CURRICULUM VITAE
Dorit Olenik Shemesh

Date: JUNE, 2024

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Research Areas
- Bullying and cyberbullying among children, adolescents, and emerging adults: Vulnerability, victimization and links to psycho-social aspects.
- PUI (Problematic Use of the Internet) among youth
- Adolescence psychology: Well-being, coping with stress encounters, emotional abilities
- Positive and negative sides of digital technologies in young people.
- Emotional and behavioral difficulties among children and youth.
- Digital technologies for diverse students populations.

Higher Education
A. Undergraduate and Graduate Studies

Period of Study	Name of Institution and Department	Degree	Year of Approval of Degree
2002-2006	University of Haifa, Israel (Psychology, Philosophy & Education)	Ph.D.	2006
1984-1986	Bar-Ilan University, Israel (Criminology)	M.A.	1987
1980-1983	Bar-Ilan University, Israel (Psychology and Criminology)	B.A.	1984

Offices in Academic Administration

Years	Name of Institution and Department	Rank/Position
2022 - currently	The Open University of Israel	Head of the Research Center for Innovation in Learning Technologies
2020 -2024	The Open University of Israel	Organizational director for the treatment and prevention

		of sexual harassment at the Open University of Israel
2017 - 2020	The Open University of Israel	Member of the steering board for improving teaching and learning in the OUI, as part of Dean of Academic studies
2007 - present	The Open University of Israel	Member in the subcommittee of social studied, The Open University of Israel

Scholarly Positions and Activities outside the Institution

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Reviews

- March 2024 - Reviews for the Chais Conference (The Open U., 2024)
- March 2024 - A review for *Frontiers in Psychology*: paper titled: Basic moral sensitivity and defender self-efficacy as predictors of students' bystander behaviors over a school year: A growth curve analysis.
- January 2024 - External Expert Evaluator of COST Action Proposal- the European Union. *Topic: Research Network of School Conflict Mediation – Step for Future Development*.
- Review of 20 submissions for the 2024 AERA (American Educational Research Association) Annual Meeting. www.aera.net
- Review for European Commission, The European Research Council (ERC) Consolidator rant 2023 (Title*: Will Physically and Socially Unconstrained Media Fundamentally Change Social Interaction? A Theory of Immersive Collaborative Learning and its Novel Account of Collaboration via Extended Reality*).
- March 2023 – March 2024 - Guest Editor of the Special Issue "Online and and Offline Aggression among Children and Adolescents" for the journal: *International Journal of Environmental Research and Public Health* (http://www.mdpi.com/journal/ijerph).
- January 2023 – Reviews for Chaise Conference, The OUI.
- December 2022 - Review for *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*. Manuscript titled: Willingness to self-disclose cyber victimization to friends or parents: gender differences in cyber victimization a year later.
- October 2022 - February 2023 - Review Panel Co-Chair at the Society for Research on Adolescence (SRA) 2023 Annual Meeting, San Diego, CA, April 13-15, 2023. *Panel on Aggression and Conduct Problems*
- August - November 2022 - Reviewer Evaluation for the NSC Naional Science Centre, Poland Expert evaluating of 10 proposals submitted to the Centre within the scheme "OPUS" of the *National Science Centre*, Poland (NCN).
- July 2022 - Review for *Psychiatry Research Journal*. Manuscript titled: A systematic review of cyberbullying and cyber victimization among university students across the world over a decade
- June 2022- Evaluation and judgment MA thesis in Educational Psychology. (University of Haifa).

