**Roy Weintraub – Scientific Biography**

**1. Macroeconomist and Financial Securities Analyst**

I began my academic journey at the age of 15 at the Faculty of Mathematics at Tel Aviv University. I completed the matriculation in mathematics in grades 8 and 9, achieving an average score of 96, which allowed me to start my university studies in 10th grade. Drawn to the complexities of social behavior, I transitioned to economics.

Due to my excellence in my B.A., I was recruited as a macroeconomics researcher in the Research Division of Intelligence Directorate. I completed the military training course as an outstanding trainee, recognized by the base commander. During my service, I served as the personal assistant to the head of the economic division and led a comprehensive research project examining the effects of sanctions on the Iranian economy. This project, in collaboration with another unit, won a special award from the head of the Intelligence Directorate, and I was personally awarded the Outstanding Researcher Prize by the head of the Research Division. Concurrently, I completed all my undergraduate requirements in economics with honors. Afterward, seeking to broaden my horizons and explore existential questions about my place in the world, I took several courses in philosophy and art history.

Upon completing my service, I was accepted as an analyst at a prestigious Israeli hedge fund named ‘Rimon.’ The choice of this company was due to its high professional standards and the wide range of its investments. Unlike a typical analyst who focuses on a specific field, my work spanned various fields of knowledge and markets with fundamentally different characteristics, such as chip manufacturing, shipping, real estate, and retail. I had to quickly learn complex subject areas and master research methodologies to compete with experienced experts in each field.

While the conditions at the hedge fund, both financially and in terms of the human environment, were excellent, I felt that my inner world was lacking. I did not envision a career focused solely on making financial profits. Alongside my work in the financial markets, I volunteered in several settings, such as a refugee assistance center in south Tel Aviv and mentoring a teenager in a closed boarding school for a year. During those years, I became increasingly aware of the critical importance of educational processes in various frameworks and their significant impact on both personal and social levels.

**2. Comprehensive Understanding of Israel’s History Education**

At 25, I began M.A. in History. My first semester presented me with a seminar on controversies in history education led by Prof. Eyal Naveh. The encounter with Prof. Naveh’s work and the field of research combining historical and educational disciplines facisnated and challenged me. I had no doubt that I wanted to dedicate my efforts to this field and to focus my work and contribution to society through it.

For my M.A. thesis, under the supervision of Prof. Naveh and Prof. Meir Hazan, I focused on history education in the "HaKibbutz HaArtzi," the socialist-Marxist stream in the Zionist movement. The movement's education system provided fertile ground for examining the relationship between deep ideological-social changes and the construction of history education. I characterized and analyzed the pedagogical pioneering of the movement's educators and its expression in the “subjects method,” which aimed to break the boundaries of traditional learning and create an interdisciplinary approach around central study topics. I completed the degree and the thesis with highest honors, both with a grade of 97. Even before the thesis was approved, I was drawn into doctoral research to explore overlapping areas. Due to these circumstances, I have not yet had the opportunity to publish articles from the thesis, and a draft article is in the final stages, waiting in my drawer.

In my doctoral work, I broke new ground in an area that had not received in-depth and systematic attention: history education in Religious Zionism. I used an international conceptual framework to examine the development of the field, from its roots in the “Mizrachi” period to the latest curriculum. Below are excerpts from the reviewers’ comments. Reviewer 1: “The richness of the sources and their deep analysis leaves the reader in awe... [I haven't seen] a work of this magnitude in terms of its scope, level of analysis, and innovation, and I hope it will soon be published as a book.” Reviewer 2: “The work is very comprehensive both in the chronological period it covers and in dealing with developments in various fields. It is an impressive collection and analysis work. This doctoral work fills many gaps in the field of history education and in the resereach about the Religious Zionist public and brings interesting and important innovations. Its argument is surprising and unexpected.” The work was approved without changes, except for correcting typographical errors.

Alongside the dissertation, which is a historical monograph, I conducted studies on current educational trends. I leveraged my deep familiarity with the field of history education in Israel and worldwide, as well as the relationships I built with key figures shaping the field today, to characterize and analyze significant contemporary processes – both regarding State-Religious Education and State Education. These efforts resulted in three peer-reviewed journal articles and a book chapter dealing with issues not explored in the dissertation. These studies included, among other things, an international comparison of faith-based history education; how Religious Zionist history education addresses postmodern trends; and the similarities and differences between history education in State Education and State-Religious Education.

After completing my doctorate, I published four more peer-reviewed journal articles, only partially related to the dissertation. These articles dealt with the challenge of intercultural history education in Israel, the tensions and changed in Religious Zionist Holocaust education, and a analysis of the contrasting trends in State and State-Religious Education in the last decade regarding the objectives of history education. At the beginning of the year, I published an article challenging the dominant paradigm in the State Education’s history education for the past two decades – the “historical thinking” model. My critique of this trend focused on three levels, ranging from practical application to philosophical-theoretical aspects. I clarified that the trend is commendable and “its positive value and importance cannot be overstated” – I definitely see myself as part of it. At the same time, I pointed out the challenges and even dangers of its careless adoption, as I have characterized happening in recent years.

