CURRICULUM VITAE
BRUNA DAMIANA HEINSFELD
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IDENTIFYING INFORMATION

Academic Rank

Assistant Professor of Learning Technologies, Department of Curriculum & Instruction

Education

Degree	Institution	Date Degree Granted
Ph.D.	University of Texas at San Antonio Interdisciplinary Learning and Teaching Learning, Design, and Technologies [Dr. Vittorio Marone, Advisor]	2023
M.A.	Pontifícia Universidade Católica do Rio de Janeiro Education Digital Languages, Media, and Education [Dr. Magda Pischetola, Advisor]	2018
PGCert.	Universidade Federal Fluminense Planning, Implementation and Management of Distance Learning	2015
B.A.	Universidade do Estado do Rio de Janeiro English Language and Literature	2011

Positions/Employment

University of Minnesota, Twin-Cities	2024-present
(Assistant Professor)	2024-present
Universidade Federal de Mato Grosso do Sul	2018-2020
(Invited Scholar)	2019-2020
(Invited Graduate Advisor)	2018-2020

Graduate appointments

The University of Texas at San Antonio	2022-2023
(Graduate Teaching Assistant)	2023-2023
(Graduate Research Assistant)	2022-2023
Pontifícia Universidade Católica do Rio de Janeiro	2016-2018
(Graduate Teaching Assistant)	2017-2017
(Graduate Research Assistant)	2016-2018

Undergraduate appointments

Universidade do Estado do Rio de Janeiro	2008-2011
(Undergraduate Research Assistant - Linguistics)	2011-2011
(Teacher of English for Specific Purposes)	2008-2009
(Undergraduate Teaching Assistant - Linguistics)	2008-2009

Other selected professional employment

Sitel Group, Global Learning Experience, remote, Brazil	2021-2022
(International Learning Experience Manager)	2021-2022
(Senior Instructional Designer)	2021-2021
Lis Consulting, owned business, remote, Brazil	2014-2021
(Senior instructional designer; content writer; project manager)	
Learning Tribes Brasil, Sitel Group, remote, Brazil	2018-2020
(International Learning Experience Project Manager)	
Sesc – National Department, Rio de Janeiro, Brazil	2017-2018
(Education and Technology Analyst)	
Fundação CECIERJ, Rio de Janeiro, Brazil	2014-2017
(Specialist in Distance Education and Popular Science)	
ID Projetos Educacionais, Rio de Janeiro, Brazil	2012-2014
(Education Analyst)	
Skill Idiomas, Rio de Janeiro, Brazil	2012-2012
(Pedagogical Coordinator Assistant; English instructor)	

Research Lab Experience

Universidade Federal de Mato Grosso do Sul   2019-ongoing
Research lab: EduTec [Education, Technologies, and Teachers' Training]
Research areas: Technology and Education; Didactics; Pedagogical Innovation
Faculty/PI: Dr. Daiani Damm Tonetto Riedner

Projects:

2024-ongoing: Educação digital: desenvolvimento docente e inovação curricular [Digital education: Teacher development and curriculum innovation]
Summary: This project uses action research to support state education systems in integrating digital technologies into education, with a focus on professional development for K-12 teachers and building their digital competencies. Aligned with national policies (ENEC and PNED), it guides the creation of a Digital Education and Pedagogical Innovation Plan, including continuous training and computing curriculum implementation. The initiative generates academic outputs such as reports, articles, and e-books, contributing to research on innovative practices and public digital education policy enhancement in Brazil.

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.

Pontifícia Universidade Católica do Rio de Janeiro   2014-2020
Research lab: ForTec [Teachers' Training and Technologies]
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 presented 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.

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

Project: 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.

