

# BRUNA DAMIANA HEINSFELD

Assistant Professor  
College of Education and Human Development  
Department of Curriculum and Instruction  
Learning Technologies  
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## RESEARCH INTERESTS (including but not restricted to)

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### Topics

- Critical perspectives on educational/learning technologies
- Concepts and discourses on technology
- Pedagogical, epistemological, and technological beliefs in education
- Philosophy and sociology of technology
- Technological capital and digital equity
- Public policies on educational technology
- (In)equity and educational technology

### Methodologies

- Critical discourse analysis (CDA)
- Discourse analysis (DA)
- Content analysis (CA)
- Grounded theory (GT)
- Qualitative methods

## TEACHING INTERESTS (including but not restricted to)

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- Critical perspectives on educational/learning technologies
- Fundamentals of academic research
- Introduction to research design
- Qualitative research methodologies
- Fundamentals of instructional design
- Applications of technology in education
- Games and learning

## EDUCATION

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### 2020- 2023 **Ph.D., Interdisciplinary Learning and Teaching**

Cognate area: Learning Design and Technology

University of Texas at San Antonio, US

Dissertation: The discourse on educational technology in corporate advertising, landscape reports, and mass media.

Committee: Dr. [Vittorio Marone](#) (advisor and chair, Learning Design and Technology), Dr. [Timothy Yuen](#) (Learning Design and Technology), Dr. [Rosalind Horowitz](#) (Discourse Studies), Dr. [Seok Kang](#) (Communication).

**2018 M.Sc., Education**

Concentration area: Digital Languages, Media, and Education

Pontifícia Universidade Católica do Rio de Janeiro, Brazil

Thesis: Conhecimento e tecnologia: uma análise do discurso das Políticas Públicas em Educação [Knowledge and technology: a discourse analysis of Public Policies in Education].

Committee: Dr. [Magda Pischetola](#) (advisor and chair, Media & Education), Dr. [Ralph Ings Bannel](#) (Philosophy of Education), Dr. [Raquel Goulart Barreto](#) (Education Policy).

**2015 Graduate Certificate, Planning, Implementation and Management of Distance Learning**

Concentration area: Instructional design/eLearning

Universidade Federal Fluminense, Brazil

Thesis: O material didático impresso: educação, design e cognição [Printed instructional materials: education, design, and cognition].

**2011 B.A., English Language and Literature**

Major area: Linguistics and Discourse studies

Universidade do Estado do Rio de Janeiro, Brazil

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## ACADEMIC EMPLOYMENT HISTORY

Fall 2024-Present **Assistant Professor (tenure-track)**

Curriculum and Instruction, Learning Technologies

University of Minnesota, US

Spring 2023-Fall 2023 **Teaching Assistant**

Interdisciplinary Studies

University of Texas at San Antonio, US

Spring 2022-Fall 2023 **Graduate Research Assistant**

Interdisciplinary Learning and Teaching Department

University of Texas at San Antonio, US

2018-2020 **Advisor**

Secretaria Especial de Educação a Distância

Universidade Federal de Mato Grosso do Sul, Brazil

2019-2020 **Professor**

Faculdade de Computação

Universidade Federal de Mato Grosso do Sul, Brazil

2017 **Graduate Teaching Assistant**

Education Department

Pontifícia Universidade Católica do Rio de Janeiro, Brazil

2016-2018 **Graduate Research Assistant**

Education Department, ForTec research lab

Pontifícia Universidade Católica do Rio de Janeiro, Brazil

2011 **Undergraduate Research Assistant**

Brazilian scientific initiation program, CNPq

Language Department

Universidade do Estado do Rio de Janeiro, Brazil

2010-2010 **Teacher**

English for Specific Purposes (ESP)

Universidade do Estado do Rio de Janeiro, PROINICIAR program, Brazil

2008-2009 **Undergraduate Teaching Assistant**

Universidade do Estado do Rio de Janeiro, Brazil

Language Department

## SELECTED INDUSTRY EMPLOYMENT HISTORY

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2021-2022 **International Learning Experience Manager**

Global Learning Experience, Sitel Group  
São Paulo, Brazil

2021-2021 **Senior Instructional Designer**

Global Learning Experience, Sitel Group  
São Paulo, Brazil

2014-2021 **Instructional Designer | Content Writer | Project Manager**

Lis Consulting [owned business]  
Rio de Janeiro, Brazil

2018-2020 **Educational Consultant | International Project Manager**

Learning Tribes Brasil, Sitel Group [on-demand contractor]  
São Paulo, Brazil

2017-2018 **Education and Technology Analyst**

Sesc – Departamento Nacional – Gerência de Educação  
Rio de Janeiro, Brazil

2014-2017 **Specialist in Distance Education and Popular Science**

Fundação CECIERJ  
Rio de Janeiro, Brazil

2012-2014 **Education Analyst**

ID Projetos Educacionais  
Rio de Janeiro, Brazil

2012-2012 **Pedagogical Coordinator Assistant and English Instructor**

SKILL Idiomas  
Rio de Janeiro, Brazil

## RESEARCH LAB EXPERIENCE

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2019-2022 **EduTec** [Education, Technologies, and Teachers' Training]

Universidade Federal de Mato Grosso do Sul, Brazil

Research areas: Technology and Education; Didactics; Pedagogical Innovation

Faculty/PI: Dr. [Daiani Riedner](#)

*Project:*

2019-2022: Práticas pedagógicas e tecnologias digitais: capital tecnológico e inovação pedagógica na formação inicial de professores [Pedagogical practices and digital technologies: technological capital and pedagogical innovation in initial teacher training]

Summary: This study aims to identify and analyze the characteristics of pedagogical practices with the use of digital technologies in initial teacher training courses (degrees) at six universities in the State of Mato Grosso do Sul, Brazil. The goal is to identify innovative practices in the institutional context and the level of technological capital of teachers.

