

ADAM LEFSTEIN - CURRICULUM VITAE AND LIST OF PUBLICATIONS• **Education**

- B.A. 1985-1989, University of North Carolina at Chapel Hill, North Carolina,
International Studies (summa cum laude)
Name of advisor: Prof. V. William Balthrop
Title of thesis: Nuclear Weapons as Cultural Product: A critical
exploration of politics, myth and fiction
- PhD 2002-2005, King's College London, Educational Studies
Names of advisors: Prof. Brian Street and Prof. Andrew Wright
Title of thesis: Teacher enactments of the English National Literacy
Strategy – an extended case study

Other Education

- 1999-2002 Bar Ilan University, Israel, Cultural Studies and Hermeneutics
(completed coursework for MA/PhD programme)
- 1997-1998 Tel-Aviv University, Sociology of Education
(completed prerequisites for postgraduate study)

• **Employment History**

- 2014-present Associate Professor, Ben-Gurion University of the Negev, Department
of Education
- 2010-2014 Senior Lecturer, Ben-Gurion University of the Negev, Department of
Education
- 2007-2010 Senior Lecturer in Education (Teaching and Learning in Classrooms),
Institute of Education, University of London.
- 2006-2007 Academic Fellow in Pedagogy and Classroom Interaction, Oxford
University Department of Educational Studies
- 2005-2006 ESRC Post-doctoral Research Fellow, Department of Education and
Professional Studies, King's College London.
- 2000-2002 Director, Community of Thinking Programme, Branco Weiss Institute
for the Development of Thinking, Jerusalem.
- 1997-2000 Professional Development Facilitator and Teacher, Branco Weiss
Institute for the Development of Thinking, Jerusalem.

- 1997-1998 Schoolteacher, “Ofek” Elementary School, Jerusalem and “Gvanim” High School.
- 1991-1997 Education Officer, Israeli Defense Forces.

- **Professional Activities**

- (a) Positions in academic administration (departmental, faculty & university)

- 2015-2016 Member, Appointments and Promotions Committee, Department of Education, Ben-Gurion University of the Negev (BGU)
- 2015-2016 Chair, Teacher Education Programme, Department of Education (BGU)
- 2014-2015 Chair, Doctoral Studies Committee, Department of Education, Ben-Gurion University of the Negev (BGU)
- 2012-2014 Co-chair, Departmental seminar, Department of Education, BGU
- 2011-2012 Chair, M.A. in Curriculum and Instruction, BGU
- 2011-2012 Member, Doctoral Committee, Department of Education, BGU
- 2009-2010 Member, Departmental Management Group, Department of Learning, Curriculum and Communication, Institute of Education, University of London
- 2007-2009 Course Leader, M.A. in Effective Learning, Institute of Education, University of London
- 2006-2007 Coordinator, Brown bag lunch seminar, Department of Education, Oxford University

- (b) Professional functions outside universities/institutions

- 2017-2019 Member of “Optimal management of professional development and training in the education system” expert committee, The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities
(<http://education.academy.ac.il/english/ActionArea.aspx?AreaID=27>)
- 2012-2013 Steering committee member, “How can teachers learn from filmed lessons?” study group, The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities
(<http://education.academy.ac.il/English/ActionArea.aspx?AreaID=19>)
- 2010-2013 Member of “A Proposal to Revamp Schooling for the 21st Century” expert committee, The Initiative for Applied Education Research, the

Israel Academy of Sciences and Humanities

(<http://education.academy.ac.il/English/ActionArea.aspx?AreaID=15>)

2010-2012 Member of the Peer Review College, Economic and Social Research Council (ESRC)

2007-2010 Assistant Director and Curriculum Coordinator, Ethnography Language and Communication Researcher Development Initiative (<http://www.rdi-elc.org.uk/>)

(c) Significant professional consulting

2015 Scientific Advisor to Pedagogical Leadership book, Avnei Rosha Institute for School Leadership.

2013-present Central District of the Israeli Ministry of Education, District-wide strategy for developing pedagogical discourse

2011-2012 Branco Weiss Institute, Design of video-based teacher professional development programmes

2009-2011 Yad Hanadiv Foundation, Strategies for teacher professional development and educational improvement

2008 Learning to Learn Coalition of South Australia, Teaching for Effective Learning framework

2007 Navigator Schools Consortium, Victoria, Australia, Community of thinking model

2006 Department of Education and Training, Victoria, Australia, Pedagogy and educational improvement

2006 Learning to Learn Coalition of South Australia, Community of thinking model

2006 Oracle Asia-Pacific, "Ultranet" student learning portal

2006 CORE Education, New Zealand, Community of thinking model

2005 Learning Network, New Zealand, Community of thinking model

2004 Ultralab South, New Zealand, Community of thinking model

(d) Editor or member of editorial board of scientific or professional journal

Video Journal of Education and Pedagogy, Editorial board member, 2015-present

Studia Paedagogica, Editorial board member, 2014-present

Versita Education, Editorial Advisory Board member for books in education, 2013-present (Versita is an open access division of De Gruyter)

Teaching and Teacher Education, Editorial board member, 2012-present

Dialogic Pedagogy Journal, Editorial board member, 2012-2014

(e) Ad-hoc reviewer

Cambridge Journal of Education

Classroom Discourse

Critical Studies in Education

International Journal for Inclusive Education

International Journal of Educational Research

English Teaching: Practice and Critique

Journal of Curriculum Studies

Journal of Education Policy

Journal of Learning Sciences

Language and Education

Learning and Instruction

Linguistics and Education

Mind, Culture and Activity

Pedagogies

Research in the Teaching of English

Research Papers in Education

Review of Educational Research

Teacher's College Record

Teachers and Teaching: Theory and Practice

Teaching Education

• **Educational Activities**

(a) Courses taught

Being an Academic: Writing, Research and All the Rest – Doctoral Seminar, BGU

Dialogic Pedagogy – Post-graduate teaching certificate, BGU

“Qualitative” Research Methodology – M.A., BGU

What Can Research Tell Us about Good Teaching? – M.A., BGU

Key Concepts and Methods in Ethnography, Language and Communication –
 Advanced Research Methods Training, King's College London (jointly taught
 with Ben Rampton, Jeff Bezemer, Julia Snell, Celia Roberts and Carey Jewitt)
 Discourse, Teaching and Learning – M.A., BGU
 Teacher Learning as a Lever for School Improvement – M.A., BGU
 Education as Dialogue? – M.A., BGU
 Teaching and Learning in Classrooms – M.A., Institute of Education, University of
 London (IoE)
 Building Learning Communities – M.A., IoE (taught with Eleanore Hargreaves)
 Guiding Effective Learning – M.A., IoE (taught with Eleanore Hargreaves)
 Language and Literacy – B.A., King's College London (taught with Roxy Harris)
 Contemporary Issues in Applied Linguistics – B.A., King's College London (jointly
 taught with a number of other lecturers)
 Introduction to Qualitative Research Methods – B.A., BGU
 Classroom communication: practical and critical perspectives – BA, BGU
 Critical Perspectives on the Israeli Education System – B.A., BGU

