Search Committee,

The Seymour Fox School of Education

Hebrew University of Jerusalem,

Mt. Scopus Campus, Jerusalem September 4, 2025

Dear Members of the Search Committee,

At 25, I made a decisive shift from Israel’s financial markets to the field of education, driven by a lifelong mission to shape a better future for Israel and beyond. I view the current position in the School of Education at the Hebrew University as a pivotal step toward fulfilling that mission. Below, I outline how the expertise, initiative, and versatility I have consistently demonstrated throughout my career make me the suitable candidate to enhance the School of Education’s standing, improve Israel’s educational landscape, and contribute meaningfully to the international field of education.

**1. Analytical Abilities and Interdisciplinary Expertise**

From an early age, I demonstrated exceptional analytical abilities: winning the Tel Aviv elementary school chess championship, completing advanced mathematics matriculation exams already in 8th and 9th grade, beginning university studies at 15, and excelling in leading a large-scale research project in the IDF’s Intelligence Directorate. Alongside these achievements, I bring a unique background that combines mathematical skills, economic understanding, and deep philosophical foundations with broad historical knowledge.

This diverse background—together with my close familiarity with educational, social, and ideological processes in Israel—enables me to connect different scholarly disscusions and link them to urgent local issues. For example, my postdoctoral project with Pre-Military Leadership Academies (PMLAs, מכינות קדם צבאיות) bridges cutting-edge international theories in history education and educational psychology with pressing local debates about Zionism and the Israeli–Palestinian conflict. My research, therefore, ranges from engaging Nietzsche (and debating with him) to running binomial logistic regressions, and from exploring internal Israeli controversies over the nature of the state to examining psychological mechanisms related to Intellectual Humility and self-assessment.

**2. Engagement with Educational Policy and AI**

Although I am not a direct specialist in educational policy or AI, my research intersects with both fields. In policy and leadership, I study PMLAs, which aim to cultivate leadership among young people. My work adds an essential ethical perspective to leadership development and involves close collaboration with academy heads and instructors on evaluation and assessment. Moreover, my historical and contemporary studies of curricula further offer a historical-sociological perspective on policy shifts in educational goals, structures, and pedagogies in Israel. These connections to policy and leadership also inform the courses I propose, particularly courses 3 and 4.

In relation to AI, I had several studies examining the challenges and possibilities of humanist education in the digital age (B.4., B.7., and C.2. in the List of Publication). Moreover, my future research program aims to investigate how students’ historical consciousness and ethical judgments are being reshaped within algorithm-driven virtual environments. This focus on AI is central to courses 1 and 2 that I propose. Taken together, my diverse expertise and background position me to contribute a distinctive voice to current debates on policy, AI, and the future of education.

**3. Initiative and Systemic Insight**

I am an independent and creative researcher who consistently identify research opportunities that yield significant theoretical contributions while addressing urgent contemporary issues. I have designed both focused research questions and large-scale projects, as demonstrated by my ERC Starting Grant application EthicalHistories, which sought to develop an ecological theory integrating the ethical dimension into history education. The proposal reached the final stage, and I plan to resubmit it this October after revisions (see Scientific Biography, Section 2.3.).

I not only generate ideas but also turn them into action. This stems not only from my analytical and technological skills, but also from my understanding of systems and people. This systemic understanding is what enabled me to carry out my current research with PMLAs. I was aware that numerous requests to conduct research within PMLAs are usually declined due to their packed schedules. Therefore, I designed a study that would, on the one hand, make a strong theoretical contribution and, on the other, address the concrete goals of PMLA leaders—goals that are often far from international academic discussions. I independently initiated contact and, through openness and trust, secured their collaboration. In return, I ensured they benefitted from the research by presenting findings, giving lectures, and engaging with instructors. This initiative has since enabled multiple rounds of data collection and educational interventions with hundreds of participants nationwide. Moreover, the results proved so compelling for PMLA leaders that some of them suggested I consider establishing a business around it.

**4. International Recognition**

Given the need to remain in Israel for my postdoctoral research—due to my wife’s career, my responsibilities in a Buddhist organization, and my support for my parents—I was aware that I would need to actively cultivate an international academic presence. From the second year of my doctorate onward, I made a consistent effort to participate in international conferences and, almost without pre-existing connections, succeeded in building strong relationships with leading scholars my field.

For example, I initiated a collaboration with the Political Academy in Tutzing, which included three virtual seminars for teachers on teaching difficult history in Israel and Germany. I have also established a close working relationship with Lindsay Gibson (UBC), who has become one of the most prominent scholars of history education. In recognition of my academic and interpersonal abilities, in September 2023 I was appointed Vice President of the **International Society of History Didactics** (ISHD), one of the leading associations in Europe for history education.

Recently, I have established myself as a leading expert on teaching the Israeli–Palestinian conflict and am regularly invited to speak at conferences, seminars, and professional development programs for teachers. For example, last year I delivered virtual presentations at research seminars at University College London and the University of British Columbia. I led a two-day workshop for history teachers in Bavaria at the Tutzing Political Academy and received personal invitations to three conferences on teaching difficult history in Limassol (Nov 2024), Marburg (Sep 2025), and Braunschweig (Nov 2025).

As part of my ERC proposal, I established an a**dvisory board** of leading scholars in history education, with a strong emphasis on Europe, including: Abby Reisman (UPenn), Arthur Chapman (UCL), Lindsay Gibson (UBC), Susanne Popp (University of Augsburg), Joanna Wojdon (University of Wrocław), Mario Carretero (AUM), and Carla van Boxtel (University of Amsterdam). Several of these scholars are themselves former ERC reviewers. They provided critical feedback on my proposal, expressed strong support for the project’s potential, and encouraged me to resubmit it.

**5. Deep Ties to Educational Practice and Policy**

I have consistently built close connections with educators in the field—from classroom teachers and instructors in PMLAs to chief supervisors, textbook authors, and senior figures in the Ministry of Education (MoE). My aim has always been to weave my theoretical insights into educational practice on the ground, while respecting, valuing, and strengthening the status of the field of education and educators specifically in Israel.

As a doctoral student I initiated and led a cooperation between the MoE and Tel Aviv University. More than 1,700 teachers participated in a series of seminars and study days. Alongside the organizational and managerial skills this required, the project demanded acute social sensitivity to navigate the tensions and occasional confrontations between university faculty and the supervisory staff in the MoE. More recently, in June 2025, I initiated and organized a virtual seminar with the MoE on “Teaching History in Polarized Societies,” which drew over 400 teachers.

**6. Personal Integrity and Collegiality**

I am both a team player and someone with a systemic perspective. While I enjoy independent research, I am equally a committed colleague, always willing to help peers and improve the working environment I am part of. From my military unit and my time at a hedge fund, through the School of History at Tel Aviv University, to the Truman Institute and the School of Education at the Hebrew University—I have always sought to contribute to a positive atmosphere and to collaborate toward shared goals. These qualities may be difficult to quantify, yet they have a profound and lasting impact on any workplace and its outcomes, both in the short and long term.

**7. Education as a Lifelong Mission**

I left the financial markets in order to dedicate myself to education, out of a deep belief in its importance in the broadest sense. Alongside the interest, curiosity, and joy I find in educational research, I see myself first and foremost as an educator, and I aspire to devote my efforts to society and to future generations. I do so with deep gratitude:

״אני מצאתי את העולם נטוע בחרובים;

כמו ששתלו עבורי אבותיי – כך אני שותל לילדיי.״

(תענית 23א, תרגום מארמית)