- May-June 2022 – two reviews for the Israel Science Foundation (ISF).
- April 2022 – Evaluation of a Thesis proposal – Education department. The Open University of Israel.
- February 2022 - Co chair panel review – for SRA Conference, 3-5, March, 2022, New Orleans, USA.
- February 2022 – Three reviews for the Chais Conference
- October-November -2021 – Evaluation of PhD proposal, School of Education, Bar-Ilan University. Topic: The relationship between violence against teachers and their sense of confidence at school.
- August 2021(from) – Reviewer for *Deviant Behavior Journal*
- May 2021- reviewer for *Journal of Adolescence*.
- January 2021 - External Expert Evaluator of COST Action Proposal- the European Unionm *Combating Abuse in computerR-mediated Environments*.
- October 2020 - Attended the COST Action CA16207 TS*: International Training School on Problematic Internet Usage*, 19-21.10.2020.
- October 2020 - Reviewer for the National Science Centre (NSC), Poland.
- August 2020 **-** Reviewer for the 2021 Annual Meeting of the American Educational Research Association (AERA), for Division E (Human Development Section). Submissions For Division E - Counseling and Human Development/Division E - Section 2: Human Development**.**
- March 2020 - Member of the Artificial Intelligence (AI) Advisory Board. (2019-2020). Entitled: The use of AI based technologies by post-secondary students with disabilities. PI: Prof. Catherine S. Fichten, director of The Adaptech Research Network, Dawson College, Montreal, Canada.
- 2020/2021 – present**-** Editorial Board of Educational Psychology as Review Editor for *Frontiers in Psychology and Frontiers in Education (2020–2021 - 8 reviews for Frontiers in Psychology).*
- 2021 **-** Reviewer for Chais Conference.
- 2020 **-** Evaluation and judgment PhD dissertation (Bar-Ilan University).
- 2017, 2018, 2019 – Reviewer for Chais Conference – The Center for Innovation in Learning Technology Research at the Raanana Open University Campus.
- Reviewer for the 2020 SRA (Society for Research on Adolescence) Biennial Meeting,21/3/2020, San-Diego, USA.
- 2019 **-** Reviewer Evaluation for the National Science Centre, Poland (NCN) - Expert evaluating of fifteen proposals submitted to the Centre within the scheme "OPUS" of the *National Science Centre*, Poland (NSC).
- 2019 **-** Reviewer for The World Education Research Association (WERA) 2020 Focal Meeting, 1-3 July 2020 Santiago de Compostela, Spain.
- 2019 **-** Present**-** Member of the Open University Collaboration board with Beit Izzy Shapira, Raanana (Changing lives of people with disabilities on the Willy and Celia Trump Campus).
- 2016 **-** Present **-** Member of the editorial board of the *International Journal of Psychology and Behavior Analysis*.
- 2016 **-** Present **-** External Expert Evaluator of COST Action Proposals, the European Union.
- 2015 **-** Present**-** UNESCO**-**Education**-**Member of the 'Digital Citizenship and Cyber-wellness Working Group' (WG8).
- 2012 – present- Reviewer for Journals' manuscripts:
  Children and Youth Services Review (2020); British Journal of Educational

Studies, Journal *of Affective Disorders* (2020); *Society & Welfare (2020);*
Journal of Adolescence (2019); *European Journal of Counseling Psychology*
(2018); *International Journal of Law, Crime and Justice* (2018); *Societies* (2017);
Welfare and Society

- (2016, Hebrew); *International Journal of Cyber Society and Education'(2015)*;
*Journal of Adolescent Health' (2013); Emotional and Behavioral Difficulties
Journal'(2012)*;
- 2012 – Reviewer for Grants application: 'Israeli Ministry of Education proposal
Grant'
- 2018 – Reviewer for grant proposals for the *National Science Center, Poland* (April
2018).
- 2018 – Reviewer for the 2018 SRA (Society for Research on Adolescence) Biennial
Meeting, April 12 - 14, 2018 - Minneapolis, Minnesota, USA.
- 2015 **-** Member of the International committee board of the 3rd International
Conference on Cyber Behavior (CB, 2014), June 18-20, 2014.

International Scientific Research Groups

June 2023 **-** Member of an expert advisory international group on the development
of AI tools for students with disabilities in higher education institutions.
Digital Access advisor, lead by Dr. Tim Coughlan, The Open University
UK.

2020 **-** 2024 European Cooperation of Scientific and Technical Research COST
CA19104 – *Advancing Social inclusion through Technology
and Empowerment* (a-STEP), WGs1, 2, 3 - Dynamic Exchange,
Collaborative Evaluation.

2017**-** Present Swap (Student Well-being and Prevention of Violence) Centre Member.
International Affiliates, Fellow researcher, Flinders University, South
Australia. http://www.flinders.edu.au/ehl/swapv/advisory-board/swapv-
centre-members.cf.

2019 **-** Present *Director* of Swap -V Israel.