(b) Research Students

Post-doctoral fellows

Dr. Benzi Slakmon, Post-doctoral fellow, Department of Education, BGU, 2016-2017
 (jointly supervised with Dana Vedder-Weiss)

Tali Aderet, Post-doctoral fellow, Department of Education, BGU, 2016-2017 (jointly
 supervised with Dana Vedder-Weiss)

Dr. Tamar Buzakshvili, Post-doctoral fellow, Department of Education, BGU, 2015-
 2017 (jointly supervised with Dana Vedder-Weiss)

Dr. Aliza Segal, Post-doctoral fellow, Department of Education, BGU, 2013-2016

Dr. Dana Vedder-Weiss, Post-doctoral fellow, Department of Education, BGU, 2014-
 2015

Doctoral students

Itay Pollak, PhD, Department of Education, BGU, 2016 (submitted)

Maya Bozo-Schwartz, PhD, Department of Education, BGU, 2017 (on leave)

Yael Pulvermacher, PhD, Department of Education, BGU, 2017 (expected)

Avner Cohen-Zamir, PhD, Department of Education, BGU, 2017 (expected) (jointly supervised with Yariv Feniger)

Mirit Israeli, PhD, Department of Education, BGU, 2018 (expected) (jointly supervised with Yariv Feniger)

Rotem Trachtenberg, PhD, Department of Education, BGU, 2018 (expected) (jointly supervised with Dana Vedder-Weiss)

Islam Abu-Asaad PhD, Department of Education, BGU, 2018 (expected)

Livat Ashchar-Netz, PhD, Department of Education, BGU, 2020 (expected) (jointly supervised with Haim Hames)

Nadav Ehrenfeld, PhD, Department of Education, BGU, 2020 (expected) (jointly supervised with Uri Onn)

Masters students

Hadas Nagar-Turgeman, M.A., Department of Education, BGU, 2015

Sivan Shusterman, M.A., Department of Education, BGU, 2016

Naomi Greenspan, M.A., Department of Education, BGU, 2016

Michal Nir, M.A. thesis completion, Department of Education, BGU, 2017 (expected)

• **Research Grants**

- 2005 *King's College London Development Fund*. **Lefstein, A.** (Principal Applicant), Costley, T. (PA), Shepherd, N. (PA), Home for Research Students in Department of Education and Professional Studies. Capital investment in research infrastructure, £15,000 (\$25,000).
- 2006 *Economic and Social Research Council (UK)*. **Lefstein, A.** (PI), Teacher Enactment of Curricular Designs – Integrating Empirical and Philosophical Analyses. Postdoctoral Research Fellowship, 12/2005 to 11/2006, £33,882 (\$56,700).
- 2007 *Economic and Social Research Council (UK)*. Rampton, B. (PI), Blommaert, J., Jewitt, C., Roberts, C., **Lefstein, A.** & Bezemer, J., Ethnography, Language and Communication in a Changing Society <www.rdi-elc.org.uk>. Researcher Development Initiative, 1/2007-12/2009, £84,002 (\$140,600).
- 2008 *Economic and Social Research Council (UK)*. **Lefstein, A.** (PI), Towards Dialogue: A Linguistic Ethnographic Study of Classroom Interaction and Change. 11/2008-4/2011, £199,555 (\$334,100).

- 2009 *Economic and Social Research Council (UK)*. Harris, R. (PI), Rampton, B., **Lefstein, A.** & Leung, C., *Urban Classroom Culture & Interaction 2: From Research to Professional Practice*. 10/2009-9/2010, £81,213 (\$135,900).
- 2009 *Centre for Excellence in Work-Based Learning for Education Professionals (WLE Centre)*. Snell, J. (PI) & **Lefstein, A.**, *Promises and Perils of Video-based Teacher Professional Development*. 9/2009-4/2010, £13,000 (\$21,700).
- 2012 *Israeli Science Foundation*. **Lefstein, A.** (PI), *Negotiating professional visions in post-lesson feedback conversations*. 10/2012-9/2015, 240,000 NIS (\$68,700).
- 2012 *Israeli Science Foundation*. **Lefstein, A.** (PI), *Mobile laboratory for naturalistic study of classroom discourse and interaction*. Capital investment in research infrastructure, 224,909 NIS (\$64,300).
- 2012 *Yad HaNadiv Foundation (Rothschild Foundation in Israel)*. **Lefstein, A.** (PI and Director), Feniger, Y. (PI) & Netz, H., *Inside Israeli Pedagogy*. 9/2012-8/2014, 560,000 NIS (\$160,300).
- 2014 *Yad HaNadiv Foundation (Rothschild Foundation in Israel)*. **Lefstein, A.** (PI and Director), Feniger, Y. (PI), Asterhan, C., Parnafes, O. & Segal, A., *Large scale development of teacher professional discourse and leadership*. 9/2014-8/2017, 3,381,000 NIS (\$944,677).
- 2015 *Yad HaNadiv Foundation (Rothschild Foundation in Israel)*. Vedder-Weiss, D. (PI and Director) & **Lefstein, A.** (PI), *Development, Research and Capacity-Building to Support Teacher Leaders*. 11/2015-10/2016, 667,000 NIS (\$171,483).
- 2016 *Yad HaNadiv Foundation (Rothschild Foundation in Israel)*. Vedder-Weiss, D. (PI) & **Lefstein, A.** (PI), Feniger, Y. (PI), Asterhan, C., Roth, G. & Segal, A., *Large scale development of teacher professional discourse and leadership*. 9/2016-8/2019, 4,500,000 NIS (\$1,186,835).

- **Scientific Publications**

- (a) Authored books

1. Street, B.V. & **Lefstein, A.** (2008) *Literacy: An Advanced Resource Book*. London: Routledge.
2. Harris, R. & **Lefstein, A.** (2011) *Urban Classroom Culture: Realities, Dilemmas, Responses*. London: Centre for Language, Discourse and Communication.
3. **Lefstein, A.** & Snell, J. (2014) *Better than Best Practice: Developing Teaching and Learning through Dialogue*. London: Routledge.

4. Pollak, I., Segal, A. & **Lefstein, A.**, Editors (2015) *Pedagogy in Israel: Activity and Discourse in Classrooms*. Be'er Sheva: Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev (in Hebrew).
< <http://dialogicpedagogy.com/israeli-pedagogy> >
5. Vedder-Weiss, D. & **Lefstein, A.**, Editors (2015) *Cultivating Pedagogical Discourse and Leadership*. Be'er Sheva: Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev (in Hebrew).
< <http://dialogicpedagogy.com/cultivating-discourse> >

(b) Chapters in collective volumes

1. Street, B.V., **Lefstein, A.**, & Pahl, K. (2007) "The National Literacy Strategy in England: contradictions of control and creativity" in Larson, J. (Ed.) *Literacy as snake oil: beyond the quick fix, 2nd edition* (New York, Peter Lang).
2. **Lefstein, A.** (2010) "More Helpful as Problem than Solution: Some Implications of Situating Dialogue in Classrooms" in Littleton, K. & C. Howe (Eds.), *Educational dialogues: Understanding and promoting productive interaction*. Taylor and Francis.
3. **Lefstein, A.** (2011) "The Great Literacy Debate as Makeover Television: Notes on Genre Proliferation" in Goodwyn, A., & C. Fuller, Eds., *The Great Literacy Debate*. Abingdon: Routledge.
4. **Lefstein, A.** & Snell, J. (2011) "Classroom discourse: the Promise and Complexity of Dialogic Practice". In Ellis, S. McCartney, E. & J. Bourne, Eds., *Insight and Impact: Applied Linguistics and the Primary School*. Cambridge: Cambridge University Press.
5. **Lefstein, A.**, Brandes, Y. & Brandes, O. (2013) "Values Education in a Changing World – Enriching the Educational Discourse". In Brandes, O. & Issasschar, R., Eds. *Values Education in a Changing World*. The Israeli National Academy of Sciences Initiative for Applied Educational Research, Jerusalem (in Hebrew).
6. Sovinsky, N., Kandel, U. & **Lefstein, A.** (2013) "The Contours of Israeli Educational Discourse on Values and Values Education". In Brandes, O. & Issasschar, R., Eds. *Values Education in a Changing World*. The Israeli National Academy of Sciences Initiative for Applied Educational Research, Jerusalem (in Hebrew).
7. Snell, J. & **Lefstein, A.** (accepted) "Moving from "interesting data" to publishable research article -- some interpretive and representational dilemmas in a linguistic ethnographic analysis". In Smeyers, Paul, Bridges, David, Burbules, Nicholas and

- Griffiths, Morwenna, Eds. *International Handbook of Interpretation in Educational Research Methods*, Springer.
8. **Lefstein, A.** & Israeli, M. (2015) "Applying Linguistic Ethnography to Educational Practice – Notes on the Interaction of Research Methods and Professional Sensibilities". In Snell, J., Shaw, S. & Copland, F., *Linguistic Ethnography: Explorations in Interdisciplinarity*. Palgrave.
 9. Pollak, I. & **Lefstein, A.** (2016). "Epistemic climate: the view from within the primary classroom". In Beck, S., *Information, knowledge and understanding: Educational contexts*. Mofet publishing (in Hebrew).
 10. **Lefstein, A.**, Pollak, I., Israeli, M., & Bozo-Schwartz, M. (2105). "Coping with Competing Goals: Five Dilemmas in Seven Minutes of Instruction". In Pollak, I., Segal, A. & Lefstein, A., Editors, *Pedagogy in Israel: Activity and Discourse in Classrooms*. Be'er Sheva: Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev, pp. 43-56 (in Hebrew).
 11. Pollak, I. & **Lefstein, A.** (2015). "Knowledge and Epistemic Climate in Classrooms". In Pollak, I., Segal, A. & Lefstein, A., Editors, *Pedagogy in Israel: Activity and Discourse in Classrooms*. Be'er Sheva: Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev, pp. 94-108 (in Hebrew).
 12. Feniger, Y. & **Lefstein, A.** (2015). "Pedagogy in Israel, in Practice - Conclusions". In Pollak, I., Segal, A. & Lefstein, A., Editors, *Pedagogy in Israel: Activity and Discourse in Classrooms*. Be'er Sheva: Laboratory for the Study of Pedagogy, Department of Education, Ben-Gurion University of the Negev, pp. 134-140 (in Hebrew).
 13. Trachtenberg-Masalton, R. & **Lefstein, A.** (2016). A model for dialogic feedback conversations. In Mandel-Levy, N. & Bozo-Schwartz, M., Editors, *Making School: Practical Knowledge about Pedagogical Leadership*. Jerusalem: Avnei Rosha Institute (in Hebrew).
 14. Lefstein, A. (accepted). The End of Science Education in East Asia? Lee, Y.J. & Tan, J. (Eds.) *Primary Science Education in East Asia: A Critical Comparison of Systems & Strategies*. Springer.

