iris Alkachar, Dr. Maayan Neder	Resident Perspectives and Use of Peri-Urban Forests	KKL / NIS 298,901	2025

Role in research	Co-Researchers	Topic	Funded by/ Amount	Year
*Co-PI	EcoPeace	Reducing Intercommunal Tension through Environmental Peacebuilding in Education	US Embassy / \$ 149,428	2025
PI		Scientific Educational Program in the Western Negev	ICA-Israel / \$100,000	2025
Co-PI	Dr. Arnon Ben Israel	Implementation of Place-based pedagogical language, practice, and skills in the Anthropocene era - an in-depth study of four case studies in Israel	Israel Science Foundation / \$ 75,000	2024
Co-PI	SEED	A partnership between the academy and the field	European capacities for citizen deliberation and participation for the Green Deal / Euro 4,852,000	2021
Co-PI	Dr. Dafna Gan	Outdoor education in green school grounds to minimize social educational gaps in Arabs schools, and low SES Jewish communities in Israel	Spencer Foundation / \$ 50,000	2020
PI		Active or passive - what do the students of the science department prefer in their professional training?	Kibbutzim College of Education Technology and the Arts / NIS 8,000	2019
PI		An environmental educational program based on a place for the perception of children, teachers, and visitors	Kibbutzim College of Education Technology and the Arts / NIS 8,000	2018

* Since receiving the professorship

8. Scholarships, Awards and Prizes

Date	The Source of the Award	Reason for the Award	Amount of Money
*2026	Kibbutzim College of Education Technology and the Arts	Ecology	NIS 3,500
2025	Kibbutzim College of Education Technology and the Arts	Hydrospheres of Ireland and Israel - Multicultural Ecological Exploration	NIS 9,500
2024	Kibbutzim College of Education Technology and the Arts	Requirements for Quality Digital Teaching Standards: Field Trips Course - North Campus	Without monetary reward
2024	Kibbutzim College of Education Technology and the Arts	Requirements for Quality Digital Teaching Standards: Biodiversity	Without monetary reward
2024	Kibbutzim College of Education Technology and the Arts	A standard mark for a quality hybrid course: Climate change education	Without monetary reward
2023	Kibbutzim College of Education Technology and the Arts	A standard mark for a quality hybrid course: Outdoor learning & Ecology	Without monetary reward
2022	Kibbutzim College of Education Technology and the Arts	International course development	NIS 5,500
2022	Kibbutzim College of Education Technology and the Arts	A standard mark for a quality hybrid course: Biodiversity,	Without monetary reward

Date	The Source of the Award	Reason for the Award	Amount of Money
		Nature, Nature resources	
2021	Journal of ecology & environment	One of the 12 popular articles	Without monetary reward
2017 – 2022	Student Association - Kibbutzim College of Education Technology and the Arts	An inspiring lecturer	Without monetary reward
2015 – 2017	Kibbutzim College of Education Technology and the Arts	Research hours	Without monetary reward

* Since receiving the professorship

9. Teaching

A. Courses Taught in Recent Years

Year	Name of Course	Type of Course Lecture/Seminar/ Workshop/High Learn Course/ Introduction Course (Mandatory)	Degree	Number of Students
2024 – Today	Climate change education	Introduction Course (Mandatory)	B.Ed.	20
2022/23	Creative thinking in outdoor science teaching	Introduction Course (Mandatory)	B.Ed.	24
2010 – Today	Ecology	Introduction Course (Mandatory)	B.Ed.	On average, there are 35 students per year
2012 – Today	Northern Studies Camp	Introduction Course (Mandatory)	B.Ed.	On average, there are 17 students per year
2010 – Today	Nature	Introduction Course (Mandatory)	B.Ed.	On average, there are 28

Year	Name of Course	Type of Course Lecture/Seminar/ Workshop/High Learn Course/ Introduction Course (Mandatory)	Degree	Number of Students
				students per year
2014 – 2020	Vertebrates	Introduction Course (Mandatory)	B.Ed.	On average, there are 17 students per year
2016 – 2020	Children and animals	Introduction Course (Mandatory)	B.Ed.	On average, there are 28 students per year
2018 – Today	Biodiversity	Introduction Course (Mandatory)	B.Ed.	On average, there are 22 students per year
2019 – 2021	Sustainability	Introduction Course (Mandatory)	B.Ed.	On average, there are 29 students per year
2018 – Today	Natural Resources	Course Lecture	M.Ed.	On average, there are 15 students per year
2014 – Today	How to write an academic paper	Seminar	M.Ed.	On average, there are 17 students per year
2012 – Today	Biosphere in an era of environmental crisis	High Learn Course	M.Ed.	On average, there are 20 students per year
2014 – Today	Social ecological system	High Learn Course	M.Ed.	On average, there are 20 students per year

B. Supervision of Graduate Students – M.Ed.

Name of student	Title of Thesis	Degree	Date of Completion / in Progress	Co-supervisor	Students' achievements
Hagit Yosha	Connecting the students to nature, the environment and Nahal Taninim following their participation in an environmental educational program	M.Ed.	In progress	Dr. Dafna Gan	
Tara Elad	Students' self-efficacy to lead environmental change following participation in an environmental education program	M.Ed.	2023	Prof. Amos Dryfus, Dr. Dafna Gan	88
Erez Laxman	Educational agricultural farm. A vision, in practice at a farm for agricultural education As a site for implementing environmental education	M.Ed.	2022	Dr. Dafna Gan	93
Talya Eshet	Classroom climate before and after a pedagogical intervention in the implementation	M.Ed.	2022	Dr. Dafna Gan	91

Name of student	Title of Thesis	Degree	Date of Completion / in Progress	Co-supervisor	Students' achievements
	of an environmental study unit that focuses on diverse pedagogies				
Yoav Keren	Teachers' perception from the Arab sector of classroom climate as result of green learning spaces and design elements usage	M.Ed.	2021	Dr. Roy Kozlovsky, Dr. Dafna Gan	
Orel Aso	The persistence of green schools in the implementation of environmental education – According to the perception of the schools' staff	M.Ed.	2020	Prof. Oren Pizmony-Levi, Dr. Dafna Gan	91
Moria Netzer	School culture characteristics specifically teacher's feelings in schools with long term environmental education programs	M.Ed.	2019	Prof. Amos Dryfus, Dr. Dafna Gan	95

* Since receiving the professorship

C. Supervision of Graduate Students – Final Project

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Co-supervisor
Yael Zibert	An ideal environmental school	M.Ed.	2021	Dr. Dafna Gan
Lea Gol-Tarshis	Teacher perceptions of their collaborative work in a place-based program	M.Ed.	2019	Dr. Orna Falik
Mital Vaknin	Examining a place-based educational program from the point of view of the graduates of the environmental program	M.Ed.	2019	Dr. Orna Falik
Fani Gilat	A survey of a variety of plant species - mapping of potential animal crossings	M.Ed.	2018	
Semdar Shemesh-Agvava	The activity of predators along road 652	M.Ed.	2018	
Michal Zichov-Raz	The composition of the food of Barn Owl	M.Ed.	2017	
Iris Rainer	The effect of widening Highway 652 on vegetarian mammals	M.Ed.	2017	
Ali Giger	The effect of the expansion of Highway 652 on carnivorous mammals	M.Ed.	2017	
Hana Myoset	Effectiveness of the Crow Traps	M.Ed.	2016	
Dana Yichia	The effect of road development on animal trampling	M.Ed.	2015	
Yizak Robas	Factors affecting the selection of nesting sites in the Lesser Kestrel	M.Ed.	2015	
Trawat Harzala	"Zemer" - Community Forest	M.Ed.	2015	Dr. Rinat Arviv-Elyashiv
Rachel Shalit	Jordan Park as a model for planning urban parks	M.Ed.	2014	
Hagit Antar	The effect of the degree of development in an urban	M.Ed.	2013	

Name of Student	Title of Thesis	Degree	Date of Completion / in Progress	Co-supervisor
	area on the distribution of ruderal species			
Dorit Badar	The effect of an environmental curriculum on cognitive, emotional, and behavioral aspects	M.Ed.	2013	Dr. Michal Keren
Nagib Elhag	Characteristics of fishing rods in the Hoof Bonim reserve	M.Ed.	2012	
Ines Zbidi	The effect of road 652 - Zichron Ya'akov - Binyamin road on the passage of large mammals	M.Ed.	2011	
Veded Danoch	The diversity of bird species along an urban-rural gradient in Tel Aviv	M.Ed.	2011	

10. Professional Experience

A. Membership in Professional/Scientific Societies

Dates	Journals
2023	International Congress for Conservation Biology (ICCB)
2017 – Today	American Educational Research Association (AERA)
2017 – Today	Comparative and International Education Society (CIES)
2018 – 2019	European Educational Research Association (EERA)
2018 – 2019	National Association for Research in Science Teaching (NARST)

B. Employment History

Dates	Position	Institution
2004 – Today	Teacher of environmental program - The Lesser Kestrel - 5 th grade	Alona elementary school
2021 – 2023	Teacher of environmental program - Climate change education & environmental activism - 6 th grade	Alona elementary school
2017 – 2023	Teacher of environmental program - Nahal Tananim - 4 th grade	Alona elementary school
2003 – Today	Ecological consultant and environmental consultant	Private market: Industrial companies

		NGO's, local councils & cities
2006 – 2009	Hadassa College	Lecturer in the sustainability course
2002 – 2006	Hebrew University of Jerusalem	Practitioner in the various ecology courses
2002 – 2004	Kaye College	Lecturer in an outdoor learning course
2001 – 2002	Achva College	Director of training in science

11. Publications

A. Ph.D. Dissertation

Environmental effects on parental care decisions in the Lesser Kestrel (*Falco naumanni*). 12/2006, 120 pages, Hebrew, Hebrew University, Supervisors: Prof, Uzi Motro & Prof. David Saltz.

B. Articles in Refereed Journal

Published

H-index – 15, i10 – index – 20

62	*Gal, A. (2026). Children's environmental communicative agency for sustainability: a structural equation model bridging the knowledge–action gap. <i>Sustainability</i> , 18(2), 5814. Q1, H-index 242. https://doi.org/10.3390/su18125814
61	*Gal, A. (2026). Preparing teachers as environmental change agents: a longitudinal study of experiential learning in a master's program. <i>Sustainability and Climate Change</i> , 19(2), 135-143. Q3, H-index 27. doi/ 10.1177/26922932261437158
60	*Gal, A. (2026). We Are the invasive species": democratizing knowledge and pedagogical design as acts of resistance in the public classroom. <i>Journal of Ecohumanism</i> , 4(4), 3592-3596. Q2, H-index 2. doi.org/10.62754/joe.v4i4.7186
59	*Schori, H., Sandrosi Barsheshet, H., & Gal, A. (2026) Why climate change education stalls: kindergarten teachers' perspectives through a

	diffusion of innovations lens. <i>Environmental Education Research</i> . Q1, doi.org/10.1080/13504622.2026.2630087
58	*Gal, A., Papakosta, M, A., Vlachos, C, G., Bakaloudis, D, D., Vassilis, G., Yosef, R. (2026). Evidence of intraspecific brood parasitism and abnormal egg-laying behavior in the Lesser Kestrel (<i>Falco naumanni</i>). <i>Birds</i> . 7(1), 1. https://doi.org/10.3390/birds7010001 Q2, H-index 10.
57	*Gal, A. (2025). Rachel Carson: the woman who dared to say don't. <i>Education and its Environment: An Annual Journal of Research and Activism</i> , 47, [Hebrew].
56	*Gal, A. (2025). Echoes in memory: the lasting imprint of adult experiences from environmental education in fifth grade. <i>Frontiers in Education</i> , 10, https://doi.org/10.3389/feduc.2025.1629969 Q2, H-index 55.
55	*Gal, A. (2025). Can transformative learning experiences promote environmental stewardship? A study of the Lesser Kestrel Conservation Program. <i>Environmental Education Research</i> . http://dx.doi.org/10.1080/13504622.2025.2518318 Q1, H-index 98
54	Gal, A. (2025). Holistic education through hackathon: enhancing 21st-century skills among fifth graders. <i>The Elementary School Journal</i> , 125(4). Q1, H-index 91.
53	Gal, A., Shacham, M., & Forgel S. (2025). A journey of empowerment and healing in the heart of the desert: Insights from restorative environment theory. <i>Journal of Adventure Education and Outdoor Learning</i> , 1-17. Q2, H-index 91.
52	Sachyani, D., & Gal, A. (2025). Artificial intelligence tools in environmental education: Facilitating creative learning about complex interaction in nature. <i>European Journal of Educational Research</i> , 14(2), 395-413. Q2, H-index 24. DOI: https://doi.org/10.12973/eu-jer.14.2.395
51	Gal, A. (2025). The perception of outdoor learning of fourth- and fifth-grade students, commonly referred to as the “screen generation“. <i>Journal of Outdoor and Environmental Education</i> . [I.F. 2, 1 citation]. Q2, H-index 12.

50	Gal, A. (2024). From control to compassion: Ecohumanism as a framework for teaching about invasive species. <i>Journal of Ecohumanism</i> . 3(8), 1128-1144. Q2, H-index 2 . DOI: https://doi.org/10.62754/joe.v3i8.5621
49	Forgel S., Shacham, M., & Gal, A. (2024). Ofakim journey. <i>Education and its Environment: An Annual Journal of Research and Activism</i> , 46, 63-66. All authors have the same contribution. [Hebrew].
48	Gal, A. (2024). A hackathon as a promoter of environmental citizenship among 5 th -grade students - the attitudes of students, educators, ornithologists and people working in high-tech. <i>Education, Citizenship and Social Justice</i> , 20(5), 319-341. [I.F. 1.1]. Q2, H-index 28 . https://doi.org/10.1177/17461979241253556
47	Gal, A. (2024). Fostering positive engagement: climate change and environmental activism in the sixth-grade classroom. <i>Environmental Education Research</i> . [I.F. 4.092], Q1, H-index 79 . doi: 10.1080/13504622.2024.2369804
46	Cohen, E., Azriel, S., Auster, O., Gal, A. , Mikhlin, S., Crauwels, S., Rahav, G., & Gal-Mor, O. (2024). A new Salmonella enterica serovar that was isolated from a wild sparrow presents a distinct genetic, metabolic and virulence profile. <i>Microbes and Infection</i> , 26(3), 105249. [I.F. 5.8]. Q2, H-index 151 . doi 10.1016/j.micinf.2023.105249 , I collected the data.
45	Gal, A. (2023). Attitude Construction toward invasive species through an eco-humanist approach: A case study of the Lesser Kestrel and the Myna. <i>Education Sciences</i> , 13, 1076. Q2, H-index 40 . https://doi.org/10.3390/educsci13111076
44	Gal, A. (2022). Designing the attitude towards invasive species through an eco-humanist approach: Lesser Kestrel and Myna as a case study. <i>Ecology & Environment</i> , 12(2), 1-9. [Hebrew].
43	Schori, H., & Gal, A. (2023). Perception and self-efficacy to teach science in kindergarten: Undergraduate students' and teachers' point of view. <i>Early Childhood Education Journal</i> . [I.F. 1.656]. Q1, H-index 49 . https://link.springer.com/article/10.1007/s10643-023-01516-5 , All authors have the same contribution.

42	Gal, A. (2023). Strengths, weaknesses, opportunities and threats: A SWOT analysis of a long-term outdoor environmental education program in Israel. <i>Journal of Outdoor and Environmental Education</i> . [I.F. 2, 1 citation]. Q2, H-index 12. https://link.springer.com/article/10.1007/s42322-023-00125-5
41	Gal, A. (2023). To teach or not to teach climate change education - the perceptions of sixth graders in Northern Israel. <i>Children's Geographies</i> . [I.F. 2.307, 1 citation]. Q1, H-index 59. https://doi.org/10.1080/14733285.2023.2207119
40	Gal, A. (2023). Collaborative self-study with pre-service teachers to improve the use of drawings as a pedagogical tool. <i>Studying Teacher Education</i> . [I.F. 1.67]. Q2, H-index 18. https://doi.org/10.1080/17425964.2023.2269239
39	Gal, A. (2023). From recycling to sustainability principles: The perceptions of undergraduate students studying early childhood education of an education for sustainability course. <i>International Journal of Sustainability in Higher Education</i> , 24(5), 1082-1104. [I.F. 4.12, 1 citation]. Q1, H-index 66. https://doi.org/10.1108/IJSHE-05-2022-0165
38	Gal, A. (2023). Puzzle pieces but not the big picture - how students from a green school perceive the environmental crisis from teachers' point of view. <i>Journal of Experiential Education</i> , 46(2), 215-237. [I.F. 0.544, 1 citation]. Q2, H-index 36. https://doi.org/10.1177/10538259221115580
37	Gal, A., Schur, Y., Nevo, E., & Gan, D. (2022). Using drawings and explanations based on attentive teaching as a means for understanding the social-ecological systems concept. <i>Environmental Education Research</i> , 29(2), 287-307. [I.F. 4.092,]. Q1, H-index 79. https://doi.org/10.1080/13504622.2022.2141693 , All authors have the same contribution.

36	Schur, Y., Nevo, E., Gal, A. , & Gan, D. (2021). Attentive teaching as a basis for creating a personal perceptual change in the understanding of social-ecological systems. <i>Dapim</i> , 75, 77-104. [Hebrew]. All authors have the same contribution.
35	Gan, D., & Gal, A. (2022). Student emotional response to the Lesser Kestrel environmental and sustainability education program. <i>Environmental Education Research</i> , 29(1), 99-120. [I.F. 4.092, 1 citation]. Q1, H-index 79 . https://doi.org/10.1080/13504622.2022.2139354 , All authors have the same contribution.
34	Gan, d., Falik, O., Vaknin, M., & Gal, A. (2018). Get excited from Lesser Kestrel - a program to preserve the Lesser Kestrel as arousing positive emotions among students. <i>Ecology & Environment</i> , 9(4), 36-41. All authors have the same contribution. [Hebrew].
33	Sachyani, D., Yarom, H., & Gal, A. (2022). Perceptions of the Book Creator's Role as a Forefront of SEL during the Covid-19 Pandemic. <i>Pedagogical Research</i> , 7(4). [2 citations]. https://eric.ed.gov/?id=EJ1366585 , All authors have the same contribution.
32	Sachyani, D., Yarom, H., & Gal, A. (2022). Students' perception of the Book Creator's role as a promoter of social-emotional learning (SEL) processes in distance learning during the Corona period. declaration of opinion. <i>Giloy Dahat</i> , 20, 143-170. [Hebrew]. All authors have the same contribution.
31	Gal, A. (2022). The perceptions of fifth-graders following ecology service learning - the case of the "Lesser Kestrel Day". <i>Interdisciplinary Journal of Environmental and Science Education</i> , 18(4), e2276. [1 citation]. doi: 10.21601/ijese/11984
30	Gal, A. , & Gan, D. (2021). Imagine a school: Children draw and explain the ideal environmental school. <i>Australian Journal of Environmental Education</i> , 37(3), 208-223. [I.F. 2.957, 6 citations]. Q2, H-index 21 . https://doi.org/10.1017/ae.2021.3 , All authors have the same contribution.

