Addendum to Jeanine Stefanucci CV Fall 2020

New External Funding:

1) 2020-2021 ARO, BAA, W911NF-20-2-0268: *Evaluating the efficacy of simulated augmented reality cueing in virtual reality,* P.I., Trafton Drew, Co-P.I. with Sarah Creem-Regehr, $325,000

2) 2020 ONR, DURIP, *Virtually Co-located augmented reality spaces for visualization, training, and navigation,* P.I., Robert Bodenheimer (Vanderbilt University), Co-P.I. with Sarah Creem-Regehr (Utah funding: $51,978)

New Service:

Appointed Associate Editor for *IEEE Transactions on Visualization and Computer Graphics*

New Submitted Publications (*student advisees):

Adams, H.*, **Stefanuuci, J.K.**, Creem-Regehr, S. H., Pointon, G*., Thompson, W., & Bodenheimer, B. (2020). Shedding light on cast shadows--An investigation of perceived ground contact in AR and VR. Submitted. *Proceedings of the 2021 IEEE Virtual Reality (VR)*

Barhorst-Cates, E. M.*, Stoker, J.*, **Stefanucci, J. K.**, & Creem-Regehr, S. H. (under revision). Use of self-motion cues for spatial updating is influenced by age and presence of visual landmarks. *Memory & Cognition*

Bitner, T.*, Lewis, H., Engle, B., Durham, M., Booth, M. A., King, H., Wu, S., Fischer, A., Creem-Regehr, S. H., & **Stefanucci, J. K.** (2020). Virtual-Reality Learning Compared to Traditional Methods Learning: A Student-Comparison Study in Dental Anatomy, Submitted. *Journal of Dental Education*

Durham, M., Wu, S., Engle, B., Clinger, C., Knapp, B., Walker, Q., McCammon, P., Creem-Regehr, S. H., **Stefanucci, J. K.**, King, H., Lewis, H., Fischer, A. (2020). Virtual reality in dental education: Comparing training methods for restorative preparations. Submitted. *Journal of Dental Education*

Gagnon, H. C.*, Zhao, Y.*, Richardson, M.*, Pointon, G.*, **Stefanucci, J.K.**, Creem-Regehr, S. H., & Bodenheimer, B. (2020). Gap affordance judgments in mixed reality: Testing the role of display weight and field of view. Submitted. *Proceedings of the 2021 IEEE Virtual Reality (VR)*

Ivy, S.*, Rohovit, T.*, Lavelle, M.*, Padilla, L., **Stefanucci, J.K.**, Stokes, D., & Drew, T. (under revision). Through the eyes of the expert: Evaluating holistic processing in architects through gaze-contingent viewing. *Psychonomic Bulletin & Review*

Zhao, Y.*, **Stefanucci, J.K.**, Creem-Regehr, S.H., & Bodenheimer, B. (2020). Affordance judgments in mobile augmented reality with cues. Submitted. *Proceedings of the 2021 IEEE Virtual Reality (VR)*

New In press Publications (*student advisees):

Stefanucci, J. K., Saxon, M.*, & Whitaker, M.* (invited chapter, in press). Embodied perception and action in real and virtual environments. To appear in: *Embodied Psychology: Thinking, Feeling, and Acting.*

Work in progress not necessarily reflected on my CV:

I have ongoing work with both the dental school (as evidenced by some of my submitted publications) and the ER at the hospital. For the dental school work, I am interested in how virtual reality can serve to improve education of dental students. We have introduced virtual reality modules into classes and have used virtual reality to train dental skills (root canals) in new ways (e.g., by having students "walk" through the root to get a better idea of its layout). This work has also led to a collaboration with the trauma center at the hospital (ER doctors), where we are working on making simulations for training traumatic events better for residents in virtual reality. We have an abstract submitted to a conference on the initial study for this work.

I also have continued work with the Alzheimer's Center that is focused on improving an app they have developed (Memory Care Partner) for care takers and family members of patients with Alzheimer's or dementia. I have been funded to do user studies evaluating the app in the past and am now working on a new grant application focused on how to better address dealing with finances for patients and their families. I will help the grant by running focus groups to evaluate needs of families in this area and then implement changes to the app based on findings. Importantly, this work has always involved Human Factors certificate students. It has provided a nice domain in which to train basic human factors methodologies and techniques for evaluation.