2014- 2020 **ForTec** [Teachers' Training and Technologies]

Pontifícia Universidade Católica do Rio de Janeiro, Brazil

Research areas: Technology and Education; Didactics; Epistemology

Faculty/PI: Dr. [Magda Pischetola](#)

*Projects:*

2017-2020: Epistemologia e didática com uso de mídias [Epistemology and didactics with the use of media]  
Summary: Is there a relationship between the conception of knowledge and pedagogical practice? What is the teachers' epistemological view underlying the discourse of technology integration in education? And even more specifically: would information and communication technologies be pointing to a "paradigm revolution" in education? This study sought to answer these questions, returning to the school context with a new investigation with a qualitative approach. The research was carried out in two of the eight previously selected schools, chosen because they present a vision of the teachers that was closer to the group's concept of sustainability.

2014-2016: Desafios à sustentabilidade dos programas de inclusão digital para a educação básica: formação de professores e apoio à prática pedagógica [Challenges to the sustainability of digital inclusion programs for K-12 education: teacher training and support for pedagogical practice]  
Summary: This research aimed to deepen the issues related to the introduction of digital technology in eight municipal elementary schools in the city of Rio de Janeiro, indicated by the Municipal Secretary of Education as "sustainable" from the point of view of the integration of technologies in the school routine. From this perspective, a reflection was proposed based on two axes: evaluating the strategies that enable the economic and cultural sustainability of a project; to analyze didactic practices using technology in the researched schools.

2010-2011 **SELEPROT** [Semiotics, Reading and Text Production]  
Universidade do Estado do Rio de Janeiro, Brazil  
Research areas: Linguistics; Applied Linguistics; Semiotics  
Faculty/PI: Dr. [Darcília Simões](#)

*Project:*

2010-2011: Iconicidade em Eça de Queiroz: Leitura para o domínio da língua [Iconicity in Eça de Queiroz: Reading for language mastery]  
Summary: The study aimed to analyze the potentialities of the short stories written by Eça de Queiroz to promote the enrichment of the student's lexical and semantic domain. The Theory of Verbal Iconicity and Halliday's Functionalism were the theoretical framework used to investigate the presence of a lexical trail that proves the production of irony in the analyzed corpus.

## SCHOLARLY ACTIVITIES (PUBLICATIONS & PRESENTATIONS)

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*Current Summary*

<i>Refereed articles</i>	13
<i>Refereed authored books</i>	2
<i>Refereed book chapters</i>	3
<i>Refereed conference papers and proceedings</i>	11
<i>Book reviews</i>	1
<i>Works accepted for publication</i>	2
<i>Works in review</i>	1
<i>Works in preparation</i>	3
<i>Refereed international and national research presentations</i>	13
<i>Refereed regional and local research presentations</i>	2
<i>Invited presentations/talks/webinars</i>	12
<i>Invited workshops</i>	1
<i>Invited on campus talks/guest lectures</i>	4
<i>Accepted presentations</i>	1
<i>Presentations in review</i>	1
<i>Media and media appearances</i>	4