29	Cohen, E., Azriel, S., Auster, O., Gal, A. , Zitronblat, C., Hensel, M., Rahav, G., & Gal-Mor, O. (2021). Pathoadaptation of the passerine-associated <i>Salmonella enterica</i> serovar Typhimurium lineage to the avian host. <i>PLOS Pathogens</i> , 17(3), e1009451. [I.F. 7.464, 27 citations]. Q1, H-index 219. https://doi.org/10.1371/journal.ppat.1009451 , I collected the data.
28	Sachyani, D., & Gal, A. (2021). Engaging public in science through scientific online storytelling: Proposed model. <i>US-China Education Review</i> , 11(1), 1-15. doi: 10.17265/2161-623X/2021.01.001 , All authors have the same contribution.
27	Gal, A. , & Falik, O. (2021). Learn from each other: A peer-teaching model. <i>Interdisciplinary Journal of Environmental and Science Education</i> , 17(3), e2242. [1 citation]. https://doi.org/10.21601/ijese/10896 , All authors have the same contribution.
26	Gal, A. , Gan, D., & Ben Zvi - Assaraf, O. (2020). The use of the Lesser Kestrel's life cycle to enhance elementary school children's' understanding of complex systems. <i>Interdisciplinary Journal of Environmental and Science Education</i> , 17(1), e2226. [2 citations]. https://doi.org/10.29333/ijese/9152 , All authors have the same contribution.
25	Gal, A. (2020). Knowledge in higher education - combining of Head, hands and heart. <i>Global Journal of Human Social Sciences</i> , 20(8), 29-40. doi: 10.34257/GJHSSGVOL20IS8PG29
24	Gal, A. (2019). "Head", "hands" and "heart" a different student experience through learning sustainability in Nepal. <i>Hinoch Vesvivo</i> , 41, 33-75. [Hebrew].
23	Gal, A. (2020). The contribution of the Lesser Kestrel to environmental literacy. <i>Journal of Applied Technical and Educational Sciences</i> , 10(2), 5-17. https://doi.org/10.24368/jates.v10i2.166
22	Gal, A. , & Gan, D. (2020). Transformative sustainability education in higher education: Activating environmental understanding and active citizenship among professional studies learner. <i>Journal of Transformative Education</i> , 18(4), 271-292. [I.F. 0.695, 25 citations].

	Q2, H-index 31. https://doi.org/10.1177/1541344620932310 , All authors have the same contribution.
21	Gal, A. (2020) Active or passive - what do pre-service science teachers prefer in their professional training? <i>World Journal of Education Research</i> , 7(1), 81-108. https://doi.org/10.22158/wjer.v7n1p81
20	Gal, A. (2020). Formal citizen science in the 5 th grade: Ineffective but informative and highly influential. <i>Journal of Higher Education Theory and Practice</i> , 19(7), 43-54. [I.F. 0.3]. Q4, H-index 5. https://doi.org/10.33423/jhetp.v19i7.2530
19	Bobek, O., Gal, A. , Saltz, D., & Motro, U. (2019). Effect of nest-site microclimatic conditions on nesting success in the Lesser Kestrel (<i>Falco naumanni</i>). <i>Ringling & Migration</i> , 65(4), 440-450. [I.F. 0.225, 13 citations]. Q3, H-index 19. https://doi.org/10.1080/00063657.2018.1522294 , I collected the data.
18	Gal, A. (2019). Fifth graders' perceptions of mobile phones and GIS technology. <i>International Journal of Evaluation and Research in Education</i> , 8(1), 81-89. [9 citations]. Q3, H-index 8. http://doi.org/10.11591/ijere.v8i1.16246
17	Gal, A. (2019). Pedagogical innovation in the 5 th grades - mobile phones, GIS and the environment from the students' point of view. <i>Zeman Hinoch</i> , 5, 1-24. [Hebrew]
16	Gan, D., Gal, A. , Konczey, R., & Verga, A. (2019). Do eco-schools really help implementation of ESD?: A comparison between eco-school systems of Hungary and Israel. <i>Hungarian Educational Research Journal</i> , 9(4), 1-26. https://doi.org/10.1556/063.9.2019.4.53 , All authors have the same contribution.
15	Gal, A. , Saltz, D., & Motro, U. (2019). Effect of supplemental feeding on nesting success in the Lesser Kestrel (<i>Falco naumanni</i>). <i>Israel Journal of Ecology & Evolution</i> , 65(3-4), 71-76. [I.F. 1.3, 3 citations]. Q3, H-index 34. https://brill.com/view/journals/ijee/65/3-4/article-p71_71.xml , All authors have the same contribution.
14	Katsnelson-Ilana, I., Bobek, O., Gal, A. , Saltz, D., & Motro, U. (2019). Nest-site fidelity in Lesser Kestrels a case of Win–Stay/Lose–Shift.

	<i>Israel Journal of Ecology & Evolution</i> , 65(3-4), 106-110. [I.F. 1.3, 1 citation]. Q3, H-index 34. https://brill.com/view/journals/ijee/65/3-4/article-p106_106.xml , I collected the data.
13	Gal, A., & Yosef, R. (2018). The contribution of citizen science to the conservation of the Lesser Kestrel (<i>Falco naumanni</i>) in Israel. <i>Journal of Raptor Research</i> , 52(4), 511-515. [I.F. 1.518, 3 citations]. Q2, H-index 36. https://doi.org/10.3356/JRR-17-99.1 , All authors have the same contribution.
12	Gal, Y., & Gal, A. (2018). Knowledge bias: Neo-feudalism and other reasons to avoid sharing knowledge by knowledge workers. <i>Journal of the Knowledge Economy</i> , 10, 826-848. [I.F. 1.815, 5 citations]. Q3, H-index 73. https://doi.org/10.1007/s13132-017-0497-6 , All authors have the same contribution.
11	Gal, A., & Gan, D. (2018). What went well? Long-term environmental education in an Israeli elementary school. <i>Australian Journal of Environmental Education</i> , 34(3), 262-289. [I.F. 1.34, 5 citations]. Q2, H-index 21. doi:10.1017/aee.2018.33 , All authors have the same contribution.
10	Gan, D., & Gal, A. (2017). Self-efficacy for promoting EfS among pre-service teachers in Israel. <i>Environmental Education Research</i> , 24(7), 1062-1075. [I.F. 4.092, 28 citations]. Q1, H-index 79. https://doi.org/10.1080/13504622.2017.1396288 , All authors have the same contribution.
9	Gan, D., & Gal, A. (2017). Perceptions of students from different cultures of the concept of "social-ecological systems" against the background of the Arab-Jewish conflict. <i>Studies of the Negev, the Dead Sea and the Arabah</i> , 9(2), 32-47. All authors have the same contribution. [Hebrew].
8	Arviv-Elyashiv, R., & Gal, A. (2017). Hierarchy of needs of persistent mathematics and science teachers. <i>American Journal of Educational Research</i> , 5(7), 583-593. [7 citations]. doi:10.12691/education-5-7-1 , All authors have the same contribution.
7	Gal, Y., & Gal, A. (2015). Knowledge bias by utilizing the wording on feedback questionnaires: A case study of an Israeli college. <i>Journal of</i>