Research Methodology, School, and Community-Based Projects

Universidade Federal de Mato Grosso do Sul   2024-ongoing
Rede Nacional de Inovação Pedagógica - RedeInova
Faculty/PI: Dr. Daiani Damm Tonetto Riedner
Researchers: Dr. Adriana Kampff, Dr. Aline Rabelo Marques, Dr. Amaury Antônio de Castro Junior, Dr. Ana Carolina Costa, Dr. Analígia Miranda da Silva, Dr. Bruna Damiana Heinsfeld, Dr. Esteic Batista, Dr. Fernanda Chocron Miranda, Dr. Flavia Wegrzyn Martinez Magrinelli, Dr. Hercules da Costa Sandim, Julciane Castro da Rocha, Dr. Mary Grace Pereira Andrioli, Dr. Mauro dos Santos de Arruda, Dr. Miriam Brum Arguelho

Natalia Cristina de Oliveira , Dr. Paloma Epprecht e Machado de Campos Chaves, Pedro Salina Rodovalho, Dr. Rosimeire dos Santos, Dr. Stella Sanches de Oliveira Silva.

Project: Assessoria Técnica e Pedagógica para Redes Estaduais de Educação da Rede Nacional de Inovação Pedagógica - RedeInova [Technical and Pedagogical Support for State Education Systems of the National Network for Pedagogical Innovation - RedeInova] Summary: The project develops a model of technical and pedagogical support aimed at the Brazilian State Education Systems, aligned with the National Strategy for Connected Schools (ENEC) and the National Digital Education Policy (PNED). With a focus on the continuous professional development of teachers for the pedagogical use of digital technologies, the initiative promotes the creation of situational diagnostics and pedagogical innovation plans. Additionally, it supports the implementation of the Computing curriculum in K-12 education, aligned with the National Common Curricular Base (BNCC). Organized into three stages and eight goals, the support encompasses actions such as system diagnostics, training, guide creation, and personalized advisory services for planning system actions. Participating education departments receive assistance in developing a Digital Education and Pedagogical Innovation Plan, focusing on creating a Digital Education curriculum and the continuous professional development of teachers to enhance digital teaching competencies.

Membership in professional organizations

International Association for Discourse Studies (DiscourseNet)	2024-present
Association for Educational Communications & Technology (AECT)	2022-present
Society for Information Technology & Teacher Education (SITE)	2022-present
International Organization for Science and Technology Education (IOSTE)	2022-present
American Education Research Association (AERA)	2022-present
Brazilian Association of Distance Education (ABED)	2020-present
American Educational Studies Association (AESA)	2021-2022
BRAZ-TESOL	2012-2013

HONORS AND AWARDS FOR RESEARCH/CREATIVE WORK, TEACHING, PUBLIC ENGAGEMENT, AND SERVICE

2023 UTSA Transdisciplinary Team Grand Challenge - 1st place award ($2,000), 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: Dr. Magda Pischetola

2011 Scientific Initiation Scholarship
Funding Institution: Brazilian National Council for Scientific and Technological Development (CNPq)
Faculty/PI: Dr. Darcília Marindir Pinto Simões

2009 Undergraduate Teaching Assistant Scholarship [Linguistics]
Funding Institution: Universidade do Estado do Rio de Janeiro, Brazil
Faculty/PI: Dr. Ricardo Joseh Lima

2008 Undergraduate Teaching Assistant Scholarship [Linguistics]
Funding Institution: Universidade do Estado do Rio de Janeiro, Brazil
Faculty/PI: Dr. Zinda Maria Carvalho de Vasconcellos

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

Grants and Contracts

External Sources

Research Grants/Contracts

University of Minnesota, Twin-Cities

Spencer Small Grants (Submitted Fall 2024)
Principal Investigator
The shaping of education's future: A critical look at ten years of technology trends
$50,000 (*under review*)

National Endowment for the Humanities (Submitted Fall 2024)

Principal Investigator
Co-Principal Investigators, George Veletianos (UMN) & Royce Kimmons (BYU)
Metaphors, discourses and narratives about Artificial Intelligