

CURRICULUM VITAE**Enrico Gandolfi**

College of Education, Health and Human Services

Kent State University

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egandolf1@kent.edu**PROFESSIONAL PREPARATION**

2017	Kent State University	Kent, Ohio	Educational Technology	Post-Doc
2014	La Sapienza University	Rome, Italy	Sociology	Ph.D.
			Media Studies	
2021	Kent State University	Kent, Ohio	Public Health	M.P.H.
2010	LUISS Guido Carli University	Rome, Italy	Communication Studies	M.A.
2007	Alma Mater Studiorum University	Bologna, Italy	Political Sciences	B.A.

ACADEMIC APPOINTMENTS

2023-present	<i>Tenured Associate Professor in Educational Technology</i> College of Education, Health, and Human Services, College of Public Health, College of Communication and Information, Kent State University, Kent, Ohio
2020-2023	<i>TT Assistant Professor in Educational Technology</i> College of Education, Health, and Human Services, College of Public Health, College of Communication and Information, Kent State University, Kent, Ohio
2017-2019	<i>NTT Assistant Professor of Educational Technology</i> College of Education, Health, and Human Services, Kent State University, Kent, Ohio
2015-2017	<i>Post-Doctoral Research Fellow</i> Research Center for Educational Technology, College of Education, Health, and Human Services, Kent State University, Kent, Ohio
2010-2014	<i>Associate Researcher</i> LUISS Guido Carli University of Rome, Italy
2013	<i>Visiting Researcher</i> School of Information Sciences, University of Tampere, Finland
2011-2014	<i>Academic tutor</i> LUISS Guido Carli University of Rome, Italy

PROFESSIONAL APPOINTMENTS

2015-2017	<i>Gamification/gaming Consultant</i> A little bit (Italian company focused on online communications and gaming)
2011-2013	<i>Academic Tutor</i> ANICEC (Italian online master on new media and communication)
2010-2011	<i>Project Manager</i> AIOMI (association for the promotion of digital games in Italy)

PUBLICATIONS

Journal articles (peer reviewed)

Gandolfi, E., Ferdig, R. E., & Kosko, K. W. (in press). Evaluating how extended reality delivery device and preservice teacher major impact presence in immersive learning environments. *British Journal of Educational Technology*

Gandolfi, E., Ferdig, R.E., Krause, K., Soy Turk, I. , Morris, G., & Ostrowski-Delahanty, S. (in press). An exploration of why gaming communities may make younger and non-normative gamers vulnerable to internet gaming disorder. *New Media and Society*.

Gandolfi, E., Ferdig, R.E., Krause, K., Copus, A., Ostrowski-Delahanty, S., & Alemagno, S.. (in press). Problematic gaming at a crossroad: Exploring the interplay between Internet Gaming Disorder, toxic attitudes, and empathy in digital entertainment. *Games and Culture*.

Ferdig, R. E., **Gandolfi, E.**, Lenart, C., & Clements, R. (2023). Building an augmented reality system for consumption and production of hybrid gaming and storytelling, *Interaction Design and Architecture(s) Journal – IxD&A*, 56, 53-68.

Gandolfi, E., Ferdig, R.E., Wang, J., Morris, G., Copus, A., & Shihab, Sk R. (2023). Online gaming as a double-edged sword: An Analysis of game community receptiveness, in-game vitality, and player well-being. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-12011-0>

Tang, T., Cooper, R., & **Gandolfi, E.** (2023). Interactive within Structures: Understanding Ethnicity, Esports Uses and Effects. *Howard Journal of Communications*, 34(1), 1-19.

Fung, K., Smith, S., & **Gandolfi, E.** (2022). Minecraft Education Edition in foreign language education: Pre-service teachers' reasons for acceptance and integration. *Journal of Language Teaching*, 2(10), 17-28.

Gandolfi, E., Ferdig, R. E., & Kosko, K. W. (2022). Preservice teachers' focus in 360 videos of classroom instruction: Understanding the role of presence, 2mbisonics audio, and camera placement in immersive videos for future educators. *Journal of Technology and Teacher Education*, 30(3), 321-339

Ferdig, R. E., Kosko, K. W., & **Gandolfi, E.** (2022). Using the Covid-19 Pandemic to Create a Vision for XR-Based Teacher Education Field Experiences. *Journal of Technology and Teacher Education*, 30(2), 239-252.

Baumgartner, E., Ferdig, R. E., & **Gandolfi, E.** (2022). Exploring the Impact of Extended Reality (XR) on Spatial Reasoning of Elementary Students. *TechTrends*. Doi: 10.1007/s11528-022-00753-6

Raber, J., Ferdig, R. E., **Gandolfi, E.**, & Clements, R. (2022). An analysis of motivation and situational interest in a location-based augmented reality application. *Interaction Design and Architecture(s) Journal – IxD&A*, 52, 198 – 220. Doi: 10.55612/s-5002-052-011

Gandolfi, E. (2022). Playing is just the beginning: Social Learning dynamics in game communities of inquiry. *Journal of Computer-Assisted Learning*, 38(4), 1062-1076. Doi: 10.1111/jcal.12663

Gandolfi, E., Ferdig, R. E., & Clements, R. (2022). Streaming code across audiences and performers: An analysis of Computer Science communities of inquiry on Twitch.tv. *British Journal of Educational Technology*. Doi: 10.1111/bjet.13207

Kosko, K. W., Heisler, J., & **Gandolfi, E.** (2022). Using 360-degree video to explore teachers' professional noticing. *Computers and Education*, 180, 1-13.

Gandolfi, E., Ferdig, R. E., & Soyurk, I. (2021). Evaluating U.S. gamers' metacognitions about digital entertainment: Validation of Metacognitions about Online Gaming Scale in the U.S. context. *Journal of Affective Disorders*, 295, 954-959 .

Gandolfi, E., & Gandolfi, S. (2021). Playing across the social zone: Animal Crossing, gaming communities and connectedness in a time of crisis. *Academicus*, 23, 41-51.