(c) Refereed articles in scientific journals

1. **Lefstein, A.** (2002) Thinking pedagogy and power apart – coping with discipline in progressivist school reform. *Teachers College Record*, 104(8), 1627-1655.
2. **Lefstein, A.** (2005) Thinking about the technical and the personal in teaching. *Cambridge Journal of Education*, 35(3), 333-356.
3. **Lefstein, A.** (2008). Literacy Makeover: Educational Research and the Public Interest on Prime Time. *Teachers College Record*, 110(5), 1115–1146.
4. **Lefstein, A.** (2008). Changing Classroom Practice through the English National Literacy Strategy: A Micro-Interactional Perspective. *American Educational Research Journal*, 45(3), 701-737.
 Note: this article has been reproduced in two anthologies:
 Wyse, Dominic, Ed., (2011) *Literacy Teaching and Education (vol. 4: Teaching English: Implications for Policy.)* London: Sage. (Part of the Sage Library of Educational Thought & Practice series)
 Rowsell, Jennifer and Pahl, Kate, Eds. (2011) *Early Childhood Literacy.* London: Sage. (Part of the Sage Major Works series)
5. **Lefstein, A.** (2009). Rhetorical grammar and the grammar of schooling: Teaching “powerful verbs” in the English National Literacy Strategy. *Linguistics and Education*, 20(4), 378-400.
6. **Lefstein, A.** (2010). Problematizing researcher–respondent relations through an exploration of communicative stance. *Ethnography and Education*, 5(1), 81-96.
7. **Lefstein, A., & Snell, J.** (2011). Professional vision and the politics of teacher learning. *Teaching and Teacher Education*, 27(3), 505-514.
8. **Lefstein, A., & Snell, J.** (2011). Promises and Problems of Teaching with Popular Culture: A Linguistic Ethnographic Analysis of Discourse Genre Mixing. *Reading Research Quarterly*, 46 (1), 40-69.
9. **Lefstein, A.** (2013). The Regulation of Teaching as Symbolic Politics: Rituals of Order, Blame and Redemption. *Discourse: Studies in the Cultural Politics of Education*, 34 (5), 643-659.
10. **Lefstein, A., & Snell, J.** (2013). Beyond a unitary conception of pedagogic pace: quantitative measurement and ethnographic experience. *British Educational Research Journal*, 39 (1), 73-106.
11. **Lefstein, A., Israeli, M., Pollak, I. & Bozo-Schwartz, M.** (2103). Investigating Dilemmas in Teaching: Towards a New Form of Pedagogical Scholarship. *Studia Paedagogica*, 18 (4), 9-36.

12. **Lefstein, A.**, & Perat, H. (2014). Empowering Teacher Voices in an Education Policy Discussion: Paradoxes of Representation. *Teaching and Teacher Education*, 38, 33-43.
13. Feniger, Y. & **Lefstein, A.** (2014). How Not to Reason with PISA Data: An Ironic Investigation. *Journal of Education Policy*, 29 (6), 845-855.
14. **Lefstein, A.**, Israeli, M., & Snell, J. (2015). From Moves to Sequences: Expanding the Unit of Analysis in the Study of Classroom Discourse. *British Educational Research Journal*.
15. Pulvermacher, Y., & **Lefstein, A.** (2016). Narrative representations of practice: What and how can student teachers learn from them? *Teaching and Teacher Education*, 55, 255-266.
16. Segal, A., Snell, J. & **Lefstein, A.** (2016). Dialogic teaching to the high-stakes standardised test? *Research Papers in Education*, 1-15.
doi:10.1080/02671522.2016.1225803
17. Segal, A. & **Lefstein, A.** (2016). Exuberant, voiceless participation: an unintended consequence of dialogic sensibilities? *L1-Educational Studies in Language and Literature*, 16, p. 1-19.
18. Segal, A., Pollak, I. & **Lefstein, A.** (2017) Democracy, voice and dialogic pedagogy: the struggle to be heard and heeded, *Language and Education*, 31:1, 6-25, DOI: 10.1080/09500782.2016.1230124
19. Netz, H. & **Lefstein, A.** (2016). A Cross-Cultural Analysis of Disagreements in Classroom Discourse: Comparative Case Studies from England, USA, and Israel. *Intercultural Pragmatics* 13(2): 211-255.
20. **Lefstein, A.**, Trachtenberg-Maslaton, R., & Pollak, I. (2017). Breaking out of the grips of dichotomous discourse in teacher post-observation debrief conversations. *Teaching and Teacher Education*, 67, 418-428.

(d) Published scientific reports and technical papers

1. **Lefstein, A.** (2006). Dialogue in schools – toward a pragmatic approach. *Working papers in Urban Language & Literacies*, #33. London: King's College London.
<<http://www.kcl.ac.uk/depsta/education/wpull.html>>

2. **Lefstein, A.** (2008). Rituals of order, blame & redemption: Coping with failing in a working class school. *Working papers in Urban Language & Literacies*, #51. London: King's College London.
<<http://www.kcl.ac.uk/depsta/education/wpull.html>>.
 3. Snell, J. & **Lefstein, A.** (2011) Computer-assisted systematic observation of classroom discourse & interaction: Technical report on the systematic discourse analysis component of the Towards Dialogue study. *Working papers in Urban Language & Literacies*, #77. London: King's College London.
<<http://www.kcl.ac.uk/depsta/education/wpull.html>>.
 4. Snell, J. & **Lefstein, A.** (2012) Some interpretive and representational dilemmas in a linguistic ethnographic analysis: Moving from "interesting data" to publishable research article. *Working papers in Urban Language & Literacies*, #90. London: King's College London. <<http://www.kcl.ac.uk/depsta/education/wpull.html>>.
 5. Segal, A. & **Lefstein, A.** (2015). Exuberant voiceless participation: Dialogic sensibilities in the Israel primary classroom. *Working papers in Urban Language & Literacies*, #156. London: King's College London.
<<http://www.kcl.ac.uk/depsta/education/wpull.html>>.
- (e) Unrefereed professional articles and publications
1. Harpaz, Y. & **Lefstein, A.** (2000) Communities of thinking. *Educational Leadership*, 58(3), 54-57.
 2. **Lefstein, A.** (2000) What we talk about when we talk about community. *Thinking Education*, 18, 32-54 (in Hebrew).
 3. **Lefstein, A.** (2000) Planning, without shame. *Thinking Education*, 18, 81-102 (in Hebrew).
 4. **Lefstein, A.** (2000) The calf doesn't grow because you weigh it. *Thinking Education*, 18, 124-130 (in Hebrew).
 5. **Lefstein, A.** (2007) The reforms raised test scores but lowered educational quality – a conversation with Sharon Gewirtz. *Hed HaChinuch*, 81(5), 56-57 (Israeli teacher journal, in Hebrew).
 6. **Lefstein, A.** (2009) An Open Letter to the New Minister of Education – Lessons from a Decade of Hyperactive Educational Policy-making in England. *Hed HaChinuch* (Israeli teacher journal, in Hebrew).

7. **Lefstein, A.** (2011) Whose fertile question? Revisiting the most popular plank of the Community of Thinking platform. *The Skilful Thinker*, no. 10 (Aotearoa Collaborative, New Zealand).
8. **Lefstein, A.** & Glaser, J. (2012) Pitfalls and Paradoxes of Ambitious Teaching. *Hed HaChinuch* (Israeli teacher journal, in Hebrew).
9. **Lefstein, A.**, Pollak, I., Israeli, M., & Bozo-Schwartz, M. (2105). “Competing Goals: Five Dilemmas in Seven Minutes”. *Hed HaChinuch*, vol. 89, no. 2, pp. 60-66 (Israeli teacher journal, in Hebrew).
10. Pollak, I. & **Lefstein, A.** (2015). “Knowledge Work in Classrooms”. *Hed HaChinuch*, vol. 89, no. 2, pp. 70-74 (Israeli teacher journal, in Hebrew).
11. Feniger, Y. & **Lefstein, A.** (2015). “Is There an Israeli Pedagogy?”. *Hed HaChinuch*, vol. 89, no. 2, pp. 84-86 (Israeli teacher journal, in Hebrew).

(f) Book reviews

1. **Lefstein, A.** (2004) Review of *Standards deviation: how schools misunderstand education policy*, by James Spillane. *Education Review*.
<<http://edrev.asu.edu/reviews/rev333.htm>> (15 December 2004).
2. **Lefstein, A.** (2006) Review of *Rhetoric of rhetoric*, by Wayne Booth. *British Educational Research Journal*, 32(4), 634-636.
3. **Lefstein, A.** (2007) Review of *Writing for a Change: Boosting literacy and learning through social action*, by Kristina Berdan et. al. *Education Review*.
<<http://edrev.asu.edu/brief/mar07.html>>
4. **Lefstein, A.** (2008) Review of *Learning Identity: the joint, local emergence of social identification and academic learning*, by Stanton Wortham. *Linguistics and Education*, 19(2), 179-181.

• **Lectures and Presentations at Meetings and Invited Seminars**

(a) Invited keynotes and plenary lectures

- 2003 **Lefstein, A.** Teacher control of the learner-centred classroom – an unavoidable paradox? *Navigator Schools Consortium International Conference (Navcon2k3)*. Adelaide, Australia. 1/10/2003.
- 2004 Harpaz, Y. & **Lefstein, A.** Teaching and learning in a community of thinking – challenges and dilemmas. *Second International Middle Schooling Conference*. Adelaide, Australia. 1/8/2004.

- 2006 Harpaz, Y. & **Lefstein, A.** Teaching and learning in a community of thinking. *Victorian Principals Association Annual Conference*, Melbourne, Australia. 8/8/2006.
- 2006 **Lefstein, A.** Getting over Socrates: toward a practical approach to classroom dialogue. *ULearn06 Conference*, Christchurch, New Zealand. 25/9/2006.
- 2007 **Lefstein, A.** Interacting with *generation.com* in the classroom: popular culture, policy and the promise of dialogue. *Navigator Schools Consortium International Conference (Navcon2k7)*. Central Coast, Australia. 26/9/2007.
- 2008 **Lefstein, A.** The problem with teacher questions. *Institute of Education PGCE Partnership Annual Meeting*. 2/7/2008.
- 2009 **Lefstein, A.** Questioning Common Sense. *The Leading Edge Annual Conference for School Leaders*, London, 2/10/2009.
- 2010 **Lefstein, A.** The use of video in teacher professional development – the last word? *Teacher Development with Video-recordings* (practitioner conference on sponsored by the Rothschild Foundation), Maaleh Hahamisha, 22/11/2010.
- 2011 **Lefstein, A.** & Snell, J. Meeting the Challenge of Dialogic Pedagogy – Progress Made and Next Steps. *Empowering Voices: dialogue in classrooms, schools and beyond*. London Borough of Barking and Dagenham, 5/4/2011.
- 2012 **Lefstein, A.** Communities of Thinking: Essential Features and Critical Conditions. *Cluster Professional Development Conference*. Birkdale Intermediate School, Auckland, New Zealand, 31/1/2012.
- 2013 **Lefstein, A.** The Rules of Pedagogical Discourse in Israel: Has the Time Arrived to Break Them? *Israeli Ministry of Education Central District Learning Day*. Rehovot, Israel, 10/10/2013.
- 2014 **Lefstein, A.** What happens behind closed classroom doors? Emergent Findings from the Inside Pedagogy Study. *Israeli Ministry of Education Central District Learning Day*. Shfayim, Israel, 22/5/2014.
- 2014 **Lefstein, A.** Is there an Israeli Pedagogy? *Avnei Rosha Institute for School Leadership*. Jerusalem, Israel, 20/7/2014.
- 2014 **Lefstein, A.** Teacher professional discourse and learning: what we talk about when we talk about our practice. *ULearn 2014*. Rotarua, New Zealand, 8/10/2014.
(<http://edtalks.org/video/teacher-professional-discourse-and-learning>)

- 2014 **Lefstein, A.** & Pollak, I. Is there an Israeli Pedagogy? *Conference for School Supervisors*. Avnei Rosha Institute for School Leadership, Kibbutz Bachan, Israel, 27/11/2014.
- 2014 **Lefstein, A.** Teacher professional discourse and learning: what do we talk about when we talk about pedagogy? *Pedagogical Administration, Israeli Ministry of Education*. Ramat Efal, Israel, 4/12/2014.
- 2015 **Lefstein, A.** Meaningful Learning: How can we move our ideals closer to the reality? *Pedagogical Administration, Israeli Ministry of Education*. Tel-Aviv, Israel, 19/3/2015.
- 2015 **Lefstein, A.** What happens behind the classroom door? *The Ma'of Initiative Annual Meeting*, Haifa Municipality, Israel, 28/5/2015.
- 2015 **Lefstein, A.** Cultivating Professional Leadership and Discourse. *Israeli Ministry of Education Central District* (conference for principals and leading teachers). Tel-Aviv, Israel, 12/7/2015.
- 2015 **Lefstein, A.**, Can teacher professionalism become a viable strategy for educational improvement? Confronting structural, cultural, and epistemic challenges, at the school and system levels. *Teacher Professionalism and Educational Change conference*. Nicosia, Cyprus, 11/9/2015.
- 2017 **Lefstein, A.** Relocating Teacher Professional Development: From “Learning” to Work. *The Australian Association of Teachers of English and Australian Literacy Education Association National Conference*. Hobart, Tasmania, 9/7/2017.

(b) Presentation of papers at conferences/meetings

Academic

1. **Lefstein, A.** (2003) Beyond method and subjectivity in literacy education. *Oxford Ethnography and Education Conference*. 2/9/2003.
2. **Lefstein, A.** (2003) Systematic reviews of educational research: issues for ethnography. Discussion at *UK Linguistic Ethnography Forum*, Edgehill College. 22/2/2003.
3. **Lefstein, A.** (2004) Dialogue in schools – toward a pragmatic approach. *Philosophy of Education Society of Great Britain Annual Meeting*. Oxford. 3/4/2004.
4. Glazer, J. & **Lefstein, A.** (2004) Tensions and tradeoffs in the design of instructional improvement. *American Educational Research Association Annual Meeting*. San Diego, California. 13/4/2004.