A few weeks ago, an extensive article I wrote about the representation of the Nakba in Israel’s Jewish education systems was accepted for publication in the journal Theory and Research of Social Education. The article reveals significant changes in the field over the past decade and shows that the concept of the Nakba has begun to be present in a significant portion of official teaching materials in both State Education and State-Religious education. At the same time, the research indicated that with the increasing presence of the Nakba in teaching materials, there is also increasing diversity in ethical historical judgments towards it.

**3. Students’ Historical Consciousness and Ethical Judgments – Pre and Post October 7**

After establishing a comprehensive understanding – both historically and thematically – of how Jewish state education systems seek to teach history, in my current research, I aimed to examine the historical consciousness among graduates of these education systems. Following the research on ethical historical judgments towards the Nakba in curricula and teaching materials, I developed a comprehensive questionnaire examining this issue from various perspectives. The central question of the questionnaire is the ethical stance towards the 1948 War and other historical dilemmas, but it also examines: historical thinking abilities; epistemological attitudes and religious aspects; and perceptions of the history of Zionism and the Israeli-Palestinian conflict. This research brings to bear my diverse research skills. Alongside the application of principles from the historical discipline, the questionnaire and its analysis apply quantitative methods from social science research.

I administered the questionnaires in a wide range of Pre-Military Leadership Academies’ (PMLAs’): religious, mixed, and secular. The first round was conducted in the first two weeks of the academy in August or September 2023. After the October 7th massacre and the Gaza war, I conducted another round of data collection – with the same teenagers. In the first round, approximately 450 students responded, and I managed to create 250 paired before-and-after questionnaires. Preliminary analyses indicate that the research contains significant theoretical international findings as well as new insights into contemporary trends in Israeli society.

**4. International Recognition**

I wrote the article on the representation of the Nakba together with Prof. Lindsay Gibson from UBC, one of the world's leading researchers in history education. I met Gibson through an international research group funded by the European Union (Horizon MSCA). Last year, Gibson invited me to be a visiting researcher at UBC, and this year he offered me a postdoctoral position hosted by him. However, family circumstances currently prevent me from leaving Israel for an extended period.

I have presented at over fifteen international conferences, and in December 2019, I was invited to deliver the keynote lecture at the annual history education conference at the University of Porto. This year, I was invited to deliver a keynote lecture at a conference on the Israeli-Palestinian conflict to be held in November 2024 at the Political Academy in Tutzing in collaboration with the University of Munich. In previous years, I led a project with the Political Academy in Tutzing on teaching the Holocaust in Israel and Germany. Thanks to my international recognition, I was elected at the beginning of the year to be the Vice President of the International Society for History Didactics (ISHD).

**5. Future Research – Using LLM (AI-Based Large Language Models) to Explore Students’ Historical Consciousness**

In the coming year, and possibly beyond, I intend to exhaust the rich and extensive information I gathered from the two rounds of data collection. I already have an outline for three articles aimed at the most prominent international platforms in the field of education: The first article will address the relationship between historical ethical judgments and gender issues; the second will focus on the changes in students' historical consciousness following October 7th; and the third will examine the relationship between ethical historical judgments and historical thinking. In the near future, alongside these new research directions, I intend to turn my doctorate into a book (a project that has been repeatedly postponed due to the richness of ongoing research).

Subsequently, my next major research project will seek to integrate LLM capabilities to analyze students’ historical consciousness. From preliminary inquiries, it appears that the database I have built contains enough data points to specifically train language models that can delve into the structure of students’ historical consciousness, thus providing new explanations for the changes in their responses following October 7th and the war, as well as the relationship between the students’ different epistemological perceptions, ethical stances, and historical thinking abilities. This is a groundbreaking, comprehensive project with ambitious goals. However, it is feasible. In my view – in light of breakthroughs in the AI field – it is a timely and even necessary research endeavor.

**6. Teacher Training and the Relationship with Various Educational Practices**

I aim to weave my theoretical insights into practical educational work in the field. Alongside my doctoral work, I led a comprehensive project of unique collaboration between the School of History and the supervision of history education in the state education system, aimed at bringing together and bridging the gap between historical knowledge producers in academia and intermediaries of this knowledge in the formal education system. Among other things, I was responsible for planning and executing seven seminars attended by over 1,700 history teachers from all over the country. The project was highly successful, building a relationship of mutual trust and appreciation with the supervision team and serving as a model for further collaborations.

Additionally, I created a teacher training course on economics and history, which received exceptional praise. As one teacher wrote in feedback: “Finally, a high-level training course that respects the participants, their abilities, and their knowledge. Moreover, the subject of the training is very important.” Another teacher wrote to the supervision team: “I want to thank the supervision for organizing the training on economics and history by Dr. Roy Weintraub. It was interesting, important, useful, and of a very high level. I recommend and request more such training. Thank you very much!”

Currently, I am leveraging the research on the historical consciousness of Pre-Military Leadership Academies’ (PMLAs’) students to work with the academy heads. Based on initial insights from the research, we are working together to refine the PMLA’s goals and improve its educational process. Several academies have already expressed interest in making the project part of a multi-year process that combines ongoing research with an examination of educational improvement attempts.