Gandolfi, E., Austin, C., Heisler, J., & Zolfaghari, M. (2021). Immersive Presence for Future Educators: Deconstructing the concept of presence in extended reality environments for preservice teachers. *Journal of Technology and Teacher Education*, 29(3), 339-367.

Gandolfi, E., Ferdig, R. E., Kratcoski A., Blank, J. ... Clements, R. (2021). GLARE: An Open Source Augmented Reality Platform For Location-Based Content Delivery. *International Journal of Virtual and Augmented Reality*, 5(1), 1-19.

Gandolfi, E. & Ferdig, R. E. (2021). Sharing dark sides on game-service platforms. *Convergence*, 28(2), 468-487. <https://doi.org/10.1177/13548565211028809>

Gandolfi, E., Ferdig, R. E., & Soyurk, I. (2021). Exploring the learning potential of online gaming communities: An application of the Game Communities of Inquiry Scale. *New Media & Society*, <https://doi.org/10.1177/14614448211027171>

Gandolfi, E., Ferdig, R. E., & Kratcoski, A. (2021). A new educational normal an intersectionality-led exploration of education, learning technologies, and diversity during COVID-19. *Technology in Society*, 66, 101637.

Gandolfi, E., Ferdig, R. E., & Kosko, K. W. (2021). Situating presence within extended reality for teacher training: Validation of the eXtended Reality Presence Scale (XRPS) in preservice teacher use of immersive 360 video. *British Journal of Educational Technology*, 52(2), 824-841.

Ferdig, R. E., Kosko, K. W., & **Gandolfi, E.** (2020). Effect and influence of 3mbisonics audio in viewing 360 video. *Journal of Virtual Worlds Research*. 13(2-3), 1-14.

Soyurk, I., **Gandolfi, E.**, & Ferdig, R. E. (2020). Development of a Game Communities of Inquiry Scale

(GcoIS). *International Journal of Gaming and Computer-Mediated Simulations (IJGCMS)*, 12(3), 1-22.

Hassler, D., Pytash, K. E., Ferdig, R. E., Mucha, N., & **Gandolfi, E.** (2020). The Use of Digital Poetry to Inform Preservice Teacher Education and In-Service Teacher Professional Development During COVID-19. *Journal of Technology and Teacher Education*, 28(2), 403-413.

Gandolfi, E. & Antonacci, F. (2020). Beyond evil and good in online gaming: An analysis of violence in Overwatch between demonization and proactive values. *The Journal of Virtual Worlds Research*, 13(1), 1-17

Gandolfi, E. & Ferdig, R. E. (2019). Beating a fake normality: The phenomenon of e-athletes with special needs on Twitch.tv. *Well-Played*, 8(3), 63-88.

Gandolfi, E., & Sciannamblo, M. (2019). Unfolding female quiet in wargames: gender bias in Metal Gear Solid V: The Phantom Pain from representation to gameplay. *Feminist Media Studies*, 19(3), 331-347.

Gandolfi, E., Gandolfi, S. & Cerasi, G. (2019). It is dangerous to play alone, share this! Simulacra and simulations via inter-generational games. *Well-Played*, 8(2), 23-48.

Gandolfi, E. (2019). Playing the post 9/11 on game service platforms: Premediation in The Division via Twitch.tv and Steam. *Convergence*, 25(5-6), 826-847.

Gandolfi, E. & Clements, R. (2019). Alternative embodied cognitions at play: Evaluation of audio-based navigation in virtual settings via interactive sounds. *The Journal of Virtual Worlds Research*, 12(1), 1-14.

Gandolfi, E. & Ferdig, R. E. (2018). Scratching the coding surface: Tackling algorithms for inclusion and learning. *International Journal of Information and Learning Technology*, 35(5), 368-378.

Gandolfi, E. (2018). Enjoying death among gamers, viewers, and users. A network visualization of Dark Souls 3's trends on Twitch.tv and Steam platforms. *Information Visualization*, 17(3), 218-238.

Gandolfi, E. (2018). You have got a (different) friend in me; Asymmetrical roles in gaming as potential ambassadors of computational and cooperative thinking. *E-Learning and Digital Media*, 15(3), 128-145.

Gandolfi, E. (2018). Playing, debugging, learning: A proposal between Game and Instructional Designs via extended prototyping. *E-Learning and Digital Media*, 15(2), 67-92.

Gandolfi, E. (2017). Gaming mirrors at play through ludic data-selves. *Academicus*, 16, 88-104.

Gandolfi, E. & Semprebene, R. (2017). Trailers in between short video forms from digital games to movies and back. *Quaderns de Cine*, 12, 51-60.

Gandolfi, E. (2017). Beyond Diagonal Sciences: Applying Roger Caillois's Concepts of Symmetry and Dissymmetry to Journey. *Games and Culture*, 12(4), 361-380.

Gandolfi, E. (2016). In the meme of a twitting Pope. *Rassegna Italiana di Sociologia*, 57(4), 775-794.

Gandolfi, E. (2016). Subjective temporalities at play. *Simulation and Gaming*, 47(6), 720-750.

Gandolfi, E. & Semprebene, R. (2016). The imaginative embrayage through gaming deconstructions.

Im@go, 7(2), 57-71.

Mariani, I. & **Gandolfi, E.** (2016). Negative experiences as learning trigger: A play experience empirical research on a Game for Social Change case study. *International Journal of Game-Based Learning*, 6(3), 50-74.

Gandolfi, E. (2016). To watch or to play, it is in the game: The game culture on Twitch.tv among performers, plays and audiences. *Journal of Gaming and Virtual Worlds*, 8(1), 63-82.

Gandolfi, E. (2015). Once Upon a Bit: Ludic identities in Italy, from militant nostalgia to frivolous divertissement. *Compaso*, 6(1), 115-131.