	<i>the Knowledge Economy</i> , 7(3), 753-770. [I.F. 1.815, 4 citations]. Q3, H-index 32. 10.1007/s13132-015-0244-9 , All authors have the same contribution.
6	Gal, Y., & Gal, A. (2015). Knowledge bias: Perceptions of copying among lecturers and students of education - a case study of a teaching college. <i>Global Journal of Human-Social Science</i> , 15(4), 11-24. [1 citation]. All authors have the same contribution.
5	Gal, Y., Pery, L., Gal, T., & Gal, A. (2015). Knowledge bias: The student's perception regarding copying during examinations, a case study of Israeli colleges. <i>British Journal of Education, Society & Behavioural Science</i> , 6(3), 174-188. [1 citation]. doi: 10.9734/BJESBS/2015/14776 , All authors have the same contribution.
4	Gal, Y., & Gal, A. (2014). Knowledge bias: Is there a link between students' feedback and the grades they expect to get from the lecturers they have evaluated? a case study of Israeli colleges. <i>Journal of the Knowledge Economy</i> , 5(3), 25-46. [I.F. 1.815, 12 citations]. Q3, H-index 32. https://doi.org/10.1007/s13132-014-0188-5 , All authors have the same contribution.
3	Gal, Y., Gal, A., & Hadas, E. (2010). Coupling tourism development and agricultural processes in a dynamic environment. <i>Journal of Current Issues in Tourism</i> , 13(3), 279-295. [I.F. 7.578, 23 citations]. Q1, H-index 94. https://doi.org/10.1080/13683500903141147 , All authors have the same contribution.
2	Alcaide, M., Serrano, D., Negro, J. J., Tella, J., Laaksonen, T., Muller, C., Gal, A., & Korpimäki, K. (2008). Population fragmentation leads to isolation by distance but not genetic impoverishment in the philopatric Lesser Kestrel: A comparison with the widespread and sympatric Eurasian Kestrel. <i>Heredity</i> , 102, 190-198. [I.F. 3.832, 50 citations]. Q2, H-index 124. https://doi.org/10.1038/hdy.2008.107 , I collected the data.
1	Fisher, T., Berner, T., Gal, A., & Dubinsky, Z. (1998). A comparison of computerized image analysis and stereology as tools for morphological study of algal cells. <i>Israel Journal of Plant Sciences</i> , 46, 177-180. [I.F.

	0.675,	3	citations].	Q3,	H-index	36.
	https://doi.org/10.1080/07929978.1998.10676725 , I collected the data.					

* Since receiving the professorship

C. Chapters in Scientific Books – Reviewed

1. *Gal, A., & Gan, D. (2026). Exploring natural resources through transformative sustainability education. In: Y. Yondler N. Avissar D. Weiss (Eds) *Cultivating Future-Oriented Learners. Growing learners for a future that is already here - Polyphonic education in a changing reality* (pp. 123-143-88). Springer, Cham. https://doi.org/10.1007/978-3-031-63253-2_5
2. Shacham, M., Gal, A., Frogel, S. (2024). A journey of horizons: A journey to another space and another time. In: M Mazor (Ed.) *Giloy Daat*. Kibbutzi, College.
3. Aloni, N., Gan, D., Gal, A., Alkachar, I., Bar-Yosef – Paz, N., Assaf, N., Segal, T., Margalyut, A., & Lev, N. (2024). Eco-humanism now for tomorrow - an educational program for environmental-social sustainability. In: Y. Harpaz & A. Carmon (Eds.), *Visions in education*. Beit Berl.
4. Aloni, N., Gan, D., Alkaher, I., Assaf, N., Bar-Yosef – Paz, N., Gal, A., Lev, L., Margaliot, A., & Segal T. (2023). Nature, humans and education: Ecohumanism as integrative guiding paradigm for values education and teacher training. In: R. Rozzi A. Tauro T. Wright I. Klaver R. May N. Avriel-Avni C. Brewer & A. Berkowitz (Eds.), *Field environmental philosophy: Education for biocultural conservation* (pp. 519-536). Springer. [3 citations].
5. Gal, A. (2022). Parental care in the animal world. In C. Timur (editor). *Parenting* (pp. 205-221). Mofet Institute. [Hebrew]

* Since receiving the professorship

D. Articles in Conference Proceedings

- Gal, A. (2025). SWOT Analysis of a Long-term Environmental Education Program. *Proceedings of 12th World Environmental Education Congress*. Abu Dhabi, United Arab Emirates.
- Sachyani, D., & Gal, A. (2025). AI tools in environmental education: Facilitating creative learning about complex interaction in nature. *19th International Technology, Education and Development Conference*. Valencia, Spain.

- Gal, A., & Arviv-Elyashiv, R.** (2015). Community forest for the community, is that so? the case of the first community forests in the arab sector in israel. *The XIV World Forestry Congress*. Durben, South Africa.
- Leshem, Y., **Gal, A.**, Alon, D., & Bahat, O. (2000). A global Internet educational program to follow to follow raptors tracked by satellite. *Proceedings of the 6th World Conference on Birds of Prey and Owls*. Israel: Society for Protection the Nature in Israel, Eilat, Israel.
- Gal, A.** (1999). A New technique for studying nocturnal bird migration. *Proceedings of International Seminar of Birds and Flight Safety in Middle East*, (pp. 253-259). Israel: Society for Protection the Nature in Israel, Latrun, Israel.
- Gal, A.**, Evans, B., Leshem, Y., & Yom-Tov, Y. (1997). Preliminary results from a new method used to follow nocturnal migration over Israel. *Proceedings of International Seminar of Birds and Flight Safety in Middle East*, (pp. 179-186). Israel: Society for Protection the Nature in Israel, Latrun, Israel.

E. Posters

- ***Gal, A.** (2026, April 8 – April 12). *When Nature Didn't Cooperate: Children's Perspectives on a Failed Conservation Project*. April 2026. The American Educational Research Association (AERA), Los Angeles, California, USA.
- Gal, A.** (2023, July 23 - July 27). *Attitude Construction Toward Invasive Species Through an Eco-humanist Approach: A Case Study of the Lesser Kestrel and the Myna*. July 2023. International Congress for Conservation Biology (ICCB), Rwanda.
- Gal, A., & Gan, D.** (2022, April 21 - April 26). *Environmental and Sustainability Education, Ecohumanism, and Students' Emotional Response to Lesser Kestrel*. April 2022. The American Educational Research Association (AERA), San Diego, California, USA.
- Schur, Y., Nevo, E., Gan, D., & **Gal, A.** (2019, June 24 - June 26). *Attentive Teaching (AT) as Means for Personal Conceptual-Change (PCC) of the Concept Social-Ecological Systems*. June 2019. The Story of Innovation in Teacher Education, The 7th International Conference on Teacher Education, Mofet, Tel Aviv.

* Since receiving the professorship

F. Popular Science Publications – Not Reviewed

1. Forgel, S., Gal, A., Shacham, M. (Accepted). The Resilience journey for the children of Ofakim. *Hinoch Vesvivo*. [Hebrew].
2. **Gal, A.** (2021). One detail makes all the difference. *Scope*, 39, 14. [Hebrew]
3. **Gal, A.** (2019). Waht is the connection between a Lesser Kestrel, a mobile phone and a geographic information system. *Kriyat Bentim*, 32, 7-14.
4. **Gal, A.** (2017). After 20 years: The Lesser Kestrel a sustainable educational-environmental program. *Ooraka*, 40, 1-7.
5. **Gal, A.** (2014). Plant and live: A snapshot. In H, Amit (editor), *Streams and Water in the Lower Galilee*. (pp. 47 - 67), published by Yad Ben Zvi in cooperation with the Kinneret Stream Drainage Authority and the Lower Galilee Regional Council.
6. **Gal, A., & Gal, Y.** (2014). Knowledge biases and learning processes in the education system. *Hinoch Vesvivo*, 36, 25-46. Kibbutzim College.
7. **Gal, A.** (2012). The artists of the senses. *Iton Chai*, 220, 46-47. [Hebrew]
8. **Gal, A.** (2012). The underworld. *Iton Chai*, 219, 46. [Hebrew]
9. **Gal, A.** (2012). A voice calls to wander. *Iton Chai*, 218, 46. [Hebrew]
10. **Gal, A.** (2012). Go to Honolulu. *Iton Chai*, 218, 24-27. [Hebrew]
11. **Gal, A.** (2012). Nature's predictors. *Iton Chai*, 217, 34-37. [Hebrew]
12. **Gal, A.** (2012). Faster, higher. *Iton Chai*, 217, 46. [Hebrew]
13. **Gal, A.** (2012). In the heat of life. *Iton Chai*, 216, 46. [Hebrew]
14. **Gal, A.** (2012). Pleasure shark. *Iton Chai*, 215, 46. [Hebrew]
15. **Gal, A.** (2012). A moment of tongue. *Iton Chai*, 214, 46. [Hebrew]
16. **Gal, A.** (2012). The chicks (not) leave the nest. *Iton Chai*, 213, 46. [Hebrew]
17. **Gal, A.** (2012). The artists of the senses. *Iton Chai*, 211, 46. [Hebrew]
18. **Gal, A.** (2012). Painted in white. *Iton Chai*, 210, 31-35. [Hebrew]
19. **Gal, A.** (2012). What I feel like is sleeping. *Iton Chai*, 210, 46. [Hebrew]
20. **Gal, A.** (2012). Beautiful reserve. *Bisvil Haaretz*, 49, 20-25. [Hebrew]
21. **Gal, A.** (2012). The Glorious Beaver. *Bisvil Haaretz*, 46, 20-23. [Hebrew]
22. **Gal, A.** (2011). The king is dying. *Iton Chai*, 209, 24-27. [Hebrew]
23. **Gal, A.** (2011). Make horns. *Iton Chai*, 209, 46. [Hebrew]
24. **Gal, A.** (2011). Brain bar *Iton Chai*, 208, 46. [Hebrew]
25. **Gal, A.** (2011). Pulling nails. *Iton Chai*, 207, 46. [Hebrew]
26. **Gal, A.** (2011). The opening ten. *Iton Chai*, 206, 46. [Hebrew]
27. **Gal, A.** (2011). Beaches are sometimes. *Iton Chai*, 205, 34-37. [Hebrew]
28. **Gal, A.** (2011). Cheers for love. *Iton Chai*, 205, 46. [Hebrew]

29. **Gal, A.** (2011). A tour of Mtzolots. *Iton Chai*, 204, 46. [Hebrew]
30. **Gal, A.** (2011). The eighth continent. *Iton Chai*, 204, 44-45. [Hebrew]
31. **Gal, A.** (2011). Fighting tooth and nail. *Iton Chai*, 203, 46. [Hebrew]
32. **Gal, A.** (2011). The end of the world to the left. *Iton Chai*, 202, 30-33. [Hebrew]
33. **Gal, A.** (2011). Following the Blue Nile. *Iton Chai*, 201, 42-45. [Hebrew]
34. **Gal, A.** (2011). The great nest builders. *Iton Chai*, 201, 46. [Hebrew]
35. **Gal, A.** (2011). Big little continent. *Iton Chai*, 200, 32-35. [Hebrew]
36. **Gal, A.** (2011). (don't) Bring a bite. *Iton Chai*, 200, 46. [Hebrew]
37. **Gal, A.** (2011). Nature's thrifts. *Iton Chai*, 199, 23-25. [Hebrew]
38. **Gal, A.** (2011). Labor productivity. *Iton Chai*, 199, 46. [Hebrew]
39. **Gal, A.** (2011). The land of fire and ice. *Iton Chai*, 198, 16-21 [Hebrew].
40. **Gal, A.** (2011). Below zero. *Iton Chai*, 198, 46. [Hebrew]
41. **Gal, A.** (2010). Sources. *Iton Chai*, 197, 18-23. [Hebrew]
42. **Gal, A.** (2010). Swimming champion *Iton Chai*, 197, 46. [Hebrew]
43. **Gal, A.** (2010). Top of the world. *Iton Chai*, 196, 38-41. [Hebrew]
44. **Gal, A.** (2010). Zoom, zoom, zoom. *Iton Chai*, 196, 46. [Hebrew]
45. **Gal, A.** (2010). The last dinosaur. *Iton Chai*, 195, 24-27. [Hebrew]
46. **Gal, A.** (2010). The poison arrow. *Iton Chai*, 195, 45. [Hebrew]
47. **Gal, A.** (2010). The island of surprises. *Iton Chai*, 194, 20-23. [Hebrew]
48. **Gal, A.** (2010). The world is small. *Iton Chai*, 194, 45. [Hebrew]
49. **Gal, A.** (2010). Chile national team. *Iton Chai*, 192, 18-23. [Hebrew]
50. **Gal, A.** (2010). The Lesser Kestrel. *Iton Chai*, 191, 45. [Hebrew]
51. **Gal, A.** (2010). Living in spaces. *Iton Chai*, 190, 18-23. [Hebrew]
52. **Gal, A.** (2010). The land of the rising sun. *Iton Chai*, 189, 14-19. [Hebrew]
53. **Gal, A.** (2010). Go to the desert. *Iton Chai*, 188, 20-23. [Hebrew]
54. **Gal, A.** (2010). A visit to heaven. *Iton Chai*, 187, 40-43. [Hebrew]
55. **Gal, A.** (2010). The largest in the world. *Iton Chai*, 186, 40-43. [Hebrew]
56. **Gal, A.** (2010). Safe beach. *Bisvil Haaretz*, 37, 24-27. [Hebrew]
57. **Gal, A.** (2010). What does the bird care? *Bisvil Haaretz*, 35, 18-21. [Hebrew]
58. **Gal, A.** (2009). The island of the special birds. *Iton Chai*, 184, 28-33. [Hebrew]
59. **Gal, A.** (2009). Holiday meal *Iton Chai*, 182, 40-43. [Hebrew]
60. **Gal, A.** (2009). The swimming cat. *Iton Chai*, 181, 22-25. [Hebrew]
61. **Gal, A.** (2009). Life at the height. *Iton Chai*, 180, 25-27. [Hebrew]
62. **Gal, A.** (2009). Like, don't like. *Iton Chai*, 178, 42-45. [Hebrew]

