PERSONAL INFORMATION

Giada Marinensi

✉ g.marinensi@unilink.it

💬 Skype giada.marinensi

WORK EXPERIENCE

January 2014 – Today

Coordinator of the Serious Games & Gamification Research Group

Link Campus University (http://www.unilink.it/)

- Scientific coordinator of research projects, at national and international level, on topics related to digital learning, serious games, gamification, interactive storytelling;
- Face to face training courses on several subjects (including instructional design principles, serious games design and development; digital and interactive storytelling techniques; active learning);
- Holding relationships with companies interested in activating research projects with Link Campus University in the field of game-based learning, educational gamification, digital learning.

Recent projects: CT&ML - Formation of Critical Thinking and Media Literacy as Protection Against Media (Erasmus+, KA2, HE); Future Work 4's (Erasmus+, KA2, HE); FACTIVE - Flipped classroom training Approach for Clothing and Textile Innovative VET Education (Erasmus+, KA2, VET); TECLO - Textile and Clothing Knowledge Alliance (Erasmus+, Knowledge Alliance); Saperi e competenze in matematica e in lettura (Fondo per lo Sviluppo e la Coesione 2007-2013, Azioni formative dirette, rivolte agli studenti delle scuole campane).

Business or sector: Educational Research

November 2017 – Today

Extraordinary professor

Link Campus University (http://www.unilink.it/)

Lecturer in 'Interactive Storytelling' and 'Applied Games', in the Bachelor's Degree Course in Innovative Technologies for Digital Communication (L20). Lecturer in 'Gamification Strategies', in the Master's Degree Course in Technologies and Languages of Communication.

Business or sector: Higher Education

July 2009 – April 2013

Researcher

CATTID, ICT research centre of Sapienza University of Rome

- Coordination of the research team focused on e-learning and innovative learning technologies, such as social learning, mobile learning and digital game-based learning, with a special focus on simulations and serious games;
- Design and development of e-learning solutions;
- Face to face training courses;
- Participation in the development of various European Projects.

Main clients: The Italian Air Carrier Alitalia, The Italian Revenue Agency, The Ministry of Economic Development - Directorate General for Combating Counterfeiting, Italian Patent and Trademark Office, Italian Institute for international commerce, EPC publishing group.

Business or sector: Higher Education, Research centre

July 2002 – June 2009

Instructional Designer

Linfa s.r.l. (www.linfa.it)

▪ Design of many e-learning projects and educational solutions;
▪ Management of the production team, coordinating the internal working group and identifying and managing external suppliers;
▪ Management of relationships with clients in all phases of a project life-cycle, from needs analysis to design, development and evaluation.

Main clients: BNL, COOP, Finmeccanica, ISFOL, KPMG Consulting, MPS Group, Sole 24 ORE.

Business or sector: Multimedia, e-learning

EDUCATION AND TRAINING

October 2020

Flipped Learning 3.0 Certification

(https://www.flglobal.org/getcertified/)

December 2015

Certificate in facilitating and designing workshops with the LEGO® SERIOUS PLAY® method

(www.seriousplay.com/)

November 1997 – July 2002

Bachelor's Degree in Sciences of Communication
EQF level: 6

Sapienza University of Rome, Italy

▪ Theories and techniques of communication applied to new media,
▪ Audio-visual languages,
▪ Sociology,
▪ Communications
▪ E-learning
▪ Interaction design
▪ Principles of interfaces design
▪ Usability and accessibility
▪ General IT
▪ Psychology
▪ Research methods, and
▪ Professional ethics.

PERSONAL SKILLS

Mother tongue(s)   Italian

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
C1	C1	B2	B2	C1
English				
B1	B2	A2	A2	A2
Replace with name of language certificate. Enter level if known.				

English (above first data row), French (above second data row)

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user
Common European Framework of Reference for Languages

Communication skills   Ability to manage working groups composed by different professionals in stressful situations. Ability to motivate the team to reach the goal.

Organisational / managerial skills	Ability to work in complex organizational contexts, ability to handle multiple tasks simultaneously, ability to define specific goals (in line with business goals) and define the operation steps to achieve them. Leadership (currently responsible for a group of 5 people).
Job-related skills	I have excellent skills in writing and revising storyboards of interactive multimedia training products, acquired thanks to the participation in various projects aimed at creating e-learning courses. I can also develop interactive e-learning courses using rapid e-learning tools.
Computer skills	▪ Excellent command of Moodle Learning Management System. ▪ Excellent command of Articulate Studio Suite and Articulate Storyline for the development of courses in rapid e-learning. ▪ Good command of Adobe Creative Suite for image editing (Photoshop; Illustrator). ▪ Good command of WordPress (Content Management System for websites development).
Driving licence	B

ADDITIONAL INFORMATION

Publications

Marinensi, G., Nirchi, S., & Romero Carbonell, M. (2023). Gamification and game-based learning in higher education: a case study about teachers' expectations. QTimes-Journal of Education, Technology and Social Studies, Anno XV(2), 177–191. https://doi.org/10.14668/QTimes_15215

Musella, F., Marinensi, G., & Botte, B. (2023). AN INTERSECTIONAL STUDY ON STUDENT LEARNING OUTCOME PERCEPTIONS. In INTED2023 Proceedings (pp. 3213–3213). IATED. https://doi.org/10.21125/inted.2023.0887

Marinensi, G., Di Lallo, M., & Botte, B. (2023). GAMIFICATION AS A STRATEGY TO INCREASE STUDENT ENGAGEMENT IN HIGHER EDUCATION: EXPLORING TEACHERS' PERSPECTIVES. In S. Capogna, G. Makrides, & V. Stylianakis (Eds.), The European Higher Education Area facing the Digital Challenge (pp. 121–131). European Association of ERASMUS Coordinators (EAEC). https://doi.org/https://doi.org/10.26220/eco.4512

Marinensi, G., di Lallo, M., & Botte, B. (2023). ADOPTING GAMIFICATION AS A STRATEGY TO SUPPORT STUDENTS ' MOTIVATION IN HIGHER EDUCATION : THE TEACHERS ' ROLE. In G. Makrides, R. Kyrillou, & M. Mavromoustakou (Eds.), ECOLHE International Conference Proceedings (pp. 63–72). Protaras, Cyprus: European Association of ERASMUS Coordinators (EAEC). https://doi.org/https://doi.org/10.26220/eco.4439

Marinensi, G., & Di Lallo, M. (2022). EXPERIENCES AND EFFECTS OF FLIPPED LEARNING ON FASHION, TEXTILES AND CLOTHING EDUCATION: A SYSTEMATIC LITERATURE REVIEW. In INTED2022 Proceedings (pp. 2539–2546). IATED. https://doi.org/10.21125/inted.2022.0739

Marinensi, Giada, Brunella Botte, and Marc Romero Carbonell. 2022. "Gamification in Higher Education: A Self-Determination Theory Perspective on the Reward System." Quaderni Di Comunità 1: 79–108.

Botte, Brunella, Giada Marinensi, and Flaminia Musella. 2022. "HIGHER EDUCATION STUDENTS' PERCEPTION OF THEIR LEARNING OUTCOMES: VALIDATION OF A MEASUREMENT SCALE." In INTED2022 Proceedings. IATED. https://library.iated.org/view/BOTTE2022HIG.

Marinensi, Giada, and Marc Romero Carbonell. 2021. "The Role of Narrative in Educational Gamification. Findings from a Case Study." QTimes-Journal of Education, Technology and Social Studies Anno XIII (4): 200–214. https://www.qtimes.it/?p=the-role-of-narrative-in-educational-gamification--findings-from-a-case-study.

Marinensi, Giada, and Marc Romero Carbonell. 2021. "Exploring Higher Education Teachers ' Attitudes Towards Gamification." In Games and Learning Alliance. 10th International Conference, GALA 2021, Proceedings. https://www.springerprofessional.de/en/exploring-higher-education-teachers-attitudes-towards-gamificati/19911626.

Marinensi, G., & Romero Carbonell, M. (2020). Combining Gamification and Flipped Classroom to improve students' engagement in Higher Education. QTimes-Journal of Education, Technology and

Social Studies, Anno XII (3), 290–308.

Marinensi, G., Romero Carbonell, M., & Medaglia, C. M. (2020). Combining gamification and active learning in higher education. In International Conference on Human-Computer Interaction (pp. 292–296). Springer, Cham.

Sciarretta, E., Carriero, A., & Marinensi, G. (2019, July). Optimizing User Experience in Amusement Parks and Enhancing Their Active Role in Urban Spaces Through New Technology. In International Conference on Human-Computer Interaction (pp. 270-281). Springer, Cham.

Capogna S., Marinensi G. (2018). Tra ambienti ed esperienze di apprendimento: il digitale come possibilità. I primi 20 anni: riflessioni sulla frontiera della conoscenza. Eurilink.

Botte B., Marinensi G. (2017).   TECLO: a MOOC course for future textile managers, Proceedings of: ITMC (International conference on intelligent textiles and mass customisation)

G. Marinensi, B. Botte, B. Barca (2017).   True Hunters: the game that teaches teenagers to respect intellectual property. Proceedings of: 12th WIPO Advisory Committee on Enforcement

Botte B., Barca S., Marinensi G., Medaglia C.M. (2016). True Hunters. A Serious Game against counterfeiting. In Proceedings of The European Conference on Games Based Learning - ECGBL 2016. Paisley, UK.

A. Imbellone, G. Marinensi, Sul serio o per gioco? Potenzialità e limiti dei serious game in campo educativo, in Didattica digitale. Un'analisi educativo-sociale nell'era delle ICT (a cura di Stefania Nirchi e Stefania Capogna), ANICIA, Roma, 2016.

Imbellone A., Marinensi G., Botte B., Medaglia C.M. (2015). Appling game-based learning principles to the design of a Massive Open Online Course (MOOC): the TECLO project approach. In Proceedings of: CIAAF 2015 - 1st IBERO-AMERICAN CONFERENCE ON FUTURE LEARNING ENVIRONMENTS. Porto, Portugal. Revista do Departemento de Innovaçã, Ciência e Tecnologia, Universitade Portucalense.

Botte B., Imbellone A., Marinensi G., Barca S., (2015). The Chronicles of Knowledge: Learning with a Tabletop Game. In Proceedings of: CIAAF 2015 - 1st IBERO-AMERICAN CONFERENCE ON FUTURE LEARNING ENVIRONMENTS. Porto, Portugal. Revista do Departemento de Innovaçã, Ciência e Tecnologia, Universitade Portucalense.

Botte, B., Imbellone, A., Marinensi, G., & Medaglia, C. M. (2015, October). The Ludic and Narrative Components in Game Based Learning: A Classroom Training Experience. In European Conference on Games Based Learning (p. 82). Academic Conferences International Limited.

Imbellone, A., Marinensi, G., & Medaglia, C. M. (2015, December). Instructions and Feedback in Connection with the Duration and the Level of Difficulty of a Serious Game. In International Conference on Games and Learning Alliance (pp. 51-60). Springer, Cham.

Imbellone A., Botte B., Marinensi G., Medaglia C.M., (2015). A ludic/narrative interpretation of the willingness to repeatedly play mobile serious games. International Journal On Advances in Networks and Services, volume 8, issue 3&4, ISSN 1942-2644.

Imbellone, A., Marinensi, G., & Medaglia, C. M. (2015). Empirical evidence of the game-based learning advantages for online students' persistence. EAI Endorsed Trans. Serious Games, 1(4), e5.

Imbellone, A., Botte, B., & Medaglia, C. M. (2015, February). An Empirical Study on the Ludic and Narrative Components in Mobile Game-Based Learning. In Proceedings of the Seventh International Conference on Mobile, Hybrid, and Online Learning (eLmL 2015) (pp. 22-27).

Imbellone, A., Botte, B., & Medaglia, C. M. (2015). Serious games for mobile devices: the intouch project case study. International Journal of Serious Games, 2(1), 17-27.