Gandolfi, E. & Semprebene, R. (2015). Playing the game in the opening scene. *G/A/M/E*, 4. http://www.gamejournal.it/gandolfi_play/

Gandolfi, E. (2015). The online dream of old ludi. *Reset – Social Science Research on the Internet*, 4. <https://reset.revues.org/506>

Gandolfi, E. (2013). La game industry. Istantanea di una dinamica industria creativa (translation: The game industry. Overview of a dynamic creative industry). *La critica sociologica*, 187(3), 35-46.

Gandolfi, E. (2013). For a metaphorical tool to evoke identity: the tomen. *Academicus*, 13, 43-52.

Conference proceedings (peer reviewed)

Gandolfi, E., Ferdig, R. E., Kosko, K. W., & Clements, R. (in press). Does digital immersion matter? An analysis of the role of 360 videos within digital experiences for teacher training. *Proceedings of Society for Information Technology & Teacher Education International Conference*. Waynesville, NC: Association for the Advancement of Computing in Education.

Gandolfi, E., Ferdig, R., & Hetman, J. (2023). How Augmented Reality production can support educators' attitudes toward technology and their learning environment. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2051-2057). Waynesville, NC: Association for the Advancement of Computing in Education.

Ferdig, R., Kosko, K., & **Gandolfi, E.** (2023). Using Fitbits and heart rate variance (HRVa) to understand preservice teacher experiences in extended reality. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1173-1179). Waynesville, NC: Association for the Advancement of Computing in Education.

Mills, M., Ferdig, R. & **Gandolfi, E.** (2023). The Utility of Asynchronous Low-Fidelity Simulation for Student Self-Efficacy and Anxiety: A Preliminary Analysis. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 569-573). Waynesville, NC: Association for the Advancement of Computing in Education.

Ferdig, R., **Gandolfi, E.,** & Oh, O. (2023). Preservice teachers' responses to AI-generated images in relation to fears and goals of future teaching. In E. Langran, P. Christensen & J. Sanson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 850-855). Waynesville, NC: Association for the Advancement of Computing in Education.

Gandolfi, E., Vongunten, E., & Shihab, R. (2022). Updating the game for a new today: In-service teachers' perspectives on online gaming and education during the pandemic. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1648-1653). San Diego, CA: Association for the Advancement of Computing in Education (AACE).

Kosko, K. W., Ferdig, R. E., & **Gandolfi, E.** (2021). Noticing mathematics from multiple perspectives. In D. Olanoff, K. Johnson, & S. Spitzer (Eds.), *Proceeding of the 43rd annual meeting of the North American Chapter for the Psychology of Mathematics Education* (pp. 1787-1788). Philadelphia, PA: PME-NA.

Kosko, K. W., Yang, Y., Austin, C., Guan, Q., **Gandolfi, E.**, & Go, Z. (2021). Examining preservice teachers' professional noticing of students' mathematics through 360 video and machine learning. In D. Olanoff, K. Johnson, & S. Spitzer (Eds.), *Proceeding of the 43rd annual meeting of the North American Chapter for the Psychology of Mathematics Education* (pp. 1649-1658). Philadelphia, PA: PME-NA.

Ferdig, R. E., **Gandolfi, E.**, Clements, R., Lenart, C., Kratcoski, A., & Lu, C. C. (2020). Social Engagement in Layers of History: An XR experience of the May 4th Shootings. In *Frameless symposium 2020*. Retrieved from: https://www.rit.edu/framelesslabs/sites/rit.edu.framelesslabs/files/symposium2020/Frameless2020_paper_23.pdf

Ferdig, R. E., **Gandolfi, E.**, & Kosko, K. W. (2020). Preservice teacher noticing and perceptual capacity with 360 video and VR headsets. In *Proceedings of the Society for Information Technology & Teacher Education* (pp. 724-726). New Orleans, LA: Association for the Advancement of Computing in Education.

Gandolfi, E., Ferdig, R. E., & Kosko, K. W. (2020). The extended reality presence scale. In *Proceedings of the Society for Information Technology & Teacher Education* (pp. 1011-1017). New Orleans, LA: Association for the Advancement of Computing in Education.

Baumgartner, E., **Gandolfi, E.**, & Ferdig, R. (2019). Collaborative Gaming as an Agent of Motivation to Increase Retention in Online Learning. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*. Waynesville, NC: Association for the Advancement of Computing in Education.

Gandolfi, E. (2016). The rise of the mediated play: The dialogue between technology, gaming and meta-perspectives in Italy. In AA. VV. (Eds.) *Play 3*. Oxford, United Kingdom: Inter-Disciplinary Press.

Gandolfi, E. & Mariani, I. (2014). The game as social activator, between Design and Sociology. In C. Coletta, S. Colombo, P. Magaudda, A. Mattozzi, L. L. Parolin & L. Rampino (Eds.) *A Matter of Design. Proceedings of the V STS Italia Conference*. Milan, Italy: STS Italia.

Gandolfi, E. (2013). The playing diorama. In K. Mitgutsch, S. Huber, H. Rosenstingl, M. Wagner & J. Wimmer (Eds.) *Context matters! Exploring and reframing games and play in Context*. Vienna, Austria: New Academic Press.

Gandolfi, E. (2012). L'Otto per mille, crocevia di una core culture (translation: The 8X1000, crossroad of a core culture). In Olavarría, M. E. & Roldán, V. (Eds.) *Libera Chiesa in libero Stato*. Florence, Italy: Mauro Pagliai Editore.

Gandolfi, E. (2011). Virtual nodes as erosion. In E. De Blasio, M. Hibberd, & M. Sorice (Eds.)

Leadership and new trends in political communication. Rome, Italy: CMCS Working Papers.

Book chapters (peer reviewed)

Morella, J., & **Gandolfi, E.** (2023). Using Technology To Effectively Improve Formative Assessments. In R.E. Ferdig, R. Hartshorne, E. Baumgartner, R. Kaplan-Rakowski & C. Mouza (Eds.) *What PreK-12 Teachers Should Know About Educational Technology in 2023: A Research-to-Practice Anthology*. Association for the Advancement of Computing in Education.