63. **Gal, A.** (2009). We came to banish darkness. *Iton Chai*, 173, 34-37. [Hebrew]
64. **Gal, A.** (2008). The Great Invasion. *Bisvil Haaretz*, 26, 8-11. [Hebrew]
65. **Gal, A.** (2008). My family and other animals. *Bisvil Haaretz*, 25, 16-17. [Hebrew]
66. **Gal, A.** (2008). A world is disappearing. *Bisvil Haaretz*, 24, 22-24. [Hebrew]
67. **Gal, A.** (2009). The rulers of the sands. *Young Galileo*, 67, 32-36. [Hebrew]
68. **Gal, A.** (2008). My Kinneret. *Iton Chai*, 170, 44-47. [Hebrew]
69. **Gal, A.** (2008). Wise at night. *Iton Chai*, 169, 44-47. [Hebrew]
70. **Gal, A.** (2008). The flying queen. *Iton Chai*, 168, 24-26. [Hebrew]
71. **Gal, A.** (2008). Right and left only sand and sand. *Iton Chai*, 166, 24-27. [Hebrew]
72. **Gal, A.** (2008). Wandering at night. *Iton Chai*, 165, 22-23. [Hebrew]
73. **Gal, A.** (2008). One of our own. *Iton Chai*, 164, 30-33. [Hebrew]
74. **Gal, A.** (2008). It's cold out there. *Iton Chai*, 163, 28-31. [Hebrew]
75. **Gal, A.** (2008). Use(s) in the title. *Iton Chai*, 162, 42-45. [Hebrew]
76. **Gal, A.** (2008). Congratulations, it's a chick. *Young Galile*, 119, 20-21. [Hebrew]
77. **Gal, A.** (2007). Who were the birds chirping at? *Bisvil Haaretz*, 22, 8-9. [Hebrew]
78. **Gal, A.** (2007). Aviation academy. *Bisvil Haaretz*, 21, 10-11. [Hebrew]
79. **Gal, A.** (2007). In defense mode. *Bisvil Haaretz*, 19, 35-35. [Hebrew]
80. **Gal, A.** (2007). The generous dune. *Bisvil Haaretz*, 18, 14-17. [Hebrew]
81. **Gal, A.** (2007). Bigger than life. *Iton Chai*, 160, 40-43. [Hebrew]
82. **Gal, A.** (2007). Faster higher. *Iton Chai*, 159, 40-43. [Hebrew]
83. **Gal, A.** (2007). We are hot. *Iton Chai*, 158, 42-45. [Hebrew]
84. **Gal, A.** (2007). Wise in the sun. *Iton Chai*, 156, 24-27. [Hebrew]
85. **Gal, A.** (2007). A bird's nest. *Iton Chai*, 155, 24-27. [Hebrew]
86. **Gal, A.** (2007). Long live the new king. *Iton Chai*, 154, 32-35. [Hebrew]
87. **Gal, A.** (2007). Such parents. *Iton Chai*, 153, 32-34. [Hebrew]
88. **Gal, A.** (2007). My voice was heard. *Iton Chai*, 152, 26-29. [Hebrew]
89. **Gal, A.** (2007). Following the traces. *Iton Chai*, 150, 26-29. [Hebrew]
90. **Gal, A.** (2007). Live voices (Part I). *Rosh Gadol*, 74, 16-17. [Hebrew]
91. **Gal, A.** (2007). Live voices (Part II). *Rosh Gadol*, 75, 16-17. [Hebrew]
92. **Gal, A.** (2007). Here comes winter. *Rosh Gadol*, 72, 12-13. [Hebrew]
93. **Gal, A.** (2006). Let nature win. *Bisvil Haaretz*, 15, 14-18. [Hebrew]
94. **Gal, A.** (2006). God of fire and water. *Bisvil Haaretz*, 14, 14-19. [Hebrew]
95. **Gal, A.** (2006). The springs in the valley. *Bisvil Haaretz*, 13, 22-26. [Hebrew]
96. **Gal, A.** (2006). Wildfire. *Bisvil Haaretz*, 12, 34-37. [Hebrew]

Prof. Adiv Gal

97. **Gal, A.** (2006). An experience in nature. *Bisvil Haaretz*, 11, 20-23. [Hebrew]
98. **Gal, A.** (2006). In the evenings of the river. *Bisvil Haaretz*, 10, 34-36. [Hebrew]
99. **Gal, A.** (2006). What do Gazelles. *Einayim*, 76, 32-33. [Hebrew]
100. **Gal, A.** (2006). Animal Olympics. *Einayim* 75, 28-30. [Hebrew]
101. **Gal, A.** (2005). Painstaking work. *Bisvil Haaretz*, 9, 20-21. [Hebrew]
102. **Gal, A.** (2005). Peregrine falcon's nest. *Bisvil Haaretz*, 5, 18-19. [Hebrew]
103. **Gal, A.** (2004). A guest tended to spend the night. *Bisvil Haaretz*, 4, 14-17. [Hebrew]
104. **Gal, A.** (2006). Animal Olympics. *Einayim*, 75, 28-30. [Hebrew]
105. **Gal, A., & Meroz, A.** (2004). The Lesser Kestrel in the telescope lens - a review. *Ozniya*, 32, 8-20. [Hebrew]

H. Newspaper Articles

1. Why do fireflies have trouble finding mates in Israel? On light pollution and the miracle of Hanukkah, <https://www.israelhayom.co.il/tech/animals/article/19489125>, 19.12.2025.
2. A unique 'environmental trial' for Israeli students. <https://edition.cnn.com/world/live-news/call-to-earth-day-2025-c2e?post-id=cmhng0zao00163j6qamsrr9c7>, 6.11.2025.
3. The future of the education system. <https://www.facebook.com/watch/?v=1232293635404117>, 29.10.2025.
4. A surprising visit: *Burhinus oedicephalus* was found at the Kibbutzim College in Tel Aviv. <https://www.ynet.co.il/environment-science/article/s1mxramqyg>, 8.6.2025.
5. "Expanding Horizons": Nurturing the next generation of educators in the Negev amid the backdrop of war. <https://finance.walla.co.il/item/3654551>, 31.4.2024.

I. Professional Ecological Publications – Not Reviewed

1. **Gal, A.** (2017). Poultry survey Subtal 78 Ruach Bershit. *Enlight Company*. [Hebrew]. (90 pages).
2. **Gal, A.** (2016). A survey of migratory birds in Yatir as part of the requirements of the Ministry of Environmental Protection. *Enlight Company*. Hebrew (175 pages)
3. **Gal, A.** (2016). Instructions to the TNAs for gas pipeline line. *Noble Energy Company*. [Hebrew]. (40 pages).

