

# CURRICULUM VITAE OF OTTAVIA TREVISAN

## GENERALITIES

Name and Surname: **Ottavia Trevisan**  
Date of birth: **17/10/1989**  
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Place of birth: **Camposampiero (PD, Italy)**  
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## CURRENT POSITION

Research Fellow at the Department of Philosophy, Sociology, Pedagogy and Applied Psychology (FISPPA) of the University of Padova. Project entitled *Epistemic networks and instructional design: shaping preservice teachers' pedagogical reasoning through virtual reality*, University Scientific Area n. 13 (Historical, philosophical and pedagogical sciences), Scientific Sector M-PED/03, under the supervision of Prof. M. De Rossi - SSD M-PED/03.

## PREVIOUS ACADEMIC POSITIONS

- 01.09.21 – 31.08.22 Research Fellow at the Department of Philosophy, Sociology, Pedagogy and Applied Psychology (FISPPA) of the University of Padova. Project entitled *Bridging the gap: connecting pre-service teacher education with in-service practitioners for a sustainable technological pedagogical reasoning*, University Scientific Area n. 13 (Historical, philosophical and pedagogical sciences), Scientific Sector M-PED/03, under the supervision of Prof. M. De Rossi - SSD M-PED/03.
- 01.09.20 – 31.08.21 Research Fellow at the Department of Philosophy, Sociology, Pedagogy and Applied Psychology (FISPPA) of the University of Padova. Project entitled *Potentials and challenges of pedagogical reasoning for technology integration in future teachers*, University Scientific Area n. 13 (Scienze Storiche, filosofiche e pedagogiche), Settore Scientifico-Disciplinare M-PED/03, under the supervision of Prof. M. De Rossi - SSD M-PED/03.
- 01.10.17 – 30.09.19 PhD candidate, grant holder for Initial Teacher Education and Multimedia training.

## GRANTS AND PRIZES

- 01.04.2022 Personal invitation to EduSummit, working group promoted by UNESCO on effective technology integration in education, disseminating research.
- 10.09.22 Winner of the *Co-teaching* fund at the University of Padova (2500€). Through these funds, Professor Anneke Smits from Windesheim University (NL) was invited to the University of Padova for seminars and joint research projects.
- 01.08.22 Winner of the grant *Shaping a World Class University* at the University of Padova for short-term visiting scholars (2500€). Through this grant, Professor Sarah Prestridge from Griffith University (AU) was invited to the University of Padova for seminars and joint research projects.
- 23-26.06.22 Participation upon invitation to the EdMedia+Innovative Learning Conference – AACE, Association for the Advancement of Computing in Education (NYC).

- 02.08.21 Winner of the *Charn Uswachoke International Development Fund* at University of North Texas (3000\$). Through this grant, Dr. Ottavia Trevisan was invited to the University of North Texas for seminars and joint research projects.
- 28.07.21 Winner of the *E. Bruce Street Award for visiting scholar* at University of North Texas (2500\$). Through this grant, Dr. Ottavia Trevisan was invited to the University of North Texas for seminars and joint research projects.
- Autumn 2020 Honorary Teacher Assistant, Expert in the Didactics and Special Education Area at the University of Padova (IT) – Philosophy, Sociology, Pedagogy and Applied Psychology Department
- 09.03.20 Doctor Europaeus mention. Appointed for a Doctoral research carried out in several European countries for lengths of time; a final dissertation written in English and reviewed by two European revisors; and a Commission composed by European scholars.
- 01.10.17-30.09.19 Grant holder for Initial Teacher Education and Multimedial training (PhD candidate).
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## EDUCATION