5. **Lefstein, A.** (2006) Educational research and the public interest on prime time – televising the reading wars. *American Educational Research Association Annual Meeting*. San Francisco, California. 9/4/2006.
6. **Lefstein, A.** (2006) Enacting the English National Literacy Strategy: the case of grammar teaching. *Penn Ethnography Forum*. University of Pennsylvania. 25.2.2006.
7. **Lefstein, A.** (2006) Instructional change and the problem of interactional genres. *American Educational Research Association Annual Meeting*. San Francisco, California. 9/4/2006.
8. **Lefstein, A.** (2006) Rhetorical grammar in the English National Literacy Strategy: a case study of curricular enactment. *British Association of Applied Linguistics Annual Meeting*, Cork, Ireland. 7/9/2006.
9. **Lefstein, A.** (2007) “You’ve got to have something coming back” – research as conversation. *Oxford Ethnography Conference*, Oxford, 10/9/2007.
10. **Lefstein, A.** (2007) Changing teacher practice through the National Literacy Strategy: a micro-interactional perspective. *British Educational Research Association Annual Conference*, London, 8/9/2007.
11. **Lefstein, A.** (2007) Problematising classroom dialogue. *International Association for the Improvement of Mother Tongue Education 6th Biannual Conference*, Exeter, 28/3/2007.
12. **Lefstein, A.** (2007) Rhetorical Grammar: Cultivating a Relation to Academic Language. *American Educational Research Association Annual Meeting*, Chicago, IL, 13/4/2007.
13. **Lefstein, A. & Snell, J.** (2009) A Classroom Community of Readers and Writers? Dialogic Moments and Interactional Challenges in Primary Literacy Lessons. *UK Literacy Association 45th International Conference*, University of Greenwich, 12/7/2009.
14. **Lefstein, A. & Snell, J.** (2009) What We Talk About When We Talk About Our Practice: preliminary analysis of a video-based teacher professional development workshop. *Explorations in Ethnography Language and Communication*, Aston University, 11/9/2009.
15. **Lefstein, A. & Snell, J.** (2010) Video-based Teacher Professional Development: Opening the black box of social learning processes. *American Educational Research Association Annual Meeting*. Denver, Colorado, 1/5/2010.

16. **Lefstein, A.** (2011) Chair and Discussant for “Theorizing and Researching Practice: Touchstones, Challenges, and Approaches” Symposium. *American Educational Research Association Annual Meeting*. New Orleans, Louisiana, 9/4/2011.
17. **Lefstein, A.** (2011) Discussant for “Advancing Education Reform in a Centralized System: Lessons From Israel” Roundtable. *American Educational Research Association Annual Meeting*. New Orleans, Louisiana, 8/4/2011.
18. Snell, J. & **A. Lefstein** (2010) “If they ain’t clever, they ain’t clever” versus dialogic pedagogy: pupil identity as a site of competing ideologies. *Sociolinguistics Symposium 18*, University of Southampton, 4/9/2010.
19. Snell, J. & **A. Lefstein** (2010) “If they ain’t clever, they ain’t clever” versus dialogic pedagogy: pupil identity as a site of competing ideologies. *Explorations in Ethnography, Language and Communication*, Aston University, 23-24/9/2010.
20. **Lefstein, A.** & Snell, J. (2011) Towards Dialogue: A Linguistic Ethnographic Study of Classroom Interaction and Change. *Socializing Intelligence Through Academic Talk and Dialogue* (AERA-sponsored conference), Learning Research and Development Center, University of Pittsburgh, 24/9/2011.
21. **Lefstein, A.** & Snell, J. (2012) Classroom Interaction and Dialogue: Processes of Continuity and Change. *American Educational Research Association Annual Meeting*. Vancouver, Canada, 17/4/2012.
22. **Lefstein, A.** & Snell, J. (2012) Pupil identity, perceived ability, and dialogic pedagogy. *Symposium On Communication Practices In The Classroom: Visible And Hidden Dimensions Of Teaching*. Masaryk University, Brno, Czech Republic, 8/10/2012.
23. **Lefstein, A.** & Snell, J. (2013) Preliminary Notes on Dialogic Stance-taking in Classroom Discourse. *American Educational Research Association Annual Meeting*. San Fransisco, 30/4/2013.
24. Yitzchaki, D. & **Lefstein, A.** (2014) Standard Hebrew in the Language Classroom: Language Ideology and Social Interaction. *Towards a New Educational Language Policy in a Multilingual Era: Challenges, Innovations and Future Thinking*. Tel-Aviv University, 16/1/2014.
25. **Lefstein, A.** (2014) Discourse and interaction: genre and micro-analysis. *Learning Sciences: between learning, teaching and design*. Haifa University, 28/1/2014.
26. Netz, H. and **Lefstein, A.** (2014) Disagreement in Israeli Classroom Discourse: A Cross-Cultural Perspective. *The 32nd International National Association of*

- Professors of Hebrew (NAPH) Conference on Hebrew Language and Literature.*
Ben-Gurion University of the Negev, 24/6/2014.
27. Segal, A. & **Lefstein, A.**, (2015) The Interplay of Dialogic Ideologies, Classroom Practice and Pupil Voices in Israeli Primary Language Arts Classes. *American Association of Applied Linguistics Conference.* Toronto, 24/3/2015.
 28. Bozo-Schwartz, M. & **Lefstein, A.** (2015) Learning from Mistakes? Teacher Informal Feedback in Response to Pupil Error. *American Educational Research Association Annual Meeting, Chicago, 19/4/2015.*
 29. Segal, A., **Lefstein, A.** and Snell, J. (2015) Dialogic Teaching to the High Stakes Standardized Test? *American Educational Research Association Annual Meeting.* Chicago, 17/4/2015.
 30. **Lefstein, A.** and Snell, J. (2015) Professional Development for Dialogic Pedagogy: Enhancing Teacher Judgement. *European Association for Research in Learning and Instruction.* Limassol, Cyprus, 26/8/2015.
 31. Segal, A., Vedder-Weiss, D. and **Lefstein, A.** (2015) Appropriating protocols for the regulation of teacher professional conversations. *European Association for Research in Learning and Instruction.* Limassol, Cyprus, 28/8/2015.
 32. Vedder-Weiss, D., Segal, A. and **Lefstein, A.** (2016) Face work in video-based teacher learning. *12th International Conference of the Learning Sciences.* Singapore, 23/6/2016.
 33. **Lefstein, A.**, Segal, A. and Pollak, I. (2017) Compelling student voice: dialogic practices of public confession. *American Educational Research Association Annual Meeting.* San Antonio, 30/4/2017.
 34. Segal, A., Vedder-Weiss, D. and **Lefstein, A.** (2017) Narrative exchange in teacher professional discourse. *American Educational Research Association Annual Meeting.* San Antonio, 30/4/2017.