Gandolfi, E., & Ferdig, R., & (2023). Esports. In M. Tirino (Ed.) *Media and sport*. Carocci.

Ferdig, R., & **Gandolfi, E.** (2023). Education. In B. Perron (Ed.) *The Routledge Companion to Video Game Studies* (second edition). Routledge.

Antonacci, A., & **Gandolfi, E.** (2023) On the concept of immersion. In F. Bettini (Ed.) *Heritage 5.0*. Il Mulino.

Gandolfi, E. (2022). Immersive technologies for cultural heritage. In F. Bettini (Ed.) *Technology and Art*. Il Mulino.

Ferdig, R., **Gandolfi, E.**, & Baumgartner, E. (2021). Games and Simulations. In R. E. Ferdig, E. Baumgartner & E. Gandolfi (Eds.) *Teaching the Game: An interdisciplinary collection of game course syllabi* (pp. 314-363). ETC Press

Gandolfi, E. (2021). Italy. In J. M. Wolf (Ed.) *Encyclopedia of Video Games* (2nd edition). ABC-CLIO.

Kosko, K. W., Roche, L., Ferdig, R. E., **Gandolfi, E.**, & Kratcoski, A. (2021). Integrating 360 media in teaching and teacher education. In R. E. Ferdig & K. Pytash (Eds.), *What teacher educators should have learned from 2020*. Association for the Advancement of Computing in Education (AACE).
<https://www.learntechlib.org/p/219088/>

Gandolfi, E., & Kratcoski, A. (2020). Coping during Covid-19: Building a Community of Practice (CoP) for technology integration and educational reform in a time of crisis. In R. E. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, & C. Mouza (Eds.), *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field*. Association for the Advancement of Computing in Education.

Gandolfi, E. (2020). eSports. In M. B. Carbone (Ed.) *Italian videogames right here right now*. Mimesis.

Gandolfi, E. (2019). Fortnite. In K. S. Schrier (Ed.) *100 Games to Use in the Classroom & Beyond*. ETC Press.

Gandolfi, E. (2019). Fallout Shelter, ideo cards and participative design. In K. S. Schrier (Ed.) *100 Games to Use in the Classroom & Beyond*. ETC Press.

Gandolfi, E. (2018). Watching from the shoulders of Giants: eSports and Streamers with special needs on Twitch.tv. In M. Bittanti & **E. Gandolfi** (Eds.) *Game Videos: Streaming, performance, spectacle* (original title: *Giochi video: streaming, performance, spettacolo*). Mimesis.

Gandolfi, E. (2018). Augmented Reality – Virtual Reality. In K. Kennedy & R. E. Ferdig (Eds.) *Handbook of Research on K-12 Online and Blended Learning* (updated edition). ETC Press.

Gandolfi, E., Ferdig, R. E., & Immel, Z. (2018). Augmented Reality. In J. Voogt and G. Knezek, R. Christensen & K. W. Lai (Eds.) *International Handbook of Information Technology in Primary and Secondary Education* (Second Edition). Springer.

Ferdig, R. E., **Gandolfi, E.**, & Immel, Z. (2018). Immersive Virtual Reality. In J. Voogt and G. Knezek, R. Christensen & K. W. Lai (Eds.) *International Handbook of Information Technology in Primary and Secondary Education* (Second Edition). Springer.

Gandolfi, E. (2017). Empirical triangulation: Applying multiple methods to explore religion and myth through video games. In V. Sisler, K. Radde-Antweiler & X. Zeiler (Eds.) *Video Games and Religion: Research Methods*. Routledge.

Gandolfi, E. (2017). Colpire, incidere, rinascere: violenze sacre e sacre dissimmetrie nell'intrattenimento digitale (translation: Hitting, cutting, reviving: Sacred violence and dissymmetry in digital entertainment). In F. Antonacci (Ed.) *Il cielo e i violenti*. Franco Angeli.

Gandolfi, E. (2015). Italy. In J. M. Wolf (Ed.) *Video games around the world*. The MIT Press.

Gandolfi, E. (2014). Modularità ludiche (translation: The ludic modularities). In M. Bertolo & I. Mariani (Eds.) *Game design. Gioco e giocare tra teoria e progetto*. Pearson.

Gandolfi, E. (2013). Migranti cattolici a Roma, terra straniera e patria d'elezione (translation: Catholic migrants in Rome). In M. I. Macioti (Ed.) *Religioni a Roma*. Aracne.

Gandolfi, E. (2013). Religioni a Roma. La complessa articolazione delle diverse presenze religiose (translation: Religions in Rome. The complex articulation of the religious presences in the capital). In E. Pace (Ed.) *Le religioni nell'Italia che cambia*. Carocci.

Gandolfi, E. (2012). The game press. In M. Sorice (Ed.) *Assessing Communication*. LUISS University Press.

Gandolfi, E. (2010). Game at play. In E. Blasio & P. Peverini (Eds.) *Open Cinema*. Edizioni Fondazione Ente dello Spettacolo.

Edited publications

Baumgartner, E., Ferdig, R., & **Gandolfi, E.** (Eds.) (2021). *Teaching the Game: An interdisciplinary collection of game course syllabi*. ETC Press.

Miller, R.T., & **Gandolfi, E.** (2020). *English for Information Technology*. Al-Quds Open University Publications.

Gandolfi, E., Ferdig, R., & Calabria, K. (Eds.) (2018). *Digital Entertainment for Special Needs, Special Needs for Digital Entertainment*. Special issue on Digital Games and Special Needs. *G/A/M/E* journal.

Bittanti, M. & **Gandolfi, E.** (Eds.) (2018). *Game Videos: Streaming, performance, spectacle* (original title: *Giochi video: streaming, performance, spettacolo*). Mimesis.

Monographs

Gandolfi, E. (2015). *Independent videogames among culture, communication and participation* (original title: *Videogiochi indipendenti tra cultura, comunicazione e partecipazione*). Unicopli (Ludologica book series).

Gandolfi, E. (2014). *Nerd generation* (original title: *Generazione Nerd*). Mimesis.

Gandolfi, E. (2011). *Console drivers: how to use digital games in education* (original title: *Piloti di console: come usare i videogiochi a scopo educativo*). Edizioni Paoline.

Others

Gandolfi, E. (2018). La storia della bambina che nacque senza testa (translation: the story of the girl born with no head). In M. Sciannamblo (Eds.) *La rivincita della nerd*. Milan, Italy: Mimesis.

Ferdig, R. E., Pytash, K. E., Kosko, K. W., **Gandolfi, E.**, & Mathews, R. (2016). Use and perceptions of mobile applications and technologies by those interested in special education. *www.spedapps.kent.edu*. Retrieved from <http://spedapps.kent.edu/2016survey.pdf>.

Pytash, K. E., Ferdig, R. E., **Gandolfi, E.**, & Mathews, R. (2016). Using Literacy Apps in Special Education. *www.literacyworldwide.org*. Retrieved from <https://www.literacyworldwide.org/blog/literacy-daily/2016/07/21/using-literacy-apps-in-special-education>

Pytash, K. E., Ferdig, R. E., **Gandolfi, E.**, & Mathews, R. (2016). Reimagining Writing Instruction With Digital Tools. *www.literacyworldwide.org*. Retrieved from <https://www.literacyworldwide.org/blog/literacy-daily/2016/07/01/reimagining-writing-instruction-with-digital-tools>

Gandolfi, E. (2016). *Sulle barricate d'ogni pixel e luogo* (translation: on the barricades of every place and pixel). In AA. VV. (Eds.) *Nativi videoludici*. Milan, Italy: Lulu PR.

Gandolfi, E. (2014). *Il gamescape del larp* (translation: The larp gamescape). In Ferri, G. & Trenti, L. (Eds.) *Il larp in realtà*. Bologna, Italy: Larp Symposium.

Gandolfi, E. (2013). *The gamescape*, Rome, Italy: CMCS Working Papers.

Gandolfi, E. (2013). The two dimensions as a metaphor of control in gaming landscapes (critical notes). *G/A/M/E*, 2(2). Retrieved from <http://www.gamejournal.it>

MEDIA APPEARANCE

Webster, G. (2019). *Living the stream* – Documentary about Twitch.tv (Role: featured speaker)

RESEARCH EXPERIENCE

2024-2025 *TeachCS. State of Ohio*
Role: CO-PI
Status: funded (\$1,100,000.00)

2021-2023 *Esports for STEM in high school*. GAR Foundation.
Role: key personnel
Status: funded (\$15,000.00)

- 2022 *Influence of Virtual Reality on the Expressive Language Skills of Children with Autism.* Mid-Career EHHS internal SEED Awards
Role: CO-PI
Status: funded (\$5,000.00)
- 2021-2022 *Subgrants for Partners Increasing the Number of Students Earning Industry-Recognized Credentials.* Ohio Department of Education – Opportunity Name: RemotEDx.
Role: PI
Status: funded (\$45,000.00)
- 2021-2022 *Immersed in Deep Learning with Extended Reality (XR).* Martha Holden Jennings Foundation.
Role: key personnel
Status: funded (\$15,000.00)
- 2020 *Immersive reality for learning.* University Research Council grants
Role: PI
Status: funded (\$2,500.00)
- 2019-2022 *Design and implementation of immersive representations of practice.* National Science Foundation – Opportunity Name: Discovery Research PreK-12 (DRK-12).
Role: Key Personnel.
Status: funded (\$1,488,759.00).
- 2019-2021 *Social Engagement in Layers of History: Instant Creation of Universal Access to Humanities Content.* National Endowment for Humanities – Opportunity Name: Digital Projects for the Public (production level).
Role: CO-PI.
Status: funded (\$175,000.00).
- 2019 *Al Quds Open University project.* Al Quds Open University & U.S. government.
Role: Key Personnel
Status: funded (\$30,000.00).
- 2017-2019 *Layers of History: Experiencing May 4, 1970 and Its Legacy.* National Endowment for Humanities – Opportunity Name: Digital Projects for the Public (prototype level).
Role: CO-PI.
Status: funded (\$75,000.00).
- 2015-2016 *Exploring Mobile Apps for Special Education STEAM Teaching and Learning.* AT&T Foundation, Kent State University, OH, U.S.
Role: Key Personnel
Status: funded (\$100,000.00).
- 2012 *La vittima di tratta* (translation: the human traffic victim), International Organization for Migration (IOM) – Italian division, Rome, Italy.
Role: Senior Researcher
- 2012 *Political communication on Twitter,* LUISS Guido Carli University of Rome, Italy.
Role: Researcher

- 2011 *Il pluralismo* (translation: The pluralism), LUISS “Guido Carli” University of Rome, Italy.
Role: Junior Researcher
- 2011-2012 *In Italia, religiosamente diversi (Prin)* (translation: In Italy, religiously different),
Department of Social and Economic Sciences, La Sapienza University of Rome, Italy.
Role: Senior Researcher
- 2011 *RAI, lo specchio deformato*, (translation: RAI, the deformed mirror), LUISS “Guido Carli”
University of Rome, Italy.
Role: Researcher

TEACHING EXPERIENCE

ETEC 47400/57400 TRENDS IN EDUCATIONAL TECHNOLOGY
Spring 2024

EMAT 33310 - HUMAN COMPUTER INTERACTION
Spring 2024

HPM-ST-80195/60195/40195 - INTERPROFESSIONAL RESPONSE
Summer 2022, Fall 2022, Spring 2023

ETEC 47495 - SOCIAL MEDIA, GAMING, AND EXTENDED REALITIES
Summer 2022

ETEC 67434/77434 - EMERGING TECHNOLOGIES FOR EDUCATION
Summer 2019, 2021, 2022

PH 20010 - INTRODUCTION to PUBLIC HEALTH INFORMATICS
Spring 2021, 2022, 2023, 2024

EMAT 40999 - INTERDISCIPLINARY PROJECTS
Fall 2020, Spring, 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023, Fall 2023