- 09.03.20 Achievement of the PhD degree in Pedagogical, Educational and Instructional Sciences at the University of Padova.  
 Dissertation title: *Student-teachers' pedagogical reasoning in technological pedagogical content knowledge design tasks: A cross-country multiple case study in initial teacher education institutions.*  
<http://Padovaresearch.cab.unipd.it/12362/>  
**Summa cum Laude & Doctor Europaeus mention.**
- 5.02.15 Achievement of the Master's degree ITALS (I level) – Teaching Italian Language and Culture abroad, at University Ca' Foscari of Venice.  
 Dissertation title: *L'insegnamento della letteratura nella società 2.0. L'integrazione delle nuove tecnologie nella pratica didattica* (Teaching literature in 2.0 society. Integrating new technologies in education)  
**Summa cum Laude**
- 07.12.12 Achievement of Master's degree in Educational Sciences (Primary education) at the University of Padova.  
 Dissertation title: *Watching the sky, walking the Earth. Un'introduzione to CLIL in classe III tra inglese e astronomia.* (Watching the sky, walking the Earth. An introduction to CLIL methodology in third grade, between ESL and astronomy)  
**Summa cum Laude.**
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## NATIONAL AND INTERNATIONAL TEACHING ACTIVITIES

- 23.03.23 Invited speaker to seminar *Modeling higher order constructs* for doctoral students of Educational Technology course at North Texas University, Denton (US).
- 18.01.23 Invited speaker at II ICS Padova – Ardigò Primary and Secondary School, within the conference *Erasmus+ NEST Partnership*, in collaboration with Dialogue Diversity Unipessoal Lda Portugal, Agrupamento de Escolas Ferreira de Castro Portugal, Tiber Umbria Comett Education. Speech on digital storytelling for STEAM education.
- 28-29.11.22 Invited speaker at *Teaching and Learning Physics* course within the SC2382 Physics Master's Degree at the university of Padova. Web Week initiative. Speech on instructional design for technology integration.

- 26.09.22 – 25.09.23 Contract professor for the course *Teaching methodologies and learning technologies* within the undergraduate course for Educational Sciences (Primary education) at University of Padova.
- 27.09.22 – 26.09.23 Contract professor for the course *Web strategy for sustainable, inclusive and accessible education* within the undergraduate course in Management of Educational Services and Lifelong Learning at University of Padova.
- 26-27.05.22 Invited speaker to Maymester course for undergraduate and doctoral students within the Bruce Street Visiting Scholar 2022 program, at North Texas University, Denton (US).
- 28.04.22;  
10.03.22;  
03.12.21; 23-24,  
26-27.08.21 Invited speaker to LTEC2600 for undergraduate students within the Charn Fund Program for Internationalization, at North Texas University, Denton (US).
- 24.03.22 Invited speaker to seminar *Academic Writing* for doctoral students in Pedagogical, Educational and Instructional Sciences at University of Padova.
- 23.03.22 Invited speaker to seminar *QDA Miner & ENA-Data analysis for multivariate semantics* for doctoral students in Pedagogical, Educational and Instructional Sciences at University of Padova.
- 27.09.21 - 26.09.22 Contract professor for the course *Teaching methodologies and learning technologies* within the undergraduate course for Educational Sciences (Primary education) at University of Padova.
- 27.09.21 - 26.09.22 Contract professor for the course *Web strategy for sustainable, inclusive and accessible education* within the undergraduate course in Management of Educational Services and Lifelong Learning at University of Padova.
- 25.08.21,  
02.12.21 Invited speaker to seminar *Teachers' decision-making processes for technology integration* for undergraduate students within the Digital Tools in Education course at University of North Texas, Denton (US).
- 23-31.08.21 Invited speaker to seminar *Teachers and teaching in Europe* for undergraduate students within the Educational Technology course at University of Texas at Dallas, Dallas (US).
- 25.11.20 Invited speaker to seminar *Student teachers' pedagogical reasoning for technology integration: facing real classrooms*, at Windesheim University of Applied Sciences, Zwolle (NL).
- 14.03.20 Invited speaker to seminar *SPSS for data analysis in mixed method research* for doctoral students in Pedagogical, Educational and Instructional Sciences at University of Padova.
- 13.03.20 Invited speaker to seminar *Student teachers' pedagogical reasoning in TPCK-based design tasks* for doctoral students in Pedagogical, Educational and Instructional Sciences at University of Padova.
- 12.12.19 Invited speaker to seminar *Kidspiration for teachers* for undergraduate students in Educational Sciences (Primary education) at University of Padova.
- 05.12.19 Invited speaker to seminar *TPCK in practice* for undergraduate students in Educational Sciences (Primary education) at University of Padova.
- 03.04.19 Invited speaker to seminar *SPSS and ENA for data analysis in mixed method researches* for doctoral students at University of North Texas, Denton (US).
- 28.03.19 Invited speaker to seminar *Good practices with technologies: where is TPCK*, at University of North Texas, Denton (US).
- 27.03.19 Invited speaker to seminar *Student teachers' pedagogical reasoning in TPCK-based design tasks* for undergraduate students within the Educational Technology course at University of Texas at Dallas, Dallas (US).
- 22.05.18 Invited speaker to international seminar *Educational innovation and technology research meets practice*, at Windesheim University of Applied Sciences, Zwolle (NL).

21.03.18 Invited speaker to seminar *Good practices with technologies* for undergraduate students in Educational Sciences at Windesheim University of Applied Sciences, Zwolle (NL).

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## **SERVICES TO THE UNIVERSITY AND THE STUDENTS**

- Since 01.09.22 Scientific referee for *Teaching methodologies and educational technologies* workshops within the Curriculum for Primary Education at University of Padova.
- 01.06.21-14.12.22 Mentor to (1) doctoral student in *Educational Technologies*, at North Texas University.
- Since 27.09.21 Member of graduation committee for the Educational Sciences (Primary education) master's curriculum at University of Padova. Supervisor of 3 master's degree students' dissertations.
- Since 27.09.21 Member of graduation committee for the Management of Educational Services and Lifelong Learning master's curriculum at University of Padova. Supervisor of 4 master's degree students' dissertations.
- Since 01.03.20 Tutor and mentor to (2) doctoral students in *Pedagogical, Educational and Instructional Sciences* at University of Padova.
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## **SCIENTIFIC ACTIVITIES**

### **Participation in (inter)national projects or research groups**

- Since 07.03.23 Scientific referent for the University of Padua (associate partner) within the NEST project - approved by the Italian National Agency ERASMUS+/INDIRE in the framework of Strategic Partnerships for Schools KA2.
- Since 01.09.22 Co-convenor in the European Emerging Research Group within the European Educational Research Association.
- August 2022 Leading role in the grant-winning project *Shaping a World Class University* (€2500 – UniPd) within which prof. Sarah Prestridge (Griffith University – AU) was invited to the University of Padova as a visiting professor, to give lectures and seminars to both undergraduate and graduate students.
- August 2022 Winner in the grant *Co-teaching* (€2500 – UniPd) within which prof. Anneke Smits (Windesheim University of Applied Sciences - NL) was invited to the University of Padova as a visiting professor, to give lectures and seminars to both undergraduate and graduate students.
- Since 01.01.22 Part of the inter-university research group (University of Padova, Monash University- AU) coordinated by Prof. M. De Rossi and Dr. M. Phillips. Theme: *Investigating the impact of virtual school experiences on teaching and learning*. This joint project operates as a pilot in which future STEM teachers from both university programs at UniPd and Monash are involved in a digital community of practice, which will allow them to network and share pedagogical and content expertise while performing Virtual School activities.
- Since 30.09.21 Participation to project Erasmus+ Green Seeds (as University of Padova, under the supervision of Prof. M. De Rossi). Green S.E.E.D.S. aims to break the isolation of decentralized schools, allowing dialogue between pupils who, although geographically distant, share similar socio-environmental realities. This will happen through the project and implementation of a method that can be a model for remote interaction between classes in different countries.
- 10.09.21 Leading role in the grant-winning *Co-teaching project* at University of Padova. Through this grant, Prof. Jo Tondeur (Vrij Universiteit - BE) and Prof. Sarah Howard (University of Wollongong - AU) were invited to the university of Padova and engaged in lessons and seminars to undergraduate and graduate students.