Professional/practitioner

35. **Lefstein, A.** (2004) Competing visions of teaching: does “good practice” lead to good practice? Spotlight address at *Navigator Schools Consortium International Conference (Navcon2k4).* Christchurch, New Zealand. 30/9/2004.
36. **Lefstein, A.** (2006) Teaching improvement on prime time. *Third International Middle Years of Schooling Conference.* Adelaide, Australia. 6/8/2006.

37. **Lefstein, A.** (2010) Dialogue in classrooms - questioning conventional wisdom. *The Leading Edge Annual Achievement Show*, London, 15/6/2010.
38. **Lefstein, A.** (2013) Dialogic Teaching: a New, Ancient Idea. *The Moshinsky Conference for School Principals*. Israel Sci-Tech Schools Network (Ort), Tel-Aviv, 7/3/2013.
39. **Lefstein, A.** (2013) Participation in symposium at Conference on *Video Recordings of Lessons as a component in Teacher Professional Development*. The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities, Jerusalem, 11/2/2013.
40. **Lefstein, A.** (2015) Meaningful teaching and teacher professional development: the view from the classroom. *The Branco Weiss Education Conference*. Ramat Efal, 30/3/2015.
41. **Lefstein, A.** Pupil identity as a site of competing ideologies: A tale of two classrooms. *Literacy by the Lakes conference*. Madison, 8/18/2016.
42. **Lefstein, A.** Better than “best practice”: confronting – and learning from – problems of practice. *The Australian Association of Teachers of English and Australian Literacy Education Association National Conference*. Hobart, Tasmania, 8/7/2017.

(c) Presentations at informal seminars and workshops

Academic

1. **Lefstein, A.** (2005) Reading comprehension and the National Literacy Strategy – a hermeneutic perspective. *London English Group*. 13/6/2005.
2. Rampton, B. & **A. Lefstein** (2008) A One-Day Workshop on Ethnography, Language & Communication. *Workshop for Social Science Researchers*, Middlesex University, 8/1/2008.
3. **Lefstein, A.** (2008) “Dialogue” in educational research, policy and practice. *Linguistic Ethnography and Socio-Cultural Psychology in Conversation: A workshop on educational dialogue and classroom interaction*, Open University, 16/2/2008.
4. **Lefstein, A.** & J. Snell (2009) Linguistic Ethnography in Action: Initial, illustrative analysis of a literacy lesson. *Ethnography, Language & Communication Workshop*, University of Glasgow, 22/5/2009.
5. Rampton, B., Blommaert, J. & **Lefstein, A.** (2010) *Key Concepts and Methods in Ethnography, Language & Communication*. Three-day workshop at Max Planck

- Institute for the Study of Religious & Ethnic Diversity, Göttingen, Germany, 1-3/3/2010.
6. Rampton, B., Bezemer, J., Blommaert, J., Jewitt, C., **Lefstein, A.** & Roberts, C. (2010) Transdisciplinary Research Training: the Key Concepts and Methods in Ethnography, Language and Communication course. *Teaching and Learning Linguistic Ethnography Workshop*. University of Birmingham, 19/3/2010.
 7. Snell, J. & **Lefstein, A.** (2010) Promises and Perils of Video-based Teacher Professional Development. *WLE Centre Research Workshop*. Institute of Education, University of London, 16/6/2010.
 8. **Lefstein, A.** & Snell, J. (2011) Ethnography, Language and Communication Research Training Workshop, Language, Discourse and Communication Centre, King's College London, 21/9/2011.
 9. **Lefstein, A.** (2014) Is there an Israeli pedagogy? *National Institute of Education*, Singapore, 3/10/2014.
 10. **Lefstein, A.** (2017) Discourse and collaboration in teacher work groups: identifying informal learning processes in a large scale study. *Working Conference on Discourse Analysis in Education*. Indiana University, Bloomington, 22/5/2017.

Professional / practitioner

11. **Lefstein, A.** (2005) Teacher enactment of the English National Literacy Strategy – implications for Israeli education. *Mandel School for Educational Leadership*. Jerusalem, Israel. 3/1/2005.
12. **Lefstein, A.** (2008) Changing classroom practice at large scale: the case of the English National Literacy Strategy. *Avnei Rosha*, the Israeli Institute for Educational Leadership, 24/12/2008.
13. **Lefstein, A.** (2009) Teacher Learning from 'Best Practice' Representations (in Hebrew). *Policy for improving practice – learning from the English experience*. Seminar for delegation from *Avnei Rosha*, the Israeli Institute for Educational Leadership, Institute of Education, 13/2/2009.
14. **Lefstein, A.** & J. Snell (2009) Interim findings from the Towards Dialogue project. Presentation to senior management of London Borough of Barking and Dagenham Children's Services Department, 15/6/2009.
15. **Lefstein, A.** (2009) Concluding remarks. *Reviving Talk*, London Association for Teachers of English, Kingston, 17/10/2009.