2020 – 2024 European Cooperation of Scientific and Technical Research - A research
team of COST **-** Management Committee Member, In Action N° CA19106
- Multi-Sectoral Responses to Child Abuse and Neglect in Europe:
Incidence and Trends (Euro-CAN)

2019 **-** 2023 European Cooperation of Scientific and Technical Research - A research
team of COST **-** Management Committee Member, In Action N°
CA18121**-** Cultures of Victimology: understanding processes of
victimization across Europe (COV-E).

2016 **-** 2019 Seale, J., Fichten, C., Heiman, T., Olenik-Shemesh, D., Fisseler, B., &
Burgstahler, S. *Disabled students, ICT, post-compulsory education and
employment: in search of new solutions*. The Levernhulme Trust-
International Network Grant (ID/Ref: IN-2016-018).

2013 **-**2017 COST, European Cooperation of Scientific and Technical Research - A
research team of COST **-** Management Committee Member, In Action N°
IS1210 Titled: *Appearance Matters: Tackling the physical and
psychosocial consequences of dissatisfaction with appearance.* The
European Union.

2008 **-** 2012 COST, European Cooperation of Scientific and Technical Research- A
research team of COST. Management Committee Member In Action N°

IS0801 Titled: *Cyberbullying: Coping with negative and enhancing positive uses of new technologies, in relationships in educational settings.* The European Union.

Research Grants

Year	Role in Research	Co- researches	Topic	Funded by, Amount
2022 February (submitted)	PI	J. Seale, T. Coughlan, The OU, UK; C. Fichten, McGill University, Canada; A. Havel, Dawson college, Canada; B. Fisseler, Frunun University, Hagen, Germany; D. Olenik-Shemesh, T. Heiman, The OU of Israel; S. Burgstahler, UW, USA.	Tech at Work: Technology enabled strategies for graduates with disabilities to transition from post-secondary education to employment	Spencer Foundation, UK. Large proposal
2021 February (submitted)	PI	Bjorn Fisseler, Fernun University, Germany Tali Heiman	Reshaping the future of learning: Sustaining higher education for people with disabilities through digital technology in times of crisis	GIF (YOUNG)
2021 February (accepted)	PI	Tali Heiman Adi Brann	The associations between self-directed learning (SRL) and academic resilience among middle school students : the moderating role of social support	'Hemdat Academic College, Israel (75,000 NIS)
2018, 26, November (submitted)	PI	M. Wright D. Olenik-Shemesh T. Heiman	The moderating effects of resiliency, self-control, and relationship quality in the associations between problematic internet use and negative outcomes among college students from Israel and U.S.	**BSF - US-Israel** Binational Science Foundation. Area of research: Psychology: Social - Interpersonal Behavior
2018 (accepted)	PI	T. Heiman D. Olenik-Shemesh	Examining the contribution of personal AT in the classroom, as related to coping resources among students with	Open University Grant (39, 700 NIS)

			and without disabilities – Canada Israel Comparison study.	
2017-2020 (accepted)	PI	Y. Yablon S. Eden T. Heiman	On-line social interactions of children and youth: Vulnerability situations and opportunities for optimal surfing	Israeli Education Ministry. (699,000 NIS)
2010-2012 (accepted)	Partner, Researcher	EU partners: Coimbra University, Portugal, Pedagogical Academy in Lodz (Poland), ZEPF (Germany), Infoart (Bulgaria), The Open University of Israel, Trinity College, Dublin, Ireland	Cyber Training-for-Parents (CT4P).	The European Union – Education, Audiovisual and Culture Executive Agency (EACEA) of the European Commission, LLP. Coordinator: University of Koblenz-Landau, Germany. (24,793 Euro).
2010-2012 (accepted)	Partner, Researcher	EU partners: Kids and Media (Norway), Pedagogical Academy in Lodz (Poland), Actionwork Worldwide (UK), ZEPF (Germany), CINECA - Consorzio Interuniversitario (Italy), Infoart (Bulgaria), The Open University of Israel	The virtual Anti - Bullying-Campus for Kids and youth (ABV4Kids).	The European Union Comenius, LLP, with CINECA-Bologna, Italy (24,786 Euro).
2010-2011 (accepted)	PI	T. Heiman, S. Eden	Violence and vulnerability in the Internet: Characteristics, patterns, risk and protective factors in children and adolescents. The Israel Ministry of Education - Chief Scientist Grant.	(77,000 NIS).
2009-2010	PI	T. Heiman S. Eden	Pilot study: Characteristics of	Chaise Research

				Cyber-bullying among adolescents, and its implications on social-emotional aspects.	Center for the Integration of Technology in Education. The Open University of Israel. (10,000 NIS).
2007-2008	PI		T. Heiman D. Caspi- Tzahor	Usage patterns of electronic technology and its contributions among students with special needs at the Open University.	Chaise Research Center for the Integration of Technology in Education. The Open University of Israel. (10,000 NIS).

Teaching
A. Teaching Responsibility for Open University Courses

Year	Name of Course	Role (coordinator, instructor, Academic Supervisor)
2018-present	Issues in Special Education (BA)	Academic Supervisor
2018- present	Psychology in Education (BA)	Academic Supervisor
2023- present	Quantitative research in education in Education (MA)	Academic Supervisor
2018-present	Integration of information technologies in various disciplines (MA)	**Academic Supervisor**

B. Supervision of Graduate Students

Student Name	Title of Thesis	Degree	Institution/ Department	Date of Completion/In progress
Nivin Bashara	Bullying towards teachers in the Arab Sector: victimization in relation to psychosocial aspects	PhD	Education and Psychology: The Open University of Israel	In progress – March 2024

Nizan Sitbon	The contribution of soft skills to coping with online bullying among young adolescents	PhD	Education and Psychology: The Open University of Israel	Start - March, 2024
Dr. Einat Braining	Intervention program for promoting resilience and protective factors in ongoing crisis situations among kindergarten children, based on Educational Robotics	Post-Doc	Education and Psychology: The Open University of Israel	In progress. Start- March, 2024
Evelyn Levy	Factors inhibiting and promoting disposition to adopt innovative technologies based on AI Technologies in teaching among older teachers	MA	Education and Psychology: The Open University of Israel	In progress
Yael Tzur	Inclusion of students with Autism: Teachers coping	PhD	Education and Psychology: The Open University of Israel	In progress
Keren Galloway	PUI among young children in relation to psychological variables	PhD	Education and Psychology: The Open University of Israel	In progress
Dr. Soffi Shauli	The contribution of in-service teacher training on change of teachers' perceptions and behavior towards students with special needs integrated into the regular education system - Examining from a combined perspective: teachers and parents	Post-Doc	Education and Psychology: The Open University of Israel	July 2023
Dr. Galya Taller-Azoulay	Attitudes, self-esteem abd stress perception among principals and educational counselors integrating students with special needs.	Post-Doc	The Open University of Israel	In Progress

Yael Tzur	Intervention Program for coping with cyberbullying: An evaluation study	M.A.	The Open University of Israel	2022
Gali Frank	Reaction patterns and youth ways of coping with online violence.	M.A.	The Open University of Israel	2015
Michal Zuaretz-Hannan	Cyber bullying among young children: Mapping the phenomenon, correlations with social aspects.	M.A.	The Open University of Israel	2015
Maha Ihia	Cyberbullying in the Arab-Muslim sector and its' impact on adolescents.	M.A.	The Open University of Israel	2013
Tamar Tarablus	Characteristics and patterns of CB in adolescence, its' Causes and implications on academic and social aspects.	M.A.	The Open University of Israel	2012

PUBLICATIONS

Articles in Refereed Journals

1. **Olenik-Shemesh, D.**, Heiman, T., & Wright, M. (2023). Problematic Internet Use and well-being: A mediated-moderated model of socio-emotional factors. *Journal of Genetic Psychology.* DOI: 10.1080/00221325.2023.2277319

2. Shauli, S., Heiman, T., & **Olenik-Shemesh, D.** (2023). Inclusion and social integration of students with educational challenges from the perspectives of in-service and preservice teachers and college students. *Journal of University Teaching & Learning Practice*

3. Eden, S., Yablon, K., **Olenik-Shemesh, D**., & Heiman, T. (2023*).* Cyberbullying and PIU among Adolescents before and during COVID-19 Pandemic: the association with adolescents relationships. *Youth and Society*, 55 (7) , 1-24. doi: https://doi.org/10.1177/0044118X231169493

4. Shauli, S., **Olenik-Shemesh, D**., & Heiman, T. & (2023). Decision making modes regarding inclusive dilemmas of special education students in mainstream classrooms. *Journal of Research in Special Educational Needs, 23* (3), 199–212 doi: 10.1111/1471-3802.12591

5. Torres, S., Fitzgerald, A., Burusic, J. Dooley, B., **Olenik-Shemesh, D**., Lepnarti, A., Heiman, T., Anttila, M. Costa, C., De boon. L., Valimaki, M., Burovich, T., (2022). Positive body image in female University students and its relationship with self-esteem, academic achievement, and educational aspirations: An international perspective : European Journal of Investigation in Health, Psychology and Education, 12 (10), 1521-1534. 12(10), 1521- 1534, OI: https://doi.org/10.3390/ejihpe12100107

6. Heiman, T., & **Olenik-Shemesh, D**. (2022). Cyber-victimization experience among higher education students: Effects of social support, loneliness, and self-efficacy. *International Journal of Environmental Research and Public Health. Manuscript* ID: ijerph-1662053

7. Taller-Azoulay, G., Heiman, T., & **Olenik-Shemesh, D**. (2022). The role of the educational counselor in the inclusion and integration processes. *European Journal of Special Education Research*, *8*(2), 60-68.

8. **Olenik-Shemesh, D., & Heiman, T.** (2021). Resilience and self-concept as mediating factors in the relationship between bullying victimization and sense

of well-being among adolescents. *International Journal of Adolescence and Youth*, *26* (1), 158 -171. 171. DOI: https://doi.org/10.1080/02673843.2021.1899946.

9. **Olenik-Shemesh, D**., & Levi, K. (2021). Online bullying among elementary school children: Dyadic perceptions of children and parents. *Creative* Education, *12 (*7), 1517-1531. DOI: 10.4236/ce.2021.127116

10. **Olenik-Shemesh, D.** (2021). Exploring the relationship between problematic internet use and well-being among adolescents: The mediating role of resilience, self-control, negative mood, and loneliness. *Journal of Child and Adolescent Behavior, 8*(4), 1-8.

11. Heiman, T., & **Olenik-Shemesh, D.** (2020). Social-emotional profile of children with and without learning disabilities: The relationships with perceived loneliness, self-efficacy and well-being. *International Journal of Environmental Research and Public Health, 17* (20), 7358-7373. ijerph-944052.

12. **Olenik-Shemesh, D**., Heiman, T., & Zuaretz-Hannan, M. (2020). Cyber-victimization among young children: Mapping the phenomenon and the relationship with social support and sense of loneliness. *Studies in Education, 20*, 55-82. (Hebrew).

13. Heiman, T., **& Olenik-Shemesh, D. (2020).** The mediating effect of social support in the relationships between loneliness, self-efficacy and well-being among students with or without learning Disabilities. *International Journal of Environmental Research and Public Health*, *17* (20), 7358; https://doi.org/10.3390/ijerph17207358. Q2, IF=2.849.

14. Seale, J., Colwell, C., Coughlan, T., Heiman, T., Kaspi-Tsahor, D., & **Olenik – Shemesh, D**. (2021). Dreaming in color': Disabled higher education students' perspectives on improving design practices that would enable them to benefit from their use of technologies. *Education and Information Technologies Journal,* 26, 1687-1719. *https://doi.org/10.1007/s10639-020-10329-7. Q1,*

15. Skrzypiec, G., Alinsug , E., Nasiruddin, E., Andreou, E., Brighi, A., Didaskalou, D., Guarini, A., Heiman, T., Kang, SW., Kwon, S., **Olenik-Shemesh, D.,** Ortega-Ruiz, R., Romera, E., Roussi-Vergou, C., Sandhu, D., Sikorska, I., Wyra, M., Xi, J., & Yang, C. (2021). Harmful peer aggression: Relationship between victim and perpetrator. *Journal of School Violence*, *20* (1), 1-16. Q1, IF=2.421

16. **Olenik-Shemesh, D.**, Heiman, T., & Assaiag, A. (2020). The challenges facing Arab students with Learning Disabilities in Higher Education Institutions and the role of Support Centers in their academic functioning: A preliminary study. *International Education Studies, 13* (11), 1-11.

17. **Olenik-shemesh**, D., Heiman, T., & Keshet, N. (2019). Factors that affect teachers' coping with cyberbullying: Implications for teacher education programs. *Creative Education, 10*, 3357-3371. IF=1.01.