- Since 2021 Participation to the work group SIPED *Sustainability, accessibility, and inclusion: methodological approaches for the integration of ICT and the development of Media Education processes in school, university, and lifelong learning*, coordinated by Professors M. De Rossi (UNIPD), C. Panciroli (UNIBO) and M. Ranieri (UNIFI).
- Since 2021 Member of the International Research Group *Teaching and learning innovation and sustainability: school, university and organizational contexts*, coordinated by Prof. M. Fedeli (UniPD).
- Since spring 2020 Part of the inter-university research group (University of Padova; -University of North Texas -US; Windesheim University -NL) coordinated by Prof. M. De Rossi. Theme: *Higher Education faculty and remote teaching during the pandemic*.
- Since spring 2019 Part of the inter-university research group (University of Padova; -University of North Texas -US; Windesheim University -NL) coordinated by Prof. M. De Rossi. Theme: *Promises and threats in student-teachers' pedagogical reasoning for technology integration*.
- 2017 Part of the Work group coordinated by Prof. M. De Rossi. Theme: *Implementation of the ICT-TPCK model for the integration of soft and hard skills in initial teacher training*.
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### **Affiliation to scientific societies**

- Since 2020 Affiliated to SIREM – Società Italiana di Ricerca sull'Educazione Mediale (Italian Society of Research on Media Education)
- Since 2020 Affiliated to SIRD – Società Italiana di Ricerca Didattica (Italian Society of Educational Research)
- Since 2020 Affiliated to SIPED – Società Italiana di Pedagogia (Italian Society of Pedagogical Research)
- Since 2018 Affiliated to CKBG – Collaborative Knowledge Building Group
- Since 2017 Affiliated to AACE - Association for the Advancement of Computing in Education (Special Interest Groups: Educational Media; Emerging Technologies for Learning and Teaching; Learning Design; SITE; Teaching & Learning with Emerging Technologies; Technological, Pedagogical And Content Knowledge)
- Since 2017 Affiliated to EARLI – European Association for Research on Learning and Instruction (Cloud 1 – Teacher education; Cloud 3 – Strategies to improve teaching and learning environments; Cloud 4 – Improving learning and well-being; Cloud 6 – Learning in Digital Era: Technology Enhanced Learning).
- Since 2017 Affiliated to EERA and ERG - European Educational Research Association e sottogruppo Emerging Researchers' Group.
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### **Participation to editorial boards**

- Since 19.02.23 Editorial Manager for the *Computers & Education* journal.
- Since 01.01.23 Reviewer for the *Behaviour and Information Technology* journal.
- Since 01.03.22 Reviewer for the *British Journal of Educational Technology* journal.
- Since 01.01.22 Member of the Editorial board for the journal *Excellence and Innovation in Learning and Teaching*.
- Since 10.12.21 Reviewer for the *Australasian Journal of Educational Technology*.
- Since 01.03.21 Reviewer for the *Italian Journal of Educational Technology*.
- Since 01.06.18 Member of the Referee committee for the *Universal Journal of Educational Research*.
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## **Organization of or participation to (inter)national conferences**

