

CURRICULUM VITAE

• **Personal Details**

Name: Moti Benita

Date and place of birth: 22.9.77, Jerusalem

Work: Ben Gurion University of the Negev, P.O.B 653, Beer-Sheva, Israel

Home: Herzog 1, Hod Hasharon, Israel, 4528271; Phone: 054-7447440

• **Education**

B.A.- 2000-2003, The Hebrew University of Jerusalem, Psychology

M.A. - 2004-2007, Tel-Aviv University, Psychology (clinical child psychology)

Name of advisor: Dominique Lamy

Title of thesis: Awareness of threat-related stimuli in anxious children: a binocular rivalry study

Ph.D.- 2009-2014, Ben-Gurion University of the Negev, Education

Name of advisors: Guy Roth and Yair Neuman

Title of thesis: When are mastery goals more adaptive? The importance of the reasons accompanying the goals and the context in which they are adopted

• **Employment History**

2015 – present, Lecturer, Department of Counseling and Human Development,
University of Haifa

• **Professional Activities**

(a) Positions in academic administration

2018-present, member of the vice rector's committee for multidisciplinary,
University of Haifa

2018-present, member of the ethics committee at the Faculty of Education,
University of Haifa

(b) Ad-hoc reviewer for journals

Journal of Adolescence

Journal of Educational Psychology

Journal of Experimental Education

Journal of Happiness Studies

Learning and Individuals Differences

Learning and Instruction

Motivation and Emotion

Motivation Science

Psychologica Belgica

Scandinavian Journal of Educational Research

Teaching and Teacher Education

(c) Membership in professional/scientific societies

2010, American Educational Research Association

• Educational activities

(a) Courses taught

2018-present, Therapeutic field intervention, University of Haifa, Instructor
 2015-present, Theories in Personality, University of Haifa, Instructor
 2015-present, Developmental Psychopathology, University of Haifa, Instructor
 2015-present, Motivation and Emotion, University of Haifa, Instructor
 2016-2017, Experience in Educational Research, University of Haifa, Instructor
 2015-2016, Humanism and Psychology, University of Haifa, Instructor
 2014-2015, Experimental Laboratory, Interdisciplinary Center, Instructor
 2011 – 2014, Violence and Aggression in Children and Adolescents, Ben-Gurion University of the Negev, Instructor
 2009 – 2010, Research Methods in Social Sciences, Sapir College, Teaching Assistant

(b) Research students**Doctoral Students**

Yaffa Chen (with Maya Benish-Weissman) (2022, expected)
 Yael Zeidman (with Ortal Slovodin) (2023, expected)

Masters Students

Revaya Barazani (2016)
 Raz Kehat (2018)
 Yael Blumenkrantz (2018)
 Orni Rotem (with Maya Benish-Weisman, 2018)
 Rotem Zaba (2018)
 Revital Skuri (2019)
 Assaf Levy (2019)
 Heba Awawdi (2019)
 Chen Segalovich (2019)
 Avia Shitrit (2020, expected)
 Efrat Palef-Sagiv (2019, expected)
 Shahar Nudler (with Reout Arbel) (2020, expected)
 Yassmin Hijazi (with Maya-Benish Weisman) (2020, expected)
 Maysa Kazoura (2020, expected)

• **Awards, Citations, Honors, Fellowships**(a) Honors, Citation Awards

2015, Startup research grant, University of Haifa (\$30,000)
 2014, Mahar Award for Outstanding Article, Faculty of Humanities and Social Sciences, Ben-Gurion University of the Negev
 2014, President's Scholarship, Ben-Gurion University of the Negev
 2013, Department of Education Award for Outstanding Achievement in PhD Studies
 2010 – 2013, Summer Scholarships, Department of Education, Ben-Gurion University of the Negev
 2009 – 2013, PhD Scholarship, Faculty of Humanities and Social Sciences, Ben-Gurion University of the Negev
 2004 – Thesis Scholarship, Department of Psychology, Tel-Aviv University

• Research Grants

1. Israel Science Foundation. Benita, M. (PI) & Benish-Weisman, M. (PI). Socialization of values in the classroom: The effect of teachers' autonomy support on students' value internalization and behavior. Total amount 800,000 NIS.