18. Fichten, C., Jorgensen, M., King, L., Havel, A., Heiman, T**., Olenik-Shemesh, D**. & Kaspi-Tsahor, D. (2019). Moblie technologies that help post-secondary students succeed. A pilot study of Canadian and Israeli professionals and students with disabilities. *International Research in Higher Education, 4*(3), *35-50.*

19. **Olenik-Shemesh, D**., Heiman, T., & Zur, Y. (2019). Educational intervention program for coping with youth cyberbullyuing, based on bystanders' involvement. *Journal of International Education, 11(2),* 126-149.

20. Heiman, T., & **Olenik-Shemesh, D.,** & Frank, G. (2019). Patterns of coping with cyberbullying: Emotional, behavioral and strategic coping reactions among Junior High School students. *Journal* of *Violence and Victims*, *34* (1), 28-45. http://dx.doi.org/10.1891/0886-6708.VV-D-16-00141.

21. Heiman, T., & **Olenik-Shemesh, D.** (2019). Predictors of cyber-victimization of higher education students with and without learning disabilities. *Journal of Youth Studies, 22* (2), 205-222. https://doi.org/10.1080/13676261.2018.1492103.

22. Heiman, T., **Olenik-Shemesh, D**., Kaspi-Tsahor, D & Regev-Nevo, M. (2018). Proceedings of the Ed-ICT International Network Israel Symposium: In search of new designs. http://ed-ict.com/wp-content/uploads/2018/09/ProceedingsEd-ICTIsraelSymposium.pdf

23. Heiman, T., & **Olenik-Shemesh, D.** (2018). Perceived body appearance and eating habits: The voice of young and adult students attending higher education. *International Journal of Environmental Research and Public Health Journal of Environmental Research and Public Health*, *16* (3), 451-463. doi: 10.3390/ijerph16030451.

24. **Olenik-Shemesh, D.,** Heiman, T., & Keshet, N. (2018). The role of career aspiration, self-esteem, body-esteem, and gender in predicting sense of well-

being among emerging adults. *Journal of Genetic Psychology*, *Research and Theory on Human Development, 178*(1), 28-43, DOI: 10.1080/00221325.2018.1526163.

25. **Olenik-Shemesh, D.,** Heiman, T., & Kopel-Ben-Ari, D. (2018). Developing, implementing and evaluating an intervention program on cyberbullying for teachers. *International Journal of Learning and Teaching.* IJLT, ISSN: 2377-2891, 10.18178/IJLT.

26. Heiman, T., **Olenik-Shemesh, D**. & Liberman, G. (2018). Adolescent involvement in face-to-face and cyber-victimization: Can personal well-being mediate social-emotional behavior? *Journal of Youth Studies.* DOI:10.1080/13676261.2017.1366650.

27. **Olenik-Shemesh, D.** (2017). Youth emotional intelligence as related to adaptive coping with stress. *Psychology Research, 7* (1), 1-20. DOI:10.17265/2159-5542/2017.01.001.

28. **Olenik-Shemesh, D.,** Heiman, T. &, Zuaretz-Hannan, M. (2017). Cyber-victimization among children: Prevalence, characteristics, gender differences and links to social difficulties. *Journal of Child & Adolescent Behavior*, *Medical Sciences*, *5,* 339 - 350. DOI: 10.4172/2375- 4494.1000339.

29. Heiman, T., & **Olenik-Shemesh, D.** (2017). Cyberbullying and traditional bullying: Parents' perceptions of their child with learning disabilities. *IOSR Journal Of Humanities And Social Science, 22* (1), 59-66 (IOSR-JHSS). DOI: 10.9790/0837-2201065966.

30. Heiman, T., Fichten, C. S., **Olenik-Shemesh, D**., Keshet, N. S., & Jorgensen, M. (2017). Access and perceived ICT usability among students with disabilities attending higher education institutions. *Education and Information Technologies*, *22* (6), 2727-2740. DOI: 10.1007/s10639-017-9623-0.

31. **Olenik-Shemesh, D**., & Heiman, T. (2017). Bystanders' behavior in cyberbullying episodes: Active and passive patterns in the context of personal-socio-emotional factors. *Journal of Interpersonal Violence, 3*2(1), 23-48. DOI: 10.1177/0886260515585531.jiv.sagepub.com.

32. **Olenik-Shemesh, D.,** & Heiman, T. (2017). Cyberbullying victimization in adolescents as related to body esteem, social support, and social self-efficacy., *178* (1), 28-43. DOI: 10.1080/00221325.2016.1195331.