ETEC 67435/77435 - VIRTUAL REALITY AND AUGMENTED REALITY
Spring 2017, Spring 2019, Spring 2020, Fall 2023

ETEC 39525 - EDUCATIONAL TECHNOLOGY
Fall 2017, Spring/Fall 2018, Spring/Fall 2019, Spring 2020, Summer 2023

ETEC 67426/77426 - MANAGING SCHOOL TECHNOLOGIES
Fall 2019, Fall 2020

ETEC 67410/77410 - SIMULATIONS AND GAMES IN EDUCATION
Spring/Fall 2018, Summer 2023

ETEC 67420/77420 - RESEARCH ISSUES IN EDUCATIONAL TECHNOLOGY
Summer 2018

ETEC 47403/57403 - INSTRUCTIONAL DESIGN
Fall 2017, Summer 2018

Courses developed

ETEC 67434/77434 - EMERGING TECHNOLOGIES FOR EDUCATION

HPM-ST 80195/60195/40195 - INTERPROFESSIONAL RESPONSE

PH 20010 - INTRODUCTION to PUBLIC HEALTH INFORMATICS

GRADUATE ADVISING

Graduated PhD Students served (committee member):

- Jennifer Green (ITEC); title: *IF A PICTURE IS WORTH A THOUSAND WORDS, WHAT IS A VIDEO WORTH? THE IMPACT OF VIDEO ON INTERACTION AND REFLECTION IN THE POST-OBSERVATION CONFERENCE* (defended December 2018)
- Ediz Lutf Kaykayoglu (ITEC); title: *CULTURAL INTELLIGENCE AND STUDENT ACTIVITY IN A LEARNING MANAGEMENT SYSTEM* (defended October 2019)
- Emily Baumgartner (ITEC); title: *THE IMPACT OF VIRTUAL REALITY AND 360-DEGREE VIDEO ON SPATIAL REASONING SKILLS IN ELEMENTARY STUDENTS* (defended May 2020)
- Riza Memis (Evaluation and Measurement); title: *EXAMINING THE RELATIONSHIP BETWEEN MIDDLE SCHOOL STUDENTS' USE OF LEARNING STRATEGIES, SELF-EFFICACY, AND MATH ACHIEVEMENT: MEASURE DEVELOPMENT AND A STRUCTURAL MODEL* (defended June 2021)
- Ilker Soyuturk (Evaluation and Measurement); title: *THE REVISED TEST ANXIETY-ONLINE-SHORT FORM SCALE: BIFACTOR MODELING* (defended July 2021)
- Maggie Cogar (Journalism); title: *GATEKEEPING IN SCHOLASTIC JOURNALISM: EXAMINING FACTORS THAT PREDICT STUDENT CONTENT DECISIONS* (defended July 2021)
- Jim Raber (ITEC); title: *ANALYSIS OF MOTIVATION, SITUATIONAL INTEREST, AND AUGMENTED REALITY* (defended March 2020)

Graduated PhD Students served (graduate faculty representative):

- Tracey Dodson; title: *EXAMINING THE IMPACT OF EXPERT MODELING VIDEOS ON NURSING STUDENTS' SIMULATION COMPETENCY* (defended February 2022)
- Janet Reed; title: *EXPLORING THE IMPACT OF SIMULATION ANXIETY ON CLINICAL JUDGMENT FOR NURSING STUDENTS* (defended February 2022)
- Fitim Krasniqi; title: *CURRICULUM TRADITIONS IN TEACHER PREPARATION: A MIXED METHODS STUDY OF KOSOVO TEACHER EDUCATORS' VIEWS ON EFFECTIVE TEACHER PREPARATION* (defended March 2022)

PhD Candidate supervised (Chair):

- Yong Tong (ETEC)
- Sara Fuller (ETEC)

PhD Students supervised

- Jacob Morella

- Sk Rezwan Shihab
- Jennifer Petit
- Jacob Hauman

PhD Candidate supervised (Chair):

- *Matthew Mills (ETEC) (ETEC); title: THE EFFECT OF DEBRIEFING AFTER LOW-FIDELITY SIMULATION ON THE SELF-EFFICACY AND ANXIETY OF ATHLETIC TRAINING STUDENTS* (defended January 2024)
- *Megan Brannon (ETEC); title: EXPLORING THE IMPACT OF DESIGN THINKING ON CREATIVITY IN PRESERVICE TEACHERS* (defended March 2022)

Master Thesis supervised:

- *Kathryn Damicone (ETEC); title: TECHNOSTRESS: MEASURING, DESCRIBING, AND IDENTIFYING CAUSES OF TEACHERS' TECHNOLOGICAL STRESS DURING THE COVID19 GLOBAL PANDEMIC* (defended July 2021)

EVENTS ORGANIZED

- 2012 *In Italia, religiosamente diversi* (academic conference), La Sapienza University of Rome, Italy, 5-6th of June.
- 2011 *Film and Faith* (academic conference), Pontifical Lateran University, Rome, Italy, 1-2nd of December.
- 2011 *Leadership, leaders and new trends in political communication* (academic conference), LUISS “Guido Carli” University of Rome, Italy, 20-21th of May.
- 2010 *The game of tomorrow* (videogames exhibit). Game room of Carpi, Modena, Italy, 24-28th of November.
- 2010 *CVG Festival* (entertainment event on technology, videogames and fiction), Villa Torlonia, Rome, Italy, 7-9th of May.

PEER REVIEWED PRESENTATIONS

Gandolfi, E., Ferdig, R. E., Kosko, K. W., & Clements, R. (March, 2024). *Does digital immersion matter? An analysis of the role of 360 videos within digital experiences for teacher training*. Research report presented at the Society for Information Technology and Teacher Education 2024 conference. Las Vegas, NE.

Hauman, J., & **Gandolfi, E.** (October, 2023). *Minecraft Escape Rooms and the “Silent Tutorial”: How Game Design Can Teach Us About Teaching*. Research report presented at the 2023 Association for Educational Communications and Technology conference. Orlando, FL.