• Scientific Publications

ISI h index = 4, Google scholar h index = 6

Number of citations at ISI = 83, Number of citations without self-citations = 79

Number of citations at Google scholar = 217

Refereed Articles in Scientific Journals

1. Roth^{PI}, G., Ron, T., & Benita^S, M. (2009). Mothers' parenting practices and adolescents' learning from their mistakes in class: The mediating role of adolescent's self-disclosure. *Learning and Instruction*, 19(6), 506–512 (12 citations; IF = 2.372, R5/44, Q1).
2. Roth^{PI}, G., Benita^S, M., Amrani^S, C., Shachar^S, B.-H., Asoulin^S, H., Moed^S, A., & Kanat-Maymon^C, Y. (2014). Integration of negative emotional experience versus suppression: Addressing the question of adaptive functioning. *Emotion*, 14(5), 908–919 (16 citations; IF = 3.039, R15/85, Q1).
3. Benita^S, M., Roth^{PI}, G., & Deci^C, E. L. (2014). When are mastery goals more adaptive? It depends on experiences of autonomy support and autonomy. *Journal of Educational Psychology*, 106(1), 258–267 (34 citations; IF = 4.433, R3/59, Q1).
4. Benita^{PI}, M., Levkovitz^S, T., & Roth^C, G. (2017). Integrative emotion regulation predicts adolescents' prosocial behavior through the mediation of empathy. *Learning and Instruction*, 50, 14–20. (2 citations; IF = 3.967, R4/59, Q1).
5. Benita^{PI}, M., Shane^S, N., Elgali^S, O., & Roth^C, G. (2017). The important role of the context in which achievement goals are adopted: an experimental test. *Motivation and Emotion*, 41, 180-195 (2 citations; IF = 1.831, R26/64, Q2).
6. Roth^{PI}, G., Shachar^S, B., Zohar-Shefer^S, Y., Benita^C, M., Moed^C, A., Kanat-Maymon^C, Y., Bibi^C, U., & Ryan, R. (2018). Benefits of emotional integration and costs of emotional distancing. *Journal of Personality*, 86, 919-934. (1 citation; IF = 3.590, R6/62, Q1).
7. Benita^{PI}, M., Butler^C, R., & Shibaz^C, L. (2018). Outcomes and antecedents of teacher depersonalization: The role of intrinsic orientation for teaching. *Journal of Educational Psychology*, 111, 1103-1118. (IF = 4.433, R3/59, Q1).
8. Benita^{PI}, M., Kehat^S, R., Zaba^S, R., Blumenkranz^S, Y., Kessler^S, G., Bar-Sella^S, A., & Tamir^C, M. (2019). Choosing to regulate emotions: Pursuing emotion goals in autonomy supportive and controlling contexts. *Personality and Social Psychology Bulletin*, 45, 1666-1680. (IF = 2.498, R17/64, Q2).
9. Benita^{PI}, M., Benish-Weisman^C, M., Matos^C, L. & Torres^C, C. (in press). Integrative and suppressive emotion regulation differentially predict well-being through basic need satisfaction and frustration: a test of three countries. *Motivation and Emotion*. (IF = 1.831, R26/64, Q2).
10. Assor^{PI}, A., Benita^C, M., Itzhaki^S, N., & Goren^S, R., & Maree, W. (in press). Sense of authentic inner compass as a moral resource across cultures: Possible implications for resisting negative peer-influence and parenting. *Journal of Moral Education*. (IF = 1.015, R176/243, Q3).

Refereed chapters in Edited Books

1. Ziv, Y., Benita, M., & Sofri, I. (2017). Self-regulation in childhood: A developmental perspective. In J. Matson (Ed.), *Handbook of social behavior and skills in children* (pp. 149–173). Cham: Springer.