13. **Heinsfeld, B. D.**, & Marone, V. (2023). Reporting or marketing? The discourse of educational landscape reports on technological trends. *Discover Education*, 2(50). <https://doi.org/10.1007/s44217-023-00075-6>
12. Marone, V., & **Heinsfeld, B. D.** (2023). Everyone pursuing their dreams: Google's and Microsoft's discourse on educational technology. *Computers & Education Open*, 4, 100138. <https://doi.org/10.1016/j.caeo.2023.100138>
11. **Heinsfeld, B. D.** (2022). Pedagogia crítica, capital tecnológico e exclusão participativa: uma discussão interdisciplinar sobre equidade digital na educação [Critical pedagogy, technological capital, and participatory exclusion: an interdisciplinary discussion on digital equity in education]. *Revista Educação, Tecnologias Digitais e Formação Docente*, 2(1), 1-21. <https://doi.org/10.55028/edutec.v2i1.15396>
10. Riedner, D. D. T., & **Heinsfeld, B. D.** (2020). Quando professores se tornam estudantes: uma trajetória formativa para a criação de recursos educacionais abertos [When teachers become students: a formative path towards designing open educational resources]. *Revista UFG*, 20(26), 2-34. <https://doi.org/10.5216/revufg.v20.63333>
9. Aires, J. C., Raabe, A. L. A., & **Heinsfeld, B. D.** (2020). Políticas Públicas para as Tecnologias na Educação e a Educação em Computação [Educational Technology Policy and Computer Education]. *Revista Tecnologias na Educação*, 12(33). <https://tecedu.pro.br/wp-content/uploads/2020/12/Art12-Ano-12-vol33-Dezembro-2020.pdf>
8. **Heinsfeld, B. D.** (2019). Particularidades do 'ritual-aula' na construção de representações coletivas: uma análise discursiva [Particularities of the 'class-ritual' in the construction of collective representations: a discourse analysis]. *Revista Educação Online*, 14(31), 41-61. <https://doi.org/10.36556/eol.v14i31>
7. **Heinsfeld, B. D.**, & Pichetola, M. (2019). Discourse on technologies in public policies on education. *Educação e Pesquisa*, 45, 1-17. <http://dx.doi.org/10.1590/s1678-4634201945205167>
6. Pichetola, M., & **Heinsfeld, B. D.** (2018). "Eles já nascem sabendo!": desmistificando o conceito de nativos digitais no contexto educacional. ["They are born knowing!": Demystifying the concept of digital natives in the educational context]. *Renate – Novas Tecnologias em Educação*, 16(1), 1-10. <https://doi.org/10.22456/1679-1916.85929>
5. **Heinsfeld, B. D.**, & Silva, M. P. R. N. (2018). As versões da Base Nacional Comum Curricular (BNCC) e o papel das tecnologias digitais: conhecimento da técnica versus compreensão dos sentidos [The National Common Curricular Base (BNCC) versions and the role of digital technologies: knowledge of technique versus understanding of the meaning]. *Currículo sem Fronteiras*, 18(2), 668-690. <http://www.curriculosemfronteiras.org/vol18iss2articles/heinsfeld-silva.pdf>
4. Pichetola, M., & **Heinsfeld, B. D.** (2018). Technologies and Teacher's Motivational Style: A Research Study in Brazilian Public Schools. *Journal of Educational, Cultural and Psychological Studies*, 17, 163-177. <https://doi.org/10.7358/ecps-2018-017-pisc>
3. **Heinsfeld, B. D.**, & Pichetola, M. (2017). Cultura digital e educação, uma leitura dos estudos culturais sobre os desafios da contemporaneidade [Digital Culture and Education: cultural studies and the challenges of the current times]. *Revista IberoAmericana de Estudos em Educação*, 12(2), 1349-1371. <https://doi.org/10.21723/riaee.v12.n.esp.2.10301>
2. **Heinsfeld, B. D.**, & Pena, A. L. (2017). Design educacional e material didático impresso para educação a distância: um breve panorama [Instructional design and printed teaching material for distance education: a brief overview]. *Revista Brasileira de Estudos Pedagógicos*, 98(250), p. 783-804. <http://dx.doi.org/10.24109/2176-6681.rbep.98i250.3042>
1. Pena, A. L., & **Heinsfeld, B. D.** (2016). Material didático impresso para Educação a Distância: a linguagem em perspectiva dialógica [Printed teaching material for Distance Education: language in a dialogical perspective]. *Artefactum – Revista de Estudos em Linguagem e Tecnologia*, 8(1), 1-12. <http://artefactum.rafrom.com.br/index.php/artefactum/article/view/980>

#### Refereed authored books

2. Pischetola, M., Albuquerque, P., **Heinsfeld, B. D.**, Santos, E. R. B., Corrêa, J. G., Silva, M. P. R. N., & Oliveira, N. N. S. (2019). *Tecnologias, pensamento sistêmico e os fundamentos da inovação pedagógica* [Technologies, systems thinking and the fundamentals of innovation]. Curitiba: CRV. ISBN:978-85-444-3795-7. <https://doi.org/10.24824/978854443795.7>

1. Campos, G. H. B.; **Heinsfeld, B. D.**, & Silva, M. P. R. N. (2018). *Práticas pedagógicas, inovação e tecnologias: breves indagações* [Pedagogical Practices, Innovation and Technologies: brief inquires]. Curitiba: CRV. ISBN:978-85-444-2706-4. <https://doi.org/10.24824/978854442706.4>

#### Refereed book chapters

3. Campos, G. H. B., & **Heinsfeld, B. D.** (2021). Políticas Públicas e Educação a Distância no Brasil: de onde viemos e para onde caminhamos [Public Policies and Distance Education in Brazil: where we came from and where we are going to]. In Santos, E. O., Pimentel, M., & Sampaio, F. F. (Eds.). *Informática na Educação: autoria, mídia, letramento, inclusão digital* [Informatics in Education: authorship, media, literacy, digital inclusion]. Porto Alegre: Sociedade Brasileira de Computação.

2. **Heinsfeld, B. D.**, & Pinto, L. B. P. (2020). “A vida não pode parar”: desafios da população periférica no desenvolvimento de comunidades remotas de ensino-aprendizagem [‘Life cannot stop’: challenges of the peripheral population in the development of remote teaching-learning communities]. In Isfran, F., Sentinelli, T., Prado, P., Azevedo, T., & Faria S. [Eds.]. *Faturas expostas pela pandemia: escritos e experiências em educação* [Compound fractures due to the pandemic: writings and experiences in education]. Brasil Multicultural.

1. **Heinsfeld, B. D.**, & Pischetola, M. (2020). Concepções e papéis da tecnologia no campo educacional: o embate discursivo das Políticas Públicas em Educação [Technology conceptions and roles in the educational field: the discursive clash of public policies on education]. In R. Dias, V. Laus-Gomes, & C. Cunha (Eds.), *Políticas de Educação e Mídia* [Education and Media Policies] (pp.109-131), Brasília: Cátedra UNESCO de Juventude, Educação e Sociedade; Universidade Católica de Brasília.