- 21-23.09.22 (Palermo, IT) Organizer of Special Track *Hybrid Learning and Accessibility in higher education* – in collaboration with Prof. Marina De Rossi (UniPd), Prof. Giusi Antonia Toto (UniFg) and Prof. Pierpaolo Limone (UniFg), within the *Higher Education Learning Methodologies and Technologies Online Conference*(HELMeTO 2022).  
Participation with a contribution entitled *Accessibility in blended learning and hybrid solutions at higher education level: A word from the students* (long paper), presented with Prof. De Rossi, at the Conference for Higher Education Learning Methodologies and Technologies Online (HELMeTO).  
All manuscripts were double-blind peer reviewed for acceptance.
- 20-23.06.22 (NYC, US) Participation with a contribution entitled *Changes in knowledge structures among middle school students participating in technology infused space science engagement activities* (long paper), presented with Dr. Das, Dr. Knezek & Dr. Christensen at the EdMedia + Innovative Learning Conference.  
Participation with a contribution entitled *Towards a new normalcy: Faculty responses to distance education in Italy and the USA* (long paper), presented with Prof. De Rossi, Dr. Knezek & Dr. Christensen at the EdMedia + Innovative Learning Conference.  
All manuscripts were double-blind peer reviewed for acceptance.
- 11-15.04.22 (San Diego, US) Participation with a contribution entitled *Preservice teachers' pedagogical reasoning and technology integration: the case of the missing click* (full paper) presented with Dr. Smits, at the Society for Information Technology and Teacher Education (SITE) Conference.  
Participation with a contribution entitled *Quantitative and qualitative indicators of student interest in STEM careers* (poster) presented with Robins Boone, Das, Dr. Knezek & Dr. Christensen at the SITE Conference.  
All manuscripts were double-blind peer reviewed for acceptance.
- 24-26.11.21 (online) Participation with a contribution entitled *Profiles of preservice teachers' pedagogical reasoning in internships: An international study* (full paper) presented with Dr. A. Smits & Dr. Bugno, at the European Association for Practitioner Research on Improving Learning (EAPRIL) Conference.  
All manuscripts were double-blind peer reviewed for acceptance.
- 28-29.10.21 (online) Participation with a contribution entitled *Student teachers' pedagogical reasoning for effective technology integration* (full paper) presented with Prof. De Rossi, at the Conference of the Association for Teacher Education in Europe (ATEE).  
All manuscripts were double-blind peer reviewed for acceptance.
- 23-25.09.21 (online) Participation with a contribution entitled *Digitalizzazione e insegnamento a distanza dopo un anno di pandemia COVID-19: un'indagine internaziontoe sulla risposta universitaria* (Digitization and distance learning after one year of the COVID-19 pandemic: an international survey of university response - full paper) presented with Prof. De Rossi, at the Conference of the Società Italiana di Ricerca sull'Educazione Mediale (SIREM – Italian Society of Research on Media Education).  
All manuscripts were double-blind peer reviewed for acceptance.
- 16-18.09.21 (online) Participation with a contribution entitled *COVID-19 pandemic and distance education: Perceptions of higher education for technology uses* (full paper) presented with Dr. Knezek, Dr. Christensen & Prof. De Rossi, at VIII National Conference of Collaborative Knowledge Building Group (CKBG).  
All manuscripts were double-blind peer reviewed for acceptance.
- 6-8.07.21 (online) Participation with a contribution entitled *Quality of preservice teachers' (technological) pedagogical reasoning and action during internships* (brief paper) presented with Dr. Smits & Prof. De Rossi, at EdMedia + Innovative Learning Conference.  
All manuscripts were double-blind peer reviewed for acceptance.

- 7-8.07.20 (online) Participation with a contribution entitled *La «normalizzazione» delle ICT in emergenza formativa: come risponde l'università?* (The "normalization" of ICT in educational emergency: How does the university respond? - full paper) presented with Prof. De Rossi & Prof. Grion, at SIREM.  
All manuscripts were double-blind peer reviewed for acceptance.
- 18-20.11.19 (Padova, IT) Participation with a contribution entitled *Student teachers' pedagogical reasoning in TPCK-based design tasks* (full paper) presented with Prof. De Rossi, at the VII National Conference CKBG.  
All manuscripts were double-blind peer reviewed for acceptance.
- 18-22.03.19 (Las Vegas, US) Participation with a contribution entitled *Pre-service teachers' dispositions to ICT integration in TPACK- based instructional design: A multiple case study across Europe* (full paper) presented with Prof. De Rossi, at SITE.  
Participant in symposium entitled *Practicing and prospective teachers' pedagogical reasoning about using technology in their educational practice*, in collaboration with Dr. Voogt, Dr. Phillips, Prof. De Rossi, Dr. Smits, Dr. La Roi, Dr. Bruijn, Dr. Harris, Dr. Hofer, & Dr. Fisser, at SITE.  
All manuscripts were double-blind peer reviewed for acceptance.
- 22-24.08.18 (Bonn, DE) Participation with a contribution entitled *Technological Pedagogical Content Knowledge (TPCK) based instructional design practices and pedagogical reasoning in initial teacher education* (full paper) presented with Prof. De Rossi, at EARLI, SIG 6-7 Focus Meeting.  
All manuscripts were double-blind peer reviewed for acceptance.
- 25-29.06.18 (Amsterdam, NL) Participation with a contribution entitled *Student teachers' pedagogical reasoning in TPCK-based instructional design (ID) practices: A case study* presented with Prof. De Rossi, at EdMedia+IL.  
Participant in symposium entitled *Preparing (student-)teachers in using technology in their teaching: An international perspective*, in collaboration with Dr. Voogt, Dr. Sligte, Dr. Smits, Dr. Van Velze, Prof. De Rossi, Dr. Sointu, Dr. Vtotonen, Dr. Lambert, Dr. Kankaanpää, Dr. Hirsto, Dr. Mäkitto-Siegl & Dr. Tondeur, at EdMedia+IL.  
All manuscripts were double-blind peer reviewed for acceptance.
- 26-30.03.18 (Washington D.C., US) Participation with a contribution entitled *TPCK and Initial teacher education: Insights on the development of pedagogical reasoning in TPCK-based instructional design (ID) practices* (full paper) presented with Prof. De Rossi, at SITE.  
All manuscripts were double-blind peer reviewed for acceptance.
- 21-25.08.17 (Copenhagen, DK) Participation with a contribution entitled *TPACK development in initial teacher training courses: A design instrument* (full paper) presented with Prof. De Rossi, at the European Conference in Educational Research (ECER).  
All manuscripts were double-blind peer reviewed for acceptance.
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## PUBLICATIONS

In press Trevisan, O. (2023). *Ri-pensare la didattica nell'era digitale* [Re-thinking teaching in the digital era]. Pensamultimedia.

Submitted Trevisan, O., & De Rossi, M. (in revision). Quality and accessibility in blended learning and hybrid solutions at higher education level: A word from the students. *Higher Education Learning Methodologies and Technologies HELMeTo 2022 proceedings*. Springer.

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2023 Carli, M., Trevisan, O., Gabelli, L., Lippiello, S., Phillips, M., Gargiso, R., & Mannix, T. (2023) Training physics teachers for effective online lessons: a virtual school experience, *INTED2023 Proceedings*, pp. 7156-7165, <https://doi.org/10.21125/inted.2023.1963>.

2023 Trevisan, O., De Rossi, M., Christensen, R., Knezek, G. & Smits, A. (2023). Factors shaping faculty online teaching competencies during the Covid-19 pandemic. *Educational technology research and development*, 1-20.

2023 Trevisan, O., & De Rossi, M. (2023). One year later: digitalized higher education in pandemic times. An international study of higher education faculty's response. *Research on Education and Media*, 15(1), 64-71.

2023 Trevisan, O., & Smits, A. (2023). Probing the quality of preservice teachers' pedagogical reasoning & action (PR&A) in internships. *Teaching and Teacher Education*, 125, 1-17. <https://doi.org/10.1016/j.tate.2022.103983>

2023 Trevisan, O., & De Rossi, M. (2023). Pre-service teachers' dispositions for technology integration: common profiles in different contexts across Europe. *Technology, Pedagogy and Education*, 32(2), 191-204. <https://doi.org/10.1080/1475939X.2023.2169338>

2022 Trevisan, O., & De Rossi, M. (2022). Accessibility in blended learning and hybrid solutions at higher education level: A word from the students. In Studium (Ed). *Helmeto 2022 – Book of abstract*, pp. 107-110.

2022 De Rossi, M., & Trevisan, O. (2022). Innovare la didattica universitaria con Hybrid Blended Learning Solution: Una ricerca design-based project per la formazione iniziale degli insegnanti. *Formazione & Insegnamento*, 20(3), 475-490. doi: 10.7346/fei-XX-03-22\_33

2022 Trevisan, O., De Rossi, M., Christensen, R., & Knezek, G. (2022). Multinational perspectives on COVID-19 challenges: Faculty responses to distance education in Italy and the USA. *QWERTY Journal*, 17(2), 29-46.

2022 Christensen, R., & Trevisan, O. (in revision). *Alignment of the synthesis of quality data (SQD) model, technology self-efficacy and TPACK Core measures in preparing pre-service teachers to integrate technology*. Routledge Open Research, 1(20).

2022 Pellizzer, L., Trevisan, O., & De Rossi, M. (2022). Didattiche emergenziali a confronto: l'impatto della collaborazione e della formazione tecnologica sullo sviluppo di capacità di resilienza degli insegnanti di scuola primaria in Veneto. *Form@re*, 22(3), 81-97.