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

- (a) Invited plenary lectures at conferences/meetings

1. Benita, M. (2019). Choosing to regulate emotions: autonomous vs. controlled emotion goal pursuit. In G. Roth (Chair), *Adaptive and maladaptive emotion regulation: conceptualization and outcomes*, Symposium accepted for the 7th international Self Determination Theory (SDT) conference, Amsterdam, Holland.
2. Matos, L. , Benita, M., Benish-Weisman, M., & Torres, C. (2019). Integrative and suppressive emotion regulation differentially predict well-being through basic need satisfaction and frustration: a test of three countries. In G. Roth (Chair), *Adaptive and maladaptive emotion regulation: conceptualization and outcomes*, Symposium accepted for the 7th international Self Determination Theory (SDT) conference, Amsterdam, Holland.
3. Benita, M. (2019). An emerging research field in SDT: What are next steps in the study of emotion regulation? In M. Benita and G. Roth (chairs), *an invited brainstorming session at the 7th international Self Determination Theory (SDT) conference*, Amsterdam, Holland.

- (b) Presentation of papers at conferences/meetings (oral or poster)

1. Ben Zaken, M. & Benita M. (2019). Integrative and dysregulated emotion regulation differentially predicts autonomous and controlled prosocial behavior. Poster presented at the 7th international Self Determination Theory (SDT) conference, Amsterdam, Holland.
2. Shechter, T, Benita, M., Arbel, R., & Nudler, S. (2019). Integrative emotion regulation and suppression are differentially related to personal goal attainment. Poster presented at the 7th international Self Determination Theory (SDT) conference, Amsterdam, Holland.
3. Zaidman, Y., Awawdi, H., & Benita, M., & Matos, L. (2019). Internalization of mastery goals: The role of teacher autonomy support and control. Poster presented at the 7th international Self Determination Theory (SDT) conference, Amsterdam, Holland.
4. Matos, L., & Benita, M (2019). Students' Psychological-Needs and Motivation as Mediators of Perceived Teaching-Styles and Educational Outcomes. Paper presented at the American Educational Research Association (AERA) conference, Toronto, Canada.
5. Benita, M. (2018). Choosing to Regulate Emotions: Autonomous vs. Controlled Emotion Goal Pursuit. In M. Benita (Chair), *Promoting well-being and psychosocial adjustment: adaptive and maladaptive emotion regulation*, Symposium conducted at the 16th biennial International Conference on Motivation (ICM), Aarhus, Denmark
6. Matos, L. & Benita, M. (2018). Emotion regulation, basic need satisfaction, and psychological health: cross-cultural research. In M. Benita (Chair), *Promoting well-being and psychosocial adjustment: adaptive and maladaptive emotion regulation*, Symposium conducted at the 16th biennial International Conference on Motivation (ICM), Aarhus, Denmark
7. Benita, M. & Butler, R. (2018). Outcomes and antecedents of teacher depersonalization: a longitudinal field study. Paper Presented at the American Educational Research Association (AERA) conference, New York, NY.

8. Benita, M. (2016). The consequences of promoting achievement goals using autonomy supportive and controlling practices in class. Paper presented at the at the 6th international Self Determination Theory (SDT) conference, Victoria, BC, Canada.
 9. Benita, M. (2016). The consequences of promoting achievement goals using autonomy supportive and controlling practices in class. In M. Vansteenkiste (Chair), Moving the achievement goal approach one step forward: towards a systematic study of the reasons underlying and the values relating to achievement goals, Symposium conducted at the 15th biennial International Conference on Motivation (ICM), Thessaloniki, Greece.
 10. Benita, M. (2015). Achievement goals, autonomy support and their relation to behavioral and emotional outcomes: An experimental test. In L. Matos (Chair), Moving forward on achievement goal theory: autonomous and controlled reasons behind the goals, Symposium conducted at the 15th biennial conference of the European Association for Research in Learning and Instruction (EARLI), Limassol, Cyprus.
 11. Benita, M. (2011). Are Mastery Goals Adaptive? It Depends on the Context and Motive. Paper presented at the American Educational Research Association (AERA) conference, New Orleans, LA.
 12. Benita, M., & Roth, G. (2013). Autonomy Support Moderates the Relations Between Achievement Goals and Performance. Poster presented at the 5th international Self Determination Theory (SDT) conference, Rochester, NY.
 13. Benita, M., & Roth, G. (2010). Are mastery goals adaptive? It depends on the context. Poster presented at the 4th international Self Determination Theory (SDT) conference, Ghent, Belgium
- (c) Presentations at informal international seminars and workshops
 2011, Guest lecture, University of Rochester. *Are mastery goals adaptive? It depends on the context and motive*. Approach/avoidance Motivation Lab

• Present Academic Activities

Research in progress

1. Integration of emotions and prosocial behavior, expected completion 2020.
2. Internalization of values in the classroom, with Maya Benish-Weisman, expected completion in 2022.
3. Internalization of emotion goals, expected completion in 2022
4. Teachers' motivation and prevention of burnout, expected completion in 2025.

Books and articles to be published

Under Review

1. Benita, M. & Matos, L. (revise and resubmit). Internalization of mastery goals in the classroom: The differential effect of autonomy support and control. *Journal of Experimental Education*
2. Benita, M. & Matos, L. (under review). Mastery goals, enjoyment and achievements among low SES Peruvian youth: A moderated mediation model including goal complexes. *British Journal of Educational Psychology*

In Preparation

1. Benita, M., Benish-Weisman, & Rotem, O. (in preparation). Emotion regulation and social behavior: the differential role of integrative, suppressive and dysregulated emotion regulation.

2. Matos, L. & Benita (in preparation). Teaching styles, basic psychological needs, motivation, engagement, academic achievement and student well-being

• **Additional Information**

Clinical Experience

2014- Present, Clinical Psychologist, Private Practice

2013- 2014, Clinical Psychologist, Association for Children at Risk, Israel

2010 – 2013, Clinical Psychology Intern, Rishon-Lezion Mental Health Center, Israel

2009 – 2010, Clinical Psychology Intern, the Pediatric Psychosomatic
Department, Sheba Medical Center, Israel

- **Synopsis of research, including reference to publications and grants in above lists**

My research integrates several traditions of research on motivation and emotion: self-determination theory (SDT; Ryan & Deci, 2017), achievement-goal theory (AGT; Dweck, 1986; Elliot, 2005), emotion regulation research (Gross, 1998), Schwartz's value theory (Schwartz, 1992), and burnout research (Maslach, 1982). I am especially interested in the conditions giving rise to successful goal and value pursuit processes. I am also interested in understanding outcomes of teacher burnout and its prevention. By integrating different theoretical perspectives, my research aims at providing new theoretical insights into the motivational and emotional underpinnings of caring motivational environments. My overarching goal is to identify the processes enabling children, teachers and parents to develop senses of agency and autonomy through integration processes, in which they assimilate adaptive goals and values. I hope this work will enable to foster optimal learning environment where both students and teachers can thrive. I conduct both field and laboratory work, and over the past four years, I have established a motivation research program at the Faculty of Education at the University of Haifa.

My main research interest is the pursuit of emotion goals. In pursuing this interest, I have collaborated with Professor Maya Tamir from the Department of Psychology at the Hebrew University of Jerusalem. While the concepts of motivation and emotion regulation have traditionally been developed independently, researchers have recently become interested in combining them, highlighting the importance of the pursuit of emotion goals. I am particularly interested in the conditions enabling people to internalize and pursue emotion goals independently. In a set of four experiments, we have shown that autonomy supportive contexts can enhance individuals' identification with emotion regulation goals and enable them to pursue emotion regulation of their own accord. Based on our results, I have recently published a paper in *Personality and Social Psychology Bulletin*. This paper was also presented at a symposium I organized at the 16th International Conference on Motivation (ICM) held in Aarhus, Denmark, and will be presented as a plenary in an invited symposium in the future self-determination theory (SDT) conference in Amsterdam. Together with a PhD student, Yael Zeidman, I am exploring the same type of research in the context of parent-child relationships, asking whether children endorse emotion goals set by parents as a function of their parents' emotion goal socialization practices. This is longitudinal research, with data collected at three points of time over the course of two academic years.