16. **Lefstein, A.** (2010) Questioning and Dialogue in the Classroom. *Teacher professional development workshop*. Jewish Free School, London, 24/5/2010.
17. **Lefstein, A. & Perat, H.** (2010) Facilitated international teachers workshop. *The ITEC Van Leer Education Conference on Teachers and Teaching Policies*. Van Leer Institute, Jerusalem, 7/11/2010.
18. **Lefstein, A.** (2010) Teacher professional development – an international perspective. Policy-maker working group on teacher development, Van Leer Institute, Jerusalem, 22/12/2010.
19. **Lefstein, A.** (2011) Video-based teacher professional development. *Meeting of the Pedagogical Secretariat*, Ministry of Education, Israel, 6/2/2011.
20. **Lefstein, A.** (2011) Teacher professional development with and without video (Lecture and Workshop). *Media as a Resource for Learning, Learning day for School Inspectorate*, Tel-Aviv District, Ministry of Education, Israel, 6/3/2011.
21. **Lefstein, A.** (2012) Teacher professional development – heretical reflections. *School Leadership Workshop*, Ovnayim Institute, Jerusalem, Israel, 18/3/2012.
22. **Lefstein, A.** (2012) Analysing video-recordings of teaching practice – a classroom discourse perspective. *Programme development workshop*, Branco Weiss Institute, Beit Hashmonai, Israel, 22/3/2012.
23. **Lefstein, A.** (2012) Facilitated two-day international working group of policy-makers, principals and teachers. *The ITEC Van Leer Education Conference: From Regulation to Trust*. Van Leer Institute, Jerusalem, 29-30/5/2012.
24. **Lefstein, A.** (2012) Discourse, Learning and Understanding – Innovative Practices? *Teaching staff workshop*, Mevo'ot Hanegev Secondary School, Kibbutz Shoal, Israel, 21/6/2012.
25. **Lefstein, A.** (2013) Design and facilitation of learning processes based on video-recorded lessons (lecture and workshop). *How can teachers learn from filmed lessons? study group*, The Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities, Jerusalem, 17/4/2013.
26. **Lefstein, A.** (2013) Putting pedagogy on the table. *Seminar of the Ministry of Education Central District Management Team*, 8/7/2013.
27. **Lefstein, A.** (2014) Educational change, at scale. *Branco Weiss Institute senior staff workshop*. Jerusalem, 27/1/2014.
28. **Lefstein, A. & Haimovitch, A.** (2014) Educational Change at District Scale. *Round Table on Master Teachers as Agents for Educational System Improvement*, The

Initiative for Applied Education Research, the Israel Academy of Sciences and Humanities, Neve Ilan, 19/2/2014.

29. **Lefstein, A.** (2014) Is There an Israeli Pedagogy? *Mandel School for Educational Leadership*, Jerusalem, 20/2/2014.
30. **Lefstein, A.** (2014) Educational Innovation: Solution or Problem? *Innovation 2014*, Ben-Gurion University of the Negev, 18/6/2014.
31. **Lefstein, A.** (2015) Is there an Israeli Pedagogy? *Meeting of the Pedagogical Secretariat*, Ministry of Education, Israel, 30/4/2015.

(d) Seminar presentations at universities and other education institutions

1. **Lefstein, A.** (2005) Why Changing Teacher Practice is So Difficult: Notes from the English National Literacy Strategy. *Centre for Research in Pedagogy and Practice, National Institute of Education*, Singapore. 14/10/2005.
2. **Lefstein, A.** (2007) Changing teacher practice through the National Teacher Strategy: A Micro-interactional perspective on policy enactment. *Oxford Centre for Socio-cultural and Activity Theory Research (OSAT)*, University of Oxford, 1/2/2007.
3. **Lefstein, A.** (2008) Changing classroom practice: the problem of interactional genres. *Languages, Discourses & Society Academic Group*, University of Birmingham, 20/2/2008.
4. **Lefstein, A. & J. Snell** (2009) Video representations of teaching. *Video data analysis seminar*. Centre for Multimodal Research, Institute of Education University of London, 11/2/2009.
5. **Lefstein, A. & J. Snell** (2009) Problems and possibilities in the move from design to data - notes from the Towards Dialogue project. *Research Workshop in Language and Literacy*, King's College London, 10/3/2009.
6. **Lefstein, A. & J. Snell** (2009) Playing X-factor in the literacy classroom: on the prospects and problems of discourse genre interpenetration. *Lancaster Literacy Research Centre*, 26/5/2009.
7. **Lefstein, A. & J. Snell** (2009) When Discourse Genres Collide: Playing X-factor in a Literacy Lesson. *London English Research Group*, King's College London, 17/11/2009.
8. **Lefstein, A. & J. Snell** (2009) Analysing classroom culture through systematic multi-modal analysis of pupil engagement. *Video data analysis seminar*. Centre for Multimodal Research, Institute of Education University of London, 2/12/2009.

9. **Lefstein, A.** (2010) The growing "makeover" of literacy teaching: notes on genre proliferation. *Centre for Critical Education Policy Studies (CeCeps) seminar series – Policy Futures: From the global to the local*. Institute of Education, University of London, 1/7/2010.
10. **Lefstein, A. & Snell, J.** (2011) Fast-paced but dull? Systematic discourse analysis versus ethnographic experience of whole-class teaching. *Research Workshop in Language and Literacy*, King's College London, 1/2/2011.
11. **Lefstein, A. & Snell, J.** (2011) Classroom Interaction and Dialogue: Processes of Continuity and Change. University of Exeter Graduate School of Education Seminar, 21/06/2011.
12. **Lefstein, A. & Snell, J.** (2012) Dialogic Teaching of "Low Ability" Pupils: A Tale of Three Classrooms. School of Education, Tel-Aviv University, Israel, 1/12/2011.
13. **Lefstein, A.** (2012) The Interaction of Academic and Everyday Discourse Genres: X-factor in a Literacy Lesson. *Doctoral Fellows programme*, Mandel School for Educational Leadership, 12/2/2012.
14. **Snell, J. & Lefstein, A.** (2012) Dialogic Teaching of "Low Ability" Pupils: A Tale of Three Classrooms. School of Education and Social Work, University of Sussex, 5/3/2012.
15. **Lefstein, A.** (2012) Linguistic ethnographic analysis – a brief introduction. Department of Educational Sciences, Masaryk University, Brno, Czech Republic, 9/10/2012.
16. **Lefstein, A.** (2012) A linguistic anthropological approach to identity, as part of symposium on identity research. Ben-Gurion University of the Negev Department of Education Seminar, 18/12/2012.
17. **Lefstein, A.** (2014) Discourse and learning between the laboratory and the field: the conditions for productive academic talk in Israeli primary schools. School of Education, Hebrew University of Jerusalem, 13/5/2014.
18. **Lefstein, A., Pollak, I., Segal, A. & Feniger, Y.** (2014) "Inside Israeli Pedagogy: Activity and Discourse in Secular Jewish Primary Classrooms." Departmental Seminar, Department of Education, Ben-Gurion University of the Negev, 16/12/2014.
19. **Lefstein, A.** (201) Is there an Israeli Pedagogy? *Kay College*, 5/4/2016.
20. **Lefstein, A.** (201) Teacher informal learning through participation in professional discourse – a design-based implementation research collaboration. *Weizmann Institute*, 6/6/2016.