#### Refereed conference papers and proceedings

11. **Heinsfeld, B. D.** (2023, March). The relationship between teacher, learner, and technology according to public policy: a discourse analysis. In Elizabeth Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 861-865). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved March 20, 2023 from <https://www.learntechlib.org/primary/p/221974/>

10. **Heinsfeld, B.D.** & Marone, V. (2022, November). The discourse on educational technology before, during, and after the COVID-19 outbreak. In *Proceedings of EdMedia + Innovate Learning Online 2022* (pp. 120-124). Retrieved November 17, 2022 from <https://www.learntechlib.org/p/221671/>

9. **Heinsfeld, B. D.** (2022, October). Education, technology, and digital equity: A critical discussion. In *Proceedings of XX IOSTE 2022, Vol 01, 2022.* - 153518. <https://proceedings.science/ioste-2022/papers/education-technology-and-digital-equity-a-critical-discussion?lang=en#>

8. **Heinsfeld, B. D.**, & Marone, V. (2021, October). Getting into the practice of critically analyzing corporate discourse in educational technology. In *Proceedings of the ICDE Virtual Global Conference, International Council for Open and Distance Education, Oslo, Norway.* ISBN: 978-82-93172-51-2

7. Machado, N. S., **Heinsfeld, B. D.**, Meier, M. J., & Mulinari, R. A. (2020). Planejamento didático, multidisciplinaridade e design educacional: desenvolvimento de um MOOC para educação permanente em saúde [Educational planning, multidisciplinary, and instructional design: developing a MOOC for permanent health training]. *Congresso Internacional de Educação e Tecnologias, Brazil.*, pp. 1-11. <https://cietenped.ufscar.br/submissao/index.php/2020/article/view/1802>

6. Pischetola, M., **Heinsfeld, B. D.**, & Silva, M. P. (2018). “Ser” e “dever ser”: os discursos dos docentes sobre as práticas com tecnologias na escola [‘What it is’ and ‘What it should be’: teachers’ discourses on pedagogical practices

with technologies in school]. *XIX Encontro Nacional de Didática e Práticas de Ensino (XIX ENDIPE)*, Salvador, Bahia, Brazil, pp. 24-34.

5. Silva, M. P. R. N., **Heinsfeld, B. D.**, & Campos, G. H. B. (2018). The Everyday of Digital Technologies in Brazilian K-12 Education: In Practice, what are the Practices? 2018 XIII Latin American Conference on Learning Technologies (LACLO), São Paulo, Brazil, pp. 107-112. <https://doi.org/10.1109/LACLO.2018.00034>

4. Ramos, F. R. O., & **Heinsfeld, B. D. S. S.** (2017). Reforma do Ensino Médio de 2017 (Lei nº 13.415/2017): um estímulo à visão utilitarista do conhecimento [High School Reform 2017 (Law nº 13.415 / 2017): a stimulus to the utilitarian view of knowledge]. *IV Seminário Internacional de Representações Sociais, Subjetividade e Educação - SIRSSE / VI Seminário Internacional sobre Profissionalização Docente - SIPD/CÁTEDRA UNESCO*, Curitiba: PUCPress - Editora Universitária Champagnat, 2017. pp. 18284-18300.

3. Nunes, B., Martins, I., Campos, G., **Heinsfeld, B. D.**, Cherman, A., & Haun, L. (2017). iPlanetário – Da Terra ao Universo [iPlanetary – From Earth to the Universe]. *Anais dos Workshops do Congresso Brasileiro de Informática na Educação*, 6(1), 192. <http://dx.doi.org/10.5753/cbie.wcbie.2017.192>.

2. Pischetola, M., & **Heinsfeld, B. D. S. S.** (2017). Tecnologias, estilo motivacional do professor e democracia em sala de aula [Technologies, teacher's motivational style and democracy in the classroom]. *IX Seminário Internacional As Redes Educativas e as Tecnologias*, Rio de Janeiro.

1. **Damiana, B.** (2010). Poder e supremacia: a venda do ensino de língua inglesa como língua estrangeira no Brasil [Power and supremacy: the advertisement of learning English as a foreign language in Brazil]. *XV Congresso Nacional de Linguística e Filologia*, 2010, Rio de Janeiro. Cadernos do CNLF, v. XV. p. 877-886.

#### Book reviews

1. **Heinsfeld, B. D.** (2022). [Review of the book *Latinx experiences in U.S. schools: Voices of students, teachers, teacher educators, and education allies in challenging sociopolitical times*, by M. Jimenez-Silva & J. Bempechat]. *Association of Mexican American Educators Journal*, 16(1), 138-140. <https://doi.org/10.24974/16.1.469>

#### Works accepted for publication

1. **Heinsfeld, B. D.**, & Marone, V. (book chapter accepted for publication). *Analyzing EdTech Speak Through the Dimensions of Technological Optimism, Solutionism, and Determinism*. Peter Lang Collection. Organized by Dr. Péter Bagoly-Simó and Dr. Mehdi Khaneboubi.

#### Works in review

1. **Heinsfeld, B. D.** *The discursive nature of technology integration in education: News media representations*. AERA Open.

#### Works in preparation

3. **Heinsfeld, B. D.** (paper under review). *Teacher, learner, and technology: Reimagined roles according to the 2017 National Education Technology Plan*.
2. **Heinsfeld, B. D.** (manuscript in preparation). *Exploring educational technology inequities toward BIPOC communities through a Critical Race Theory perspective*. Submission intended for *Education Inquiry*.
1. Riedner, D. D. T., **Heinsfeld, B. D.**, & Sandim, H. C. (write-up). *Desenho didático para aprendizagem digital: Do planejamento à produção* [Didactic design for digital learning: From planning to production].