In addition to studying the internalization of emotion goals, I have continued work related to my PhD research, applying an SDT perspective to the examination of the underlying reasons for achievement goals in classrooms and the contexts in which these goals are adopted. This is pioneering research in an area that is rapidly gaining attention. I have published two papers (*Journal of Educational Psychology* and *Motivation and Emotion*), and my work has been acknowledged by two leading researchers in the field: Professor Ed Deci from University of Rochester and Professor Maarten Vansteenkiste from Ghent University. Professor Vansteenkiste has invited me to take part in two symposia, one at the 14th Biennial Conference of the *European Association for Research in Learning and Instruction (EARLI)* and the other at the 15th *International Conference on Motivation (ICM)*. Other work in this particular area examines the conditions that support students' endorsement of mastery goals. In this project, I am cooperating with Professor Lennia Matos from Pontifical Catholic University of Peru. We are longitudinally assessing the effects of teachers' promotion of achievement goals using autonomy supportive and suppressive practices cross-culturally.

A third thrust of my research explores value internalization processes in the classroom. Integrating SDT with Schwartz's value theory (Schwartz, 1992), I'm interested in teacher practices that enable students to internalize teachers' values. Together with Dr. Benish Weisman, I recently submitted a proposal to the Israeli Science Foundation (ISF) based on

these ideas and have already started gathering data. This longitudinal project involves data collection at four time-points, over the course of two academic years. As part of this collaboration, we are also interested in the relations between values, prosocial behaviors and emotions. In this pioneering work we aim to establish the unexplored assumption that values predict behavior through activating specific emotion states. This work involves both experimental and correlational studies.

In other studies, I have been exploring the characteristics of adaptive and maladaptive emotion regulation strategies. Together with Professor Guy Roth, I have developed a new model of emotion regulation, based on SDT. The model introduces the concept of *integrative emotion regulation* (IER) as an especially adaptive form of emotion regulation. Some of my past research has also considered the outcomes of this type of emotion regulation. In three articles published in leading journals (*Emotion, Learning and Instruction, Journal of Personality*), my colleagues and I demonstrated that IER predicts adaptive emotional processing, as well as adolescents' empathy and prosocial behavior in the school context. Part of this research is cross-cultural; together with colleagues from Peru and Brazil, I have demonstrated that across cultures, IER predicts psychological well-being and psychological need satisfaction. Based on these findings, we have recently published a paper in *Motivation and Emotion*. I have also been exploring the interplay of emotion regulation and personal goal pursuit, asking how emotion regulation styles promote or undermine individuals' personal strivings. This latter research involves correlational (cross-sectional and longitudinal) research.

Finally, I am collaborating with Professor Ruth Butler from the School of Education at the Hebrew University of Jerusalem on a project exploring the outcomes and antecedents of teacher depersonalization (an aspect of burnout). We conceptualized depersonalization as teachers' lack of care and concern towards their students. Our longitudinal data indicate teacher depersonalization is related to students' disruptive behaviors and can be prevented by increasing teachers' autonomous motivation. The resulting paper was recently accepted for publication in the *Journal of Educational Psychology*. I am now collecting data on the relations between teacher burnout, teacher motivation and students' reading literacy. In the future, I intend to explore whether teachers' emotion regulation styles prevent teacher burnout, by increasing their empathy towards students.

In sum, by integrating the core motivational concepts of goals, values, motives, emotions and emotion regulation, I hope to advance knowledge of the myriad factors and processes promoting optimal learning environments. In my view, in such environments teachers and students alike pursue their unique voices, in which emotional processes play a crucial role in shaping their values, goals and personal strivings.

Teaching and mentoring:

I have taught many different methodological, theoretical and clinical courses. Methodological courses include research methods, experimental labs, and research seminars for BA and MA students. Theoretical courses include personality psychology, developmental psychopathology, humanistic psychology and problem behaviors in children. As a clinical child psychologist, I can also teach courses on psychotherapy and parent training. An integral part of my teaching/mentoring is supervision: I have supervised 14 MA thesis students and two PhD students.