

Amit Shlomo **RESUME**

1. PERSONAL DETAILS

Full Name: Amit Shlomo

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Nationality: Canadian, Israeli

ORCID iD: 0000-0002-7952-1786

2. ACADEMIC DEGREES

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| 2020-present | Direct Ph.D. track in Education in Science and Technology, Technion, Israel Institute of Technology. |
| 2023 | Master in Education in Science and Technology, Technion, Israel Institute of Technology. Specialization in physics education. |
| 2023 | High-school Physics teaching certificate under the faculty of Education in Science and Technology, Technion, Israel Institute of Technology |
| 2015 | B.Sc. in Physics, Technion, Israel Institute of Technology. |

3. HIGHER EDUCATION TEACHING EXPERIENCE

Guangdong Technion, Israel Institute of Technology (GTIIT) – Lecturer and tutor

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| 2023 - present | Physics preparatory course for new students attending the university.
Lecturer and tutor |
| 2023 - present | Physics 1 (Mechanics), 114051. Lecturer and tutor |
| 2024 - present | Physics 2 (Electricity & Magnetism), 114052. Lecturer and tutor |
| 2025 - present | Physics lab 1 (114081), course staff |

Technion – Israel Institute of Technology**Reinforcement Courses Lecturer and Curriculum Developer, Technion's Student Association.**

2015-2023	Electricity and Magnetism (for engineers): Physics 2L (114078), Physics 2 (114052), Physics 2MM (114075)
2013-2023	Mechanics (for engineers): Physics 1L (114077), Physics 1 (114051), Physics 1M (114071)
2015	Mechanics (for Physicists): Physics 1P (114074)
2013-2017	Math Preparatory Course for New Students.
2013-2015	Calculus: Calculus 1 (104003), Calculus 1M (104018), Calculus 1T (104012)

Reinforcement course Lecturer and Curriculum Developer, "Atidim" Program, Technion (high-school graduates attending university before their military service)

Winter 2014 Calculus 1T, 104012.

4. PROFESSIONAL TEACHING EXPERIENCE

2018-present	Online Physics Academy entrepreneur (https://amitphysics.com). Owner and developer of a private online educational platform offering physics courses for high-school and academic students (i.e., asynchronous online courses, including video lectures and tutorials). The platform was self-developed; video editing and web programming (MongoDB, Express, React, NodeJS) were self-learned.
2022-2023	Physics High School Teacher, Weizmann Institute of Science, Schwartz/Reisman Science Education Center. The teaching approach focuses on inquiry-based learning through experiments, hands-on workshops, and observation-based learning (e.g., demonstrations).
2020-2021	Physics Lecturer and Curricula Developer, HighQ Institute, teaching and preparing prospective university students to the high-school physics matriculation exams. Physics high school subjects: Mechanics, Electro-Magnetism, Optics, and Laboratory.

5. ACTIVITIES

Activities at Guangdong Technion, Israel Institute of Technology (China)

April 2024 & April 2025 & April 2026	Representative of GTIIT, providing science activities to high school students across China, including in Guangdong and Henan.
Feb 2024 & Feb 2025 & Feb 2026	Physics lecture during GTIIT's open day for prospective high school students. February 2026 lesson (link) – Rotational motion https://www.youtube.com/watch?v=Y7Tz66zLOsY February 2023 lesson (link) – Newton's first law https://www.youtube.com/watch?v=a3NMraXaLlg
April 2025	Physics lecture for high school students coming to GTIIT from Guangzhou.
Feb 2023 & June 2024	Conductor of science challenges for a competition event during GTIIT's open day for prospective students. The event (link) https://www.youtube.com/watch?v=iLlhaNi5iNg

Activities at the Technion, Israel Institute of Technology (Israel)

2023	Representative of the Faculty of Education in Science and Technology, Technion at the "Jacobs Graduate Research Day": Presenting my Ph.D. research.
2022	Participatory in the Faculty of Education in Science and Technology, Technion at "Research Faculty Day" – 2 nd place.
2021	Participatory in the Faculty of Education in Science and Technology, Technion at "Research Faculty Day".

Additional activities

2015	"Engineers Without Borders", Agriculture & Educational Science Development in Mekelle, Ethiopia.
2011	Research Assistant, Technical University of Berlin. Participation in the International Association of Students Exchange for Technical Experience (IAESTE). Researched the use of plasma actuators on micro air vehicles.

6. RESEARCH INTERESTS

My research focuses on instructional design for higher education. More specifically, I examine students' attitudes toward different learning formats (e.g., face-to-face learning, synchronously online learning, and asynchronously online learning), and find their connection to motivational theories and self-regulated learning skills.

7. FELLOWSHIPS, AWARDS, AND HONORS

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| 2025 | Faculty of Education in Science and Technology, Technion. Award for students who demonstrate a deep commitment to education and aim to nurture the next generation of leaders and researchers in science |
| 2024 | Technion Jacob's prize for outstanding publications and Ph.D. research. |
| 2022 | Faculty of Education in Science and Technology, Technion. Award at "Research Faculty Day" – 2 nd place. |

8. PUBLICATIONS**Refereed papers in professional journals**

1. Amit Shlomo & Rinat B. Rosenberg-Kima (2024): F2F, zoom, or asynchronous learning? Higher education students' preferences and perceived benefits and pitfalls, International Journal of Science Education, DOI: 10.1080/09500693.2024.2355673

Under review

1. Amit Shlomo & Rinat B. Rosenberg-Kima (2026): Motivational trade-offs of face-to-face and online learning of undergraduate science and engineering students: a self-determination theory and self-control perspectives

12. CONFERENCES

International Contributed Talks and Posters

1. Shlomo, A., Rosenberg-Kima, R. (2023, June). Students' Learning Modalities Preferences from a Self-Determination Theory Perspective. Paper presented at the Eighth International Conference on Teacher Education Passion and Professionalism in Teacher Education. Tel-Aviv, Israel.
2. Shlomo, A., Rosenberg-Kima, R. (2023, June). The Perceived Benefits and pitfalls of a Hybrid Course Learning Modalities from a Self-Determination Theory Perspective. Poster presented at the International Conference of the Learning Sciences (ICLS), Montreal, Canada.
3. Shlomo, A., Rosenberg-Kima, R. (2024, July). Students' Attitudes Towards Face-to-Face and Online Learning from the Lens of Self-Determination Theory. Paper presented at the 16th annual International Conference on Education and New Learning Technologies (Edulearn24), Palma, Spain.

National Contributed Talks and Posters

1. Shlomo, A., Rosenberg-Kima, R. (2022, February). The relationship between self-regulated learning level, personality traits, and students' learning preferences in the era of post-COVID-19. Poster presented at the 17th Chais Conference on the Study of Innovation and Learning Technologies, Raanana, Israel.
2. Shlomo, A., Rosenberg-Kima, R. (2022, July). How would you like to learn? Students' learning preferences in a hybrid course in the era of post-COVID-19. Paper presented at the Israeli Learning Sciences Conference. Ben-Gurion University, Israel.
3. Shlomo, A., Rosenberg-Kima, R. (2023, February). Higher Education Students' Learning Preferences in a Hybrid Course and its Relationship to Self-Determination Theory. Poster presented at the 18th Chais Conference on the Study of Innovation and Learning Technologies, Raanana, Israel.