*Refereed international and national research presentations*

13. **Heinsfeld, B. D.**, Pazurek, A., & Scharber, C. (2024). *Imagined futures of Higher Education: A decade of trends from the Horizon Report*. 3rd Annual Civics of Technology Online Conference. <http://dx.doi.org/10.13140/RG.2.2.24998.13127>
12. Marone, V. & **Heinsfeld, B. D.** (2023). *Jumpstarting, sparking, and unlocking: Corporate discourse on technology's role in education*. Presented at the 2023 AECT International Convention (ACET 2023).
11. **Heinsfeld, B. D.** (2023, March). *The relationship between teacher, learner, and technology according to public policy: a discourse analysis*. Presented at the 34<sup>th</sup> Society for Information Technology & Teacher Education International Conference 2023 (SITE 2023).
10. **Heinsfeld, B.D.** & Marone, V. (2022, November). *The discourse on educational technology before, during, and after the COVID-19 outbreak*. Presented at EdMedia + Innovate Learning Online 2022.
9. **Heinsfeld, B. D.** (2022, July). (Individual Paper). *Education, technology, and digital equity: A critical discussion*. Presented at the XX IOSTE International Symposium 2022.
8. Lyiscott, J., Santos, K. B., **Heinsfeld, B. D.**, Ndimande B., & Nascimento, G. (2022, April). (Panel). *Black Culture as Resistance in Education Across the African Diaspora: Transnational Solidarities in Brazil, South Africa, U.S., and Caribbean*. CIES 2022, 66th Annual Conference of the Comparative and International Education Society.
7. Marone, V., & **Heinsfeld, B. D.** (2022, April). "Powerful tools for education": Deconstructing corporate discourse on educational media and technologies. Presented at 16<sup>th</sup> IARTEM (International Association for Research on Textbooks and Ed. Media) Conference, Florence, Italy – April 6-8, 2022.
6. **Heinsfeld, B. D.**, & Ndimande B. (2021, December). *Critical pedagogy & social movements: Freirean philosophy as a catalyst for 21st century popular education in Rio de Janeiro, Brazil*. Presented at 3rd International Conference Paulo Freire: The Global Legacy.
5. **Heinsfeld, B. D.**, & Ndimande B. (2021, November). *Activist educators and the legacy of Paulo Freire: Critical voices from UniFavela, Brazil*. Paper presented at the American Educational Studies Association Annual Conference, Portland, OR. [Conference not attended in person due to Covid-19]
4. **Heinsfeld, B. D.**, & Marone, V. (2021). *Getting into the practice of critically analyzing corporate discourse in educational technology*. Presented at International Council for Open and Distance Education (ICDE) Conference. October 25-29, 2021.
3. Pischetola, M., Santos, E. R. B, Lenz-Cesar, P. L. A., **Heinsfeld, B. D.**, & Silva, M. P. (2018). *Inovação pedagógica com uso de tecnologias: entre tecnicismo e imersão cultural [Pedagogical innovation with the use of technologies: between technicism and cultural immersion]*. XIX Encontro Nacional de Didática e Práticas de Ensino (XIX ENDIPE), Salvador, Brazil.
2. Ramos, F. R. O., & **Heinsfeld, B. D. S. S.** (2017). *Reforma do Ensino Médio de 2017 (Lei nº 13.415/2017): um estímulo à visão utilitarista do conhecimento [High School Reform 2017 (Law nº 13.415 / 2017): a stimulus to the utilitarian view of knowledge]*. IV Seminário Internacional de Representações Sociais, Subjetividade e Educação - SIRSSE / VI Seminário Internacional sobre Profissionalização Docente - SIPD/CÁTEDRA UNESCO, Curitiba, Brazil.
1. Pischetola, M., & **Heinsfeld, B. D. S. S.** (2017). *Tecnologias, estilo motivacional do professor e democracia em sala de aula [Technologies, teacher's motivational style and democracy in the classroom]*. *IX Seminário Internacional As Redes Educativas e as Tecnologias*, Rio de Janeiro, Brazil.

*Refereed regional and local research presentations*



2. Marone, V. & **Heinsfeld, B. D.** (2023, March). *Analyzing corporate texts through discourse analysis* [Presentation]. 15th Annual Research Colloquium Classic and Contemporary Educational Research at a Hispanic Serving Institution, San Antonio, Texas.

1. Cardona, L.; **Heinsfeld, B. D.**; Pham, A.; Andrepoint, D.; & Ndimande, B. (2023, March 2). *The state of education reform within international contexts: The experiences from Brazil, Colombia, Vietnam, USA, and South Africa* [Panel presentation]. 15th Annual Research Colloquium Classic and Contemporary Educational Research at a Hispanic Serving Institution, San Antonio, Texas.

#### *Invited presentations/talks/webinars*

12. **Heinsfeld, B. D.** (2022, December). Talk “Para além dos artefatos digitais: intencionalidade pedagógica no planejamento didático” [Beyond digital artifacts: pedagogical intentionality in didactic planning] at the Programa Temas Emergentes e Ensino Híbrido para Educação Básica promoted by Educational Technology Coordination at the Universidade Federal de Santa Maria (CTE/PROGRAD/UFSM), Brazil.

11. **Heinsfeld, B. D.** (2022, November). Invited talk titled “Technologies and innovation, between action and intention” for the Education master’s program course “Currículo e Tecnologia” [Curriculum and Technology] at the Programa de Pós-Graduação em Educação da Universidade Católica Dom Bosco (GETED/UCDB), Brazil. Invited by Dr. Maria Cristina Lima Paniago.

10. **Heinsfeld, B. D.** (2022, March). Invited lecturer at the Universidade Federal do Mato Grosso do Sul (UFMS) certification program in Distance Education. Course “Production of digital teaching material for Distance Education”.

9. **Heinsfeld, B. D.** (2021, May). *Tecnologias Digitais e Inovação Pedagógica* [Digital technologies and pedagogical innovation]. Projeto Tutorar – Aprendizagem Criativa com Tecnologias Digitais. Universidade Federal de Mato Grosso do Sul, Brazil. Guest Speaker. <https://youtu.be/IHnFT8SgZQY>

8. **Heinsfeld, B. D.** (2021, April). *Critical Pedagogy: Freire’s Educational Philosophy*. ILT 7133 Socio-Constructivist and Cognitive Perspectives on Interdisciplinary Learning and Teaching Seminar. Invited by Dr. Bekisizwe Ndimande as a Guest Speaker.