33. Heiman, T., & **Olenik-Shemesh, D.** (2017). Cyberbullying involvement of adolescents with low vision compared to typical adolescents, as related to perceived social support. *Journal of Aggression, Maltreatment & Trauma*, *26* (2), 105-115. DOI: 10.1080/10926771.2016.1228725.

34. Eden, S., Heiman, T., & **Olenik-Shemesh, D.** (2016). Bully versus victim on the internet: The correlation with emotional-social characteristics. *Education and Information Technologies, 21*(3), 699-713. DOI: 10.1007/s10639-014-9348-2.

35. Zeidner, M., Matthews, G., & **Olenik-Shemesh, D.** (2015). Cognitive-Social sources of well-being: Differentiating the roles of coping style, social support and Emotional Intelligence. *Journal of Happiness Studies*, 17(6), 2481-2501. DOI:10.1007/s10902-015-9703-z.

36. **Olenik-Shemesh, D.,** & Heiman, T. (2015). Exploring cyberbullying among primary school children in relation to: Internet use, social support, loneliness, self-efficacy and well-being. *Child Welfare Journal,* 5. DOI: 10.1007/s 0889.

37. Heiman, T., & **Olenik-Shemesh, D**. (2015). Computer-based communication and cyberbullying involvement in the sample of Arab teenagers. *Education and Information Technologies*, *21*(5), 1183-1196. DOI: 10.1007/s10639-015-9375-7.

38. Heiman, T., & **Olenik-Shemesh, D.** (2015). Cyberbullying experience and gender differences among adolescents in different educational settings. *Journal of Learning Disabilities*, *48*(2), 146-155. https://DOI.org/10.1177%2F0022219413492855

39. Tarablus, T., Heiman, T., & **Olenik-Shemesh, D**. (2015). Cyberbullying among teenagers in Israel: in Examination of cyberbullying, traditional bullying, and Socio-emotional Functioning. *Journal of Aggression, Maltreatment & Trauma*, *24* (6), 707-720. DOI:10.1080/10926771.2015.1049763.

40. **Olenik-Shemesh, D.**, Heiman, T., & Rabin, E. (2014). The Virtual Anti-Bullying Village Project for coping with bullying and cyberbullying within a 3D virtual learning environment: Evaluation research. *International Journal of Cyber Society and Education*, *7*(2), 97-124. DOI:10.7903/ijcse.1147.

41. Heiman, T., **Olenik-Shemesh, D**., & Eden, S. (2014). Cyberbullying involvement among students with ADHD: Relation to self-efficacy, social

support and loneliness. *The European Journal of Special Needs Education*, *30* (1), 15-29. DOI:10.1080/08856257.2014.943562.

42. **Olenik-Shemesh, D.,** & Zeidner, M. (2014). Personality predictors of loneliness in adolescent students. *Psychology Research, 3(*10*)*, 579-590.

43. Heiman, T., **Olenik-Shemesh, D**., & Eden, S. (2014). Involvement in social networking and cyber-victimization among students with and without attention deficit hyperactivity disorder, and the relationships with perceived social self-efficacy, loneliness and social support, *Mifgash: Journal of Social-Educational Work* , *39* (12), 93-112. (Hebrew).

44. Heiman, T., & **Olenik-Shemesh, D.** (2013). Cyberbullying experience and gender differences among adolescents in different educational settings. *Journal of Learning Disabilities*, *20*, 1-11. DOI: 10.1177/0022219413492855.

45. **Olenik-Shemesh, D.,** Heiman, T. & Eden, S. (2012). Cyberbullying victimization in adolescence: The relationships with loneliness and depressive mood. *Emotional and Behavioral difficulties, 17* (3-4), 361-374.

46. **Olenik-Shemesh, D**. & Heiman, T. (2012). Cyberbullying among adolescents (2012). *Hed- Hahinuch, Towards the 21the Century*. *6*, 32-36. (Hebrew).

47. Eden, S., Heiman, T. & Olenik-Shemesh, D. (2012). Teachers' perceptions, beliefs and concerns about cyberbullying. *British Journal of Educational Technology*, *44*(6), 1036-1052. DOI: https://doi.org/10.1111/j.1467-8535.2012.01363.x

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