Morella, J. & **Gandolfi, E.** (October, 2023). *Using ClassCraft as a Formative Evaluation Tool for Effect on Student Motivation*. Research report presented at the 2023 Association for Educational Communications and Technology conference. Orlando, FL.

Shihab, Sk R., & **Gandolfi, E.** (October, 2023). *Situational Extended Reality for Diversity and Inclusion: Boosting Pre-Service Teachers' Cultural Intelligence with Immersive Technologies*. Research report presented at the 2023 Association for Educational Communications and Technology conference. Orlando, FL.

Gandolfi, E., Austin, C. K., Zolfaghari, M., Kosko, K. W., & Ferdig, R. E. (April, 2023). *Being present in eXtended Reality: Analyzing how Pre-Service Teachers' presence changes in immersive learning environments*. Research Report presented at the 2023 American Education Research Association conference. Chicago, IL.

Gandolfi, E., Ferdig, R. E., & Seger, J. (March, 2023). *How Augmented Reality production can support educators' attitudes toward technology and their learning environment*. Research report presented at the Society for Information Technology and Teacher Education 2023 conference. New Orleans, LA.

Ferdig, R., Kosko, K., & **Gandolfi, E.** (March, 2023). *Using Fitbits and heart rate variance (HRVa) to understand preservice teacher experiences in extended reality*. Research report presented at the Society for Information Technology and Teacher Education 2023 conference. New Orleans, LA.

Ferdig, R., **Gandolfi, E.**, & Oh, O. (March, 2023). *Preservice teachers' responses to AI-generated images in relation to fears and goals of future teaching*. Research report presented at the Society for Information Technology and Teacher Education 2023 conference. New Orleans, LA.

Mills, M., Ferdig, R. & **Gandolfi, E.** (March, 2023). *The Utility of Asynchronous Low-Fidelity Simulation for Student Self-Efficacy and Anxiety: A Preliminary Analysis*. Research report presented at the Society for Information Technology and Teacher Education 2023 conference. New Orleans, LA.

Gandolfi, E., & Clements, R. (October, 2022). *We don't need no (formal) education: Students' engagement and public pedagogies on the social platform Discord*. Research report presented at the 2022 Association for Educational Communications and Technology conference. Las Vegas, NE.

Gandolfi, E., & Pytash, K. (October, 2022). *Crafting Preservice Teachers' Engagement: the Potential of Minecraft.edu for Multimodal Literacy in Higher Education*. Research report presented at the 2022 Association for Educational Communications and Technology conference. Las Vegas, NE.

Gandolfi, E., Vongunten, E., & Shihab, R. (April, 2022). *Updating the game for a new today: In-service teachers' perspectives on online gaming and education during the pandemic*. Roundtable hosted at the Society for Information Technology and Teacher Education 2022 conference. San Diego, California.

Kosko, K. W., Ferdig, R. E., & **Gandolfi, E.** (October, 2021). *Noticing mathematics from multiple perspectives*. Poster presented at the 43rd annual meeting of the North American Chapter for the Psychology of Mathematics Education. Philadelphia, PA.

Kosko, K. W., Yang, Y., Austin, C., Guan, Q., **Gandolfi, E.**, & Go, Z. (October, 2021).

Examining preservice teachers' professional noticing of students' mathematics through 360 video and machine learning. Research Report presented at the 43rd annual meeting of the North American Chapter for the Psychology of Mathematics Education. Philadelphia, PA.

Gandolfi, E., Ferdig, R. E., & Kosko, K. W. (July, 2021). *Observing, Noticing, & Experiencing (ONE): Using extended reality for pre-service teacher training and professional development.* Workshop hosted at Connected Learning Summit online.

Kosko, K. W., Ferdig, R. E., **Gandolfi, E.,** & Heisler, J. (April 2021). *Effect of positionality on preservice teachers' mathematical noticing in 360 video.* Research Report presented at AERA online.

Kosko, K. W., Heisler, J., & **Gandolfi, E.** (June, 2021). *Professional teacher noticing as embodied activity.* Research Report presented at the 42nd annual meeting of the North American Chapter for the Psychology of Mathematics Education, Mazatlán, Sinaloa, Mexico.

Ferdig, R. E., **Gandolfi, E.,** Clements, R., Lenart, C., Kratcoski, A., & Lu, C. C. (November, 2020). *Social Engagement in Layers of History: An XR experience of the May 4th Shootings.* Research Report presented at Frameless, Rochester, NY.

Gandolfi, E., Ferdig, R. E., & Kosko, K. W. (April, 2020). *The extended reality presence scale.* Research Report presented at SITE, New Orleans, LA.

Baumgartner, E., **Gandolfi, E.,** & Ferdig, R. (November, 2019). *Gaming as an agent of motivation to increase engagement and retention of undergraduate learners.* Research Report presented at eLearn, New Orleans, LA.

Gandolfi, E. (October, 2018). *Watching from the shoulders of (special) giants.* Research Report presented at UCI Esports Conference (ESC 2018), Irvine, CA,

Gandolfi, E. (October, 2017). *Epiphanies and instructional deconstructions via game design and ideo-cards.* Research Report presented at NASAGA conference 2017, Reno, NV.

Gandolfi, E., & Mariani, I. (October, 2017). *Dissent coin: Il videogioco tra testo, contesto, egemonia e dissimmetria.* Research Report presented at Digra Italia 2017, Milan, Italy.

Gandolfi, E. (November, 2014). *The rise of the mediated play Play.* Research Report presented at 3rd Global Conference 2014, Prague, Czech Republic.

Gandolfi, E., & Mariani, I. (June, 2014). *The game as social activator, between Design and Sociology.* Research Report presented at V STS Italia National Conference. Milan, Italy.

Gandolfi, E. (January, 2014). *The digital entertainment boundaries on Kickstarter.* Research Report presented at Media and margins (MeCCSA annual conference), Bournemouth, United Kingdom.