7. **Heinsfeld, B. D.** (2020, December). *Produção de material didático digital para Educação a Distância* [Production of digital didactic material for Distance Education]. Universidade Federal de Mato Grosso do Sul, Brazil. Guest Speaker. <https://youtu.be/Obu5ziopCYI>

6. **Heinsfeld, B. D.** (2020, December). *Educação Popular e Tecnologias: pontos de reflexão* [Popular Education and Technologies: points for reflection]. I Ciclo de Formação UniFavela. Universidade Federal do Rio de Janeiro, Brazil. Guest Speaker. [https://youtu.be/oVSn8Y6\\_8HQ](https://youtu.be/oVSn8Y6_8HQ)

5. **Heinsfeld, B. D.** (2020, November). *Educação 5.0 e a carreira do profissional em computação* [Education 5.0 and the career of the computer science professional]. ERCOMP 2020. Universidade de Santa Cruz do Sul, Brazil. Guest Speaker. <https://youtu.be/W-m7ngei3L0>

4. **Heinsfeld, B. D.** (2020, August). *Tecnologias Digitais aplicadas à Educação* [Digital Technologies applied to Education]. Universidade Federal do Recôncavo da Bahia, Brazil. Guest Speaker. <https://youtu.be/vLUh-2NPQow>

3. **Heinsfeld, B. D.** (2020, August). *Tecnologias digitais e intencionalidade pedagógica no planejamento didático* [Digital technologies and pedagogical intentionality in didactic planning]. Universidade Federal de Mato Grosso do Sul, Brazil. Guest Speaker. [https://youtu.be/4q767n\\_K1W8](https://youtu.be/4q767n_K1W8)

2. **Heinsfeld, B. D.** (2020, August). *Educação 5.0* [Education 5.0] Ciclo de Palestras. Universidade do Grande Rio, Brazil. Guest Speaker. <https://youtu.be/s7ZEjsrEOUo>

1. **Heinsfeld, B. D.** (2020, August). *Políticas Públicas para as Tecnologias na Educação e a Educação em computação* [Public Policies for Technologies in Education and Computer Education]. V Congresso sobre Tecnologias na Educação (Ctrl+E 2020), Brazil. Guest Speaker. <https://youtu.be/6RHSfzo2OKA?t=7422>

#### *Invited workshops*

1. **Heinsfeld, B. D.** (2022, December). Instructional Design Workshop at the Laboratório de Criatividade e Inovação para a Educação Básica (LABCRIE), UFMS, Brazil.

#### *Invited on campus talks/guest lectures*

4. Cardona, L.; **Heinsfeld, B. D.**; & Pham, A. (2023, March). An invited panel to Dr. Bekisizwe Ndimande's ILT 7133 doctoral seminar at the University of Texas at San Antonio (UTSA) to present on: "How to connect ILT 7133 term paper to issues of equity, diversity, and social justice education; conference proposals; and various experiences in ILT 7133 seminar."
3. **Heinsfeld, B. D.** (2022, November). An invited talk to Dr. Maria Cristina Lima Paniago doctoral seminar at Universidade Católica Dom Bosco (UCDB) to present on the book *Tecnologias, pensamento sistêmico e os fundamentos da inovação pedagógica* [Technologies, systems thinking and the fundamentals of innovation].
2. **Heinsfeld, B. D.** (2021, April). An invited talk to Dr. Bekisizwe Ndimande's ILT 7133 doctoral seminar at the University of Texas at San Antonio (UTSA) to present on Paulo Freire's critical pedagogy. Presentation titled "Critical Pedagogy - Freire's educational philosophy".
1. **Heinsfeld, B. D.** (2017, November). An invited talk to Dr. Magda Pischetola master's in education research methodology course at Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio) to present on "Introduction to Atlat.ti".

#### *Accepted presentations*

1. Pazurek, A., Koseoglu, S., Scharber, C., & **Heinsfeld, B. D.** (2024). *(Re)conceptualizing innovation in digital education through a critical lens and in conversation*. International Society for Exploring Teaching and Learning Conference (ISETL 2024).

#### *Presentations in review*

1. **Heinsfeld, B. D.** (2024). *Is the author dead? Addressing bias and accountability in educational technology*. 2025 American Educational Research Association Annual Meeting (AERA 2025).

#### *Media and media appearances*

4. UTSA researchers expose tech giants' communication strategies in education (UTSA, 2023)
3. Beyond academic performance: sociocultural and sociopolitical consciousness for a just-just education (UTSA, Dr. Haddad Transformative Talks: Critical Conversations for Teachers podcast, 2022)
2. Gestão e as Inovações Tecnológicas para a Educação - Tecnologia nas políticas públicas de educação (UNIVESP, 2022)
1. Doutoranda Bruna Heinsfeld participa de live sobre Educação 5.0, diretamente do Texas (USA) (Unigranrio, 2020)

## AWARDS AND SCHOLARSHIPS

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2023 UTSA Transdisciplinary Team Grand Challenge - 1<sup>st</sup> place award

Project: Addressing ethical conflicts in telehealth data privacy regulations

Team: Bruna Damiana Heinsfeld (doctoral student, Interdisciplinary Learning and Teaching); Johanna Jacob (doctoral student, Computer Science); Natalijah Monahan (master student, Clinical Mental Health Counseling)