2022 Trevisan, O., & De Rossi, M. (2022). Diventare insegnanti in tempi di (post)pandemia: (dis)connettendo tecnologia e disagio professionale. In B. Federico, A. Gabriella, I. Vannini, F. Falcinelli, & R. Salvato (Cur.). *La ricerca educativa per la formazione degli insegnanti* (pp.51-85). Pensa MultiMedia. ISBN 978-88-6760-961-1

2022 Trevisan, O., & De Rossi, M. (2022). From technology-enhanced to technology-transformed education: Developing transformative teaching competence in preservice teachers. In L. Fabbri & A. Romano, *Transformative teaching in higher education*, 175- 195. ISBN 978-88-6760-936-9.

2022 Knezek, G., Gibson, D., Christensen, R., Trevisan, O. & Carter, M. (2022). Assessing approaches to learning with nonparametric multidimensional scaling. *British Journal of Educational Technology*, 54, 126–141. <https://doi.org/10.1111/bjet.13275>.



- 2022 Das, A., Trevisan, O., Knezek, G. & Christensen, R. (2022). Changes in knowledge structures among middle school students participating in technology infused space science engagement activities. In T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 731-736). Association for the Advancement of Computing in Education (AACE). Retrieved July 27, 2022 from <https://www.learntechlib.org/primary/p/221364/>. ISBN 978-1-939797-62-9
- 2022 Trevisan, O., De Rossi, M., Christensen, R. & Knezek, G. (2022). Towards a new normalcy: Faculty responses to distance education in Italy and the USA. In T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 872-878). Association for the Advancement of Computing in Education (AACE). Retrieved July 27, 2022 from <https://www.learntechlib.org/primary/p/221386/>. ISBN 978-1-939797-62-9
- 2022 Robins Boone, J., Das, A., Trevisan, O., Knezek, G. & Christensen, R. (2022). Quantitative and Qualitative Indicators of Student Interest in STEM Careers. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1627-163). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved July 19, 2022 from <https://www.learntechlib.org/primary/p/220926/>. ISBN 978-1-939797-61-2
- 2022 Trevisan, O. & Smits, A. (2022). Preservice teachers' pedagogical reasoning and technology integration: the case of the missing click. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2122-2129). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved July 19, 2022 from <https://www.learntechlib.org/primary/p/221002/>. ISBN 978-1-939797-61-2
- 2022 Trevisan, O. (2022). Le tecnologie e lo sviluppo di una didattica integrata per la promozione dell'apprendimento. In M. De Rossi & M. Fedeli, *Costruire percorsi di faculty development* (pp. 87-102). PensaMultimedia. ISBN: 978-88-6760-897-3
- 2021 De Rossi, M., & Trevisan, O. (2021). Ripensare la didattica in periodo emergenziale: progettualità e sostenibilità dell'integrazione delle tecnologie nella Scuola Primaria e dell'Infanzia. *Formazione e insegnamento*, 19(1/II), 491- 504. [https://doi.org/10.7346/-fei-XIX-01-21\\_43](https://doi.org/10.7346/-fei-XIX-01-21_43).
- 2021 Trevisan, O., Knezek, G., Christensen, R., & De Rossi, M. (2021). Distance teaching during the COVID-19 Pandemic: Perceptions of higher education technology uses in Italy and the USA. In T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 720-726). Association for the Advancement of Computing in Education (AACE). Retrieved October 4, 2021 from <https://www.learntechlib.org/primary/p/219733/>. ISBN 978-1-939797-56-8
- 2021 Trevisan, O., Phillips, M., & Rossi, M. D. (2021). Unpacking teacher decision-making: Connecting complex elements. *Italian Journal of Educational Research*, 27, 13–26. <https://doi.org/10.7346/sird-022021-p13>.
- 2021 Trevisan, O., Smits, A. & De Rossi, M. (2021). Quality of preservice teachers' (technological) pedagogical reasoning and action during internships. In T. Bastiaens (Ed.), *Proceedings of EdMedia + Innovate Learning* (pp. 293-299). AACE. Retrieved October 4, 2021 from <https://www.learntechlib.org/primary/p/219671/>. ISBN 978-1-939797-56-8
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