Gandolfi, E. (September, 2013). *The playing diorama.* Research Report presented at FROG Context matters!, Vienna, Austria.

Gandolfi, E. (October, 2012). *The Subgenius as a religious embrayage*. Research Report presented at La religione popolare nella società post-conciliare, Padova, Italy.

Gandolfi, E. (July, 2012). *The game industry*. Research Report presented at Transformations in broadcasting, Leeds, United Kingdom.

Gandolfi, E. (June, 2012). *Il tag Nerd*. Research Report presented at Etnografia e ricerca qualitativa, Bergamo, Italy.

Gandolfi, E. (June, 2012). *La presenza cattolica a Roma*. Research Report presented at In Italia, religiosamente diversi, Rome, Italy.

Gandolfi, E. (September, 2011). *The videoludic frame/Geolocation as cultural practice*. Research Report presented at Social relations in turbulent times (ESA annual conference), Geneve, Switzerland,

Gandolfi, E. (August, 2011). *L'Otto per mille, istanza di una core culture*. Research Report presented at Libera Chiesa in libero Stato, San Gimignano, Italy.

Gandolfi, E. (May, 2011). *Virtual nodes as erosion*. Research Report presented at Leadership, leaders and new trends in political communication, Rome, Italy.

Gandolfi, E. (July, 2010). *The videoludic pleasure*. Research Report presented at 2nd GC - Videogame cultures, Oxford, United Kingdom.

KEYNOTE SPEECHES

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|------|---|
| 2023 | Title: <i>Dialog with Scholars</i>
29th Annual UTC Conference Celebrating College Teaching, 20 th of October, Kent, OH |
| 2023 | Title: <i>Extended Reality for Education</i>
Better World Day 2023, 19th of October, Online |
| 2022 | Title: <i>Levelling the Play Field</i>
Brunel University Seminars, 26th of May, London, UK |
| 2022 | Title: <i>Extended Reality for Cultural Heritage</i>
Digital Scholarship Series showcase, 15th of April, Kent, Ohio |
| 2022 | Title: <i>Augmented Reality for all</i>
Learning Innovations Conference, 11th of March, Kent, Ohio |
| 2021 | Title: <i>Extended Reality and Gaming for Learning</i>
Technology Education and Second Language Acquisition (TESLA), University of South Florida, 29th of September, Online. |
| 2021 | Title: <i>Extended Reality for Cultural Heritage</i>
AR/VR Ohio Chapter, 14th of July, Online. |

- 2020 Title: *Streaming for learning*
Innovations and youth, 30th of November, Milan, Italy
- 2017 Title: *eSports here and now*
IULM eSports Summit, 12th of December, Milan, Italy
2016. Title: *Social Media in Education*
GCSSA/KSU conference, 29th of November, Cleveland, Ohio
2016. Title: *Special Videoludic Needs, from power-down to power-up.*
Game Design Week, 15th of April, Milan, Italy
2015. Title: *Independent videogames and the Italian challenge*
Game Over, 20th of September, Milan, Italy
2015. Title: *The Italian Game Over Explained through Digital Games*
KSU Distinguished Scholar Lectures, 16th of April, Kent, Ohio
2011. Title: *Digital games and new generations*
Il gioco che verrà, 27th of November, Carpi, Italy

SERVICE

Kent State University

2023-present: Micro-credential Subcommittee - Proposal Reviews

2023-present: Academic Integrity Task Force - Education Sub-Committee

2020-present: Council for Technology member.

2020-2023: Multidisciplinary Advisory Committee member.

2020: Academic Success Center (professional development support)

2019: Office of Global Education (professional development support)

2019-2020: Building Leadership for Change through School Immersion (BLCSI) faculty advisor

College of Education, Health and Human Services

2018-2019: International Leaders in Education Program (ILEP) faculty advisor.

2019-2020: contributed to the Ed.D. degree in Interprofessional Leadership development for the educational technology concentration.

2020-present: Technology advisor.

School of Teaching, Learning and Curriculum Studies

2018-2020: contributed to the Educational Technology Program Area and Educational Technology graduate

program revision.

2021-2023: Educational Technology Program Coordinator.

2021-2022: contributed to the Undergraduate Certificate and Minor in Teaching and Learning with Technology design, development, submission, and approval.

College of Communication and Information

2020: contributed to the School of Emerging Media and Technology Master of Arts development.

2020-2021: EMAT committee member for student's engagement member.

2023-present: RACAF committee member (grant applications)

College of Public Health

2019-2022: contributed to the Undergraduate Certificate in Health Technologies and Informatics development.

Other service

Member of: Digital Games Research Association (founding member of the Italian chapter)
Society for Information Technology and Teacher Education

Associate editor of: International Journal of Gaming and Computer-Mediated Simulations.
Journal of Interactive Learning Research

Reviewer for: Foundations of Digital Games 2019
Digital Games Research Association 2018 and 2019
ACM Conference on Human Factors in Computing Systems 2019
New Media and Society
Feminist Media Studies
Simulation and Gaming
E-learning and Digital media
Information, Communication and Society
Games and Culture
Interaction Design and Architecture(s) Journal
G/A/M/E
Convergence
International Journal of Human Computer Interaction
International Journal of Gaming and Computer-Mediated Simulations
Technology, Mind, and Behavior
Computers and Education

AWARDS

2023 *New Faculty Outstanding Research and Scholarship Award*
Kent State University

2023	<i>Platinum Teaching Award</i> Kent State University
2022	<i>Platinum Teaching Award</i> Kent State University
2021	<i>Platinum Teaching Award</i> Kent State University
2020	<i>Certification of appreciation (Flashes Take Care of Flashes)</i> Kent State University
2018	<i>Grant for advanced teaching</i> Kent State University - University Teaching Council (UTC)
2016	<i>Best article in analytical sociology</i> Academicus
2008-2010	<i>Worth Scholar</i> LUISS Guido Carli University of Rome
2004-2007	<i>Worth Student</i> Alma Mater Studiorum University of Bologna