2022-2023 Graduate funding (full tuition plus stipend) – Graduate Research Assistant

Funding Institution: Department of Interdisciplinary Learning and Teaching, UTSA

Faculty/PI: Dr. Vittorio Marone

2022 Who is Who at UTSA award

2016-2018 Full Tuition Scholarship

Funding Institution: Coordination for the Improvement of Higher Education Personnel (CAPES), Brazil

Faculty/PI: Ph.D. Magda Pischetola

2011 Scientific Initiation Scholarship

Funding Institution: Brazilian National Council for Scientific and Technological Development (CNPq)

Faculty/PI: Ph.D. Darcília Marindir Pinto Simões

2009 Teaching Assistant Scholarship [Linguistics]

Funding Institution: Universidade do Estado do Rio de Janeiro, Brazil

Faculty/PI: Ph.D. Ricardo Joseh Lima

2008 Teaching Assistant Scholarship [Linguistics]

Funding Institution: Universidade do Estado do Rio de Janeiro, Brazil

Faculty/PI: Ph.D. Zinda Maria Carvalho de Vasconcellos

## TEACHING ACTIVITIES

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### *Courses Taught as the Primary Instructor*

#### *Undergraduate*

1991.000003-5: Formas de linguagem e tecnologias em educação a distância [Languages and technologies in distance education] (1 semester, 1 class) at the Universidade Federal de Mato Grosso do Sul (UFMS), Brazil.

#### *Graduate*

Metodologia de pesquisa e desenvolvimento de projetos [Scientific methodology and projects development] (1 semester, 1 class) at the Universidade Federal de Mato Grosso do Sul (UFMS), Brazil.

### *Courses Taught as a Co-Instructor or Graduate Teaching Assistant*

#### *Undergraduate*

IDS 3123: Culture, Literature, and Fine Arts (3 semesters, 4 classes), at the University of Texas at San Antonio (UTSA), US. Assisted with grading, mentoring, and supporting students.

EDU 1813: Elaboração e Produção de Materiais Didáticos [Elaboration and Development of Teaching Materials] (1 semester, 1 class) at the Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), Brazil. Assisted with grading, mentoring, teaching, and supporting students.

## Courses Assisted as Undergraduate Teaching Assistant

### *Undergraduate*

Universidade do Estado do Rio de Janeiro, Brazil

Language Department

ILE06-05256: Linguistics I – Theoretical fundamentals (2 semesters, 2 classes), at the Universidade do Estado do Rio de Janeiro (UERJ), Brazil. Assisted with grading, mentoring, and supporting students.

ILE06-05353: Linguistics II – Theoretical fundamentals (1 semester, 1 class), at the Universidade do Estado do Rio de Janeiro (UERJ), Brazil. Assisted with grading, mentoring, and supporting students.

## RESEARCH MENTORING ACTIVITIES

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### *Graduate Certificate*

#### **Final Project Advisor and Chair**

*Media and Education Graduate Certificate (UFMS, Brazil)*

Completed: Dalzotto, P. (2020); Diniz, K. C. S. S. F. (2020); Silva, R. M. (2020); Santos, S. A. V. (2020); Pereira, E. S. (2019); Gonçalves, J. L. (2019); Vieira, L. A. M. O. (2019); Ipólito, L. I. P. (2019); Ribeiro, M. A. (2019); Souza, V. G. (2019); Reis, R. A. (2019); Fernando, J. M. E. (2019).

#### **Thesis/Final Project Committee Member**

*Bachelor of Arts in Pedagogy (UFMS, Brazil)*

Completed: Araújo, D. F. (2023); Cannofe, E. C. A. (2022); Riquelme, L. R. (2022).

*Media and Education Graduate Certificate (UFMS, Brazil)*

Completed: Dalzotto, P. (2020); Gimenez, M. C. (2019); Ipólito, L. I. P. (2019); Marciano, M. E. C. (2019); Gonçalves, J. L. (2019); Oliveira, L. A. M. (2019); Souza, V. G. (2019); Ribeiro, M. A. (2019); Oliveira, K. L. S. (2019); Reis, R. A. (2019); Fernando, J. M. E. (2019); Mareco, E. F. (2019); Teotonio, J. P. S. (2019); Valério, S. S. (2019); Pereira, E. S. (2019); Freitas, F. P. (2019); Silva, N. G. (2019); Rezende, A. F. (2019); Rolão, M. P. (2019); Pereira, P. C. M. (2019); Faustino, A. P. B. (2019); Chiku, D. S. (2019); Lacerda, E. B. (2019); Vasconcelos, P. Y. F. (2019); Baltazar, I. R. (2019); Olegario, L. A. O. (2019); Vieira, F. (2019); Vasconcelos, V. F. (2019); Rodrigues, V. A. (2019); Silva, P. F. A. S. (2019); Cruz, A. C. S. (2019).

## GRANT ACTIVITY

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1. **Heinsfeld, B. D.** (2022). Advancing media literacy through critical tools and strategies to analyze corporate discourse, Edital de Projetos EUA-Brasil, US Embassy (unfunded). \$5000

## SERVICE

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### *Appointed/elected/invited board member*

2022

- Judge, Honors College Experiential Learning Fair, Spring 2022, UTSA

2021

- Teams' mentorship and evaluation committee board member of the [Feira Brasileira de Jovens Cientistas](#) [Brazilian Fair of Young Scientists].