4. **Gal, A.** (2015). Highway 70/75: Examining alternatives for the location of an ecological crossing for animals - a summary document. SDO company. [Hebrew]. (25 pages).
5. **Gal, A., & Citronblatt, C.** (2015). Apollonia complex ecological opinion. *Israel Nature and Parks Authority*. [Hebrew]. (17 pages).
6. **Gal, A.** (2014). Wind turbines Ramat Kochba - Ramat Sirin A literature review and a basic comparison of complexes in the project area. *Adama Company*. [Hebrew]. (112 pages).
7. **Gal, A.** (2014). Ecological restoration of Nahal Ekron. *Mazkeret Batia - A local council*. [Hebrew]. (17 pages).
8. **Gal, A.** (2014). Ecological assessment and ways to reduce the impact of the plan to build a quarantine station in the Elifaz area on the ecosystem with an emphasis on poultry and natural sites. *Ecolog company*. [Hebrew]. (12 pages).
9. **Gal, A., & Citronblatt, C.** (2014). Electrification of the Israel Railways - reducing the impact on poultry in accordance with the instructions of sub-paragraph 18. *Baran Company*. [Hebrew]. (34 pages).
10. **Gal, A.** (2013). Ecological survey of the sick overhead power line - Emek HaBaka wind turbine farm. *Israel Electric Corporation*. [Hebrew]. (17 pages).
11. **Gal, A.** (2013). Environmental guidelines for the conservation of the Hadsim nature reserve in the plan 1/ 1/ 250 A - Even Yehuda (2013). *ESO company*. [Hebrew]. (18 pages).
12. **Gal, A.** (2013). Ecological opinion - alternatives for the development of Kibbutz Gilead within the Ramot Menashe biosphere reserve. *AB company are planning* [Hebrew]. (21 pages).
13. **Gal, A.** (2012). The ecology chapter within the environmental impact survey, subtitle 31, Highway 2, section Or Akiva - Zichron Ya'akov. *Aviv Company*. [Hebrew]. (51 pages).
14. **Gal, A.** (2012). Ecological review Nahal Lakish. *Gebirtzman Architects Inc.* [Hebrew]. (20 pages).
15. **Gal, A.** (2012). Program MD/9/1 Modi'in ecological annex. *Ministry of the Interior*. [Hebrew]. (74 pages).
16. **Gal, A.** (2012). An ecological survey for examining alternatives and the chosen alternative for extracting the energy from the Ravivim photovoltaic installation site. *Israel Electric Corporation*. [Hebrew]. (20 pages).

17. **Gal, A.** (2012). Hilazon River – management instructions. *Israel Nature and Parks Authority*. [Hebrew]. (120 pages).
18. **Gal, A.** (2012). Site characterization file for Arbel National Park and Nature Reserve, Lower Galilee area. *Israel Nature and Parks Authority*. [Hebrew]. (105 pages).
19. **Gal, A.** (2012). Ecological instructions for Beit Alfa National Park, Valleys Area. *Israel Nature and Parks Authority*. [Hebrew]. (75 pages).
20. **Gal, A.** (2012). Ecological instructions for Kfar Nahum National Park, Lower Galilee region. *Israel Nature and Parks Authority*. [Hebrew]. (84 pages).
21. **Gal, A.** (2012). Ecological instructions for Korazim National Park. *Israel Nature and Parks Authority*. [Hebrew]. (65 pages).
22. **Gal, A., Oren, A., Mendelson, E., Adar, M., & Ramon, O.** (2012). The hills near Shoam - a survey of natural resources, landscape and human heritage. *The survey unit - the Society for the Protection of Nature*. [Hebrew]. (133 pages).
23. **Gal, A., Shitzer, D., Dolev, A., Meza, A., Ron, M., Almog, R., Levinger, Z., Hershkowitz, Y., Shachem, B., Milstein, D., Ramon, O., & Perlberg, A.** (2012). The Jordan River and its environments, from Haareim to Nahal Bezek. *The survey unit - the Society for the Protection of Nature*. [Hebrew]. (211 pages).
24. **Gal, A.** (2011). Ecological instructions for Perat River area. *Israel Nature and Parks Authority*. [Hebrew]. (32 pages).
25. **Gal, A.** (2011). Partial national outline plan at a detailed level for natural gas TMA 37/A/7/1 connecting the national transmission system to solar power plants in Ashlim. *Tahal company*. [Hebrew]. (77 pages).
26. **Gal, A.** (2011). Survey of potential crossings for animals along the eastern fence of Ramat Handiv. *Ramat Handiv*. [Hebrew]. (52 pages).
27. **Gal, A., & Segal, B.** (2011). A proposal for the ecological adoption of selected sites in the area of the South Sharon regional council. *Israel Nature Protection Society*. [Hebrew]. (22 pages).
28. **Gal, A., Perlman, A., Aharon, S., Oren, A., Ron, M., Mendelson, A., & Ramon, O.** (2011). Survey of nature, landscape and the human network - rotate companies. *The survey unit - the Society for the Protection of Nature*. [Hebrew]. (115 pages).
29. **Ben Israel, A., Ramon, A., & Gal, A.** (2010). A road map for the restoration of Yavne sands. *The survey unit - the Society for the Protection of Nature*. [Hebrew]. (45 pages).

30. **Gal, A.** (2010). A review of natural values for the gas transmission system on the Ramat Hovav - Ashlim line. *Aviv Company*. [Hebrew]. (15 pages).
31. **Gal, A.** (2010). Ecological instructions for 15 reserves in the Judea and Samaria district. *Israel Nature and Parks Authority*. [Hebrew]. (111 pages).
32. **Gal, A., Segal, B., Mendelson, A., & Ramon, O.** (2010). Tzafit survey - survey of natural resources, landscape and human heritage. *The survey unit - the Society for the Protection of Nature*. [Hebrew]. (124 pages).
33. **Gal, A., Meza, A., Oren, A., Ron, M., Banker, A., & Ramon, O.** (2010). Elad Forest - survey of natural resources, landscape and human heritage. *The survey unit - the Society for the Protection of Nature*. [Hebrew]. (105 pages).
34. **Gal, A.** (2010). Ecological instructions for the Ein Or reserve. *Israel Nature and Parks Authority*. [Hebrew]. (65 pages).
35. **Gal, A., & Kama, E.** (2010). Ecological instructions for the Chirks reserve. *Israel Nature and Parks Authority*. [Hebrew]. (72 pages).
36. **Gal, A., & Kama, E.** (2010). Ecological instructions for Ein Malchoach. *Israel Nature and Parks Authority*. [Hebrew]. (62 pages).
37. **Gal, A., & Kama, E.** (2010). Ecological instructions for the Nimrod Fortress. *Israel Nature and Parks Authority*. [Hebrew]. (52 pages).
38. **Gal, A., & Kama, E.** (2010). Ecological instructions for Ein A - Tina reserve. *Israel Nature and Parks Authority*. [Hebrew]. (68 pages).
39. **Gal, A., Shaham, B., Ron, M., & Kinderman, R.** (2010). Shoam forest. *The survey unit - the Society for the Protection of Nature*. [Hebrew]. (87 pages).
40. **Gal, A., & Shitzer, D.** (2010). Ecological instructions for Tarshi Tsafet Reserve. *The survey unit - the Society for the Protection of Nature*. [Hebrew]. (93 pages).
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