- Vice President of the International Students Association (ISA), UTSA.
- 2020
- Judge, Honors College Experiential Learning Fair, Fall 2020, UTSA.
- 2019
- Member of the Scientific Commission for the FECIT-REME-Feira das Ciências, Inovação e Tecnologia [Science, Innovation & Technology Fair] da Rede Municipal de Campo Grande, Mato Grosso do Sul, Brazil.
- 2017-2018
- Student body representative in the graduate board of Master and Doctoral Programs, PUC-Rio.
- 2008-2010
- Undergraduate Student Academic Centre member, UERJ.

#### *Conference Proposal Reviewer*

- 2024
- 2025 American Educational Research Association Annual Meeting (AERA 2025) – Critical Educators for Social Justice (CESJ) and Technology Instruction Cognition and Learning (TICL) SIGs
  - 35<sup>th</sup> Society for Information Technology & Teacher Education International Conference 2024 (SITE 2024).
- 2023
- 2024 American Educational Research Association Annual Meeting (AERA 2024) – Technology as an Agent of Change in Teaching and Learning (TACTL) and Media, Culture, and Learning SIGs.
  - Association for Educational Communications & Technology (AECT) 2023 Convention.
  - 34<sup>th</sup> Society for Information Technology & Teacher Education International Conference 2023 (SITE 2023).
- 2022
- 2023 American Educational Research Association Annual Meeting (AERA 2023) – Media, Culture, and Learning SIG.
- 2021
- American Educational Studies Association (AESA) Annual Conference.

#### *Ad Hoc Evaluator*

- 2024
- XXI Encontro Nacional de Didática e práticas de ensino (XXI ENDIPE).

#### *Book Reviewer*

- 2020-2021
- Peer Reviewer, Book, *Encyclopedia of Critical Understandings of Latinx and Global Education*. Critical Understanding in Education, v. 5. Editors: Yolanda Medina and Margarita Machado-Casas. ISBN: 978-90-04-37707-3

#### *Journal Manuscript Reviewer*

- 2024-Present
- [TESOL Journal](#)
  - [Social Education Research \(SER\)](#)
- 2022-Present
- [Open Praxis journal](#)

2019-Present

- Revista Educação e Cultura Contemporânea [Education and Contemporary Culture Journal].

#### *Editorial Board Member*

2020-Present

Revista Educação, Tecnologias Digitais e Formação Docente [Education, Digital Technologies, and Teacher Training Journal].

#### *Community*

2023-Present

Reviewer and translator, Whose Knowledge?

2019-Present

Institutional Development Coordinator, Associação Social UniFavela, a socio-educational organization at the Maré favelas complex in Rio de Janeiro, Brazil.

## **PROFESSIONAL AFFILIATIONS AND MEMBERSHIPS**

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2023-Present Society for Information Technology & Teacher Education (SITE)

Special Interest Groups:

- Critical Theory in Teaching and Technology
- Equity & Social Justice
- Instructional Design
- Teaching & Learning with Emerging Technologies
- Technological, Pedagogical and Content Knowledge

2022-Present International Organization for Science and Technology Education (IOSTE)

2022-Present American Education Research Association (AERA)

Divisions:

- Social Context of Education
- Learning and Instruction

Special Interest Groups:

- Critical Issues in Curriculum and Cultural Studies
- Media, Culture, and Learning
- Technology as an Agent of Change in Teaching and Learning

2021-Present American Educational Studies Association (AESA)

2020-Present Brazilian Association of Distance Education (ABED)

2012-2013 BRAZ-TESOL (Association of Teachers of English to Speakers of Other Languages)

## **MAJOR PROFESSIONAL DEVELOPMENT AND CERTIFICATION**

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2023 Foundations: Data, Data, Everywhere | Google Career Certificates

2023 Strategic Planning | Senac, Brazil

2023 Development and Management of Social Projects | UNIAPAE-SP, Brazil

2022 Media Representations and Research Methods | Maastricht University, Netherlands

2022 Learning Technologies Foundations and Applications | University of Illinois, USA

2022 Business Communication | Ohio University, USA  
2022 Executive Project Management | Ohio University, USA  
2022 Google Project Management Professional Certificate, Specialization | Google  
2022 Applying Project Management | Google Career Certificates  
2021 Agile Project Management | Google Career Certificates  
2021 Project Execution | Google Career Certificates  
2021 Project Planning | Google Career Certificates  
2021 Foundations of Project Management | Google Career Certificates  
2021 Project Initiation | Google Career Certificates  
2021 Social/Behavioral Research | CITI Program  
2021 PMI Kickoff | Project Management Institute  
2019 Google Certified Educator Level 2 | Google for Education  
2017 Google Certified Educator Level 1 | Google for Education  
2016 Course Design: an introduction to the ADDIE model | ENAP  
2015 Management for Learning: Strategic Management Module | Fundação Lemann (Coursera)  
2015 University Teaching 101 | Johns Hopkins University (Coursera)  
2015 Emerging Trends & Technologies in the Virtual K-12 Classroom | UCI (Coursera)  
2014 Building the Classroom in the Moodle Platform | Fundação CECIERJ  
2014 Foundations of Virtual Instruction | UCI (Coursera)  
2013 E-learning and Digital Cultures | University of Edinburgh (Coursera)  
2013 Theory and Practice of Instructional Design | Livre Docência  
2012 Introduction to e-Learning | Fundação Bradesco  
2012 Information Technology in Education | Fundação Bradesco  
2011 Certificate in Advanced English (CAE), University of Cambridge, England

## LANGUAGE BACKGROUND

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Portuguese (Fluent/Native)  
English (Fluent)  
Spanish (Elementary/Instrumental Reading)  
French (Elementary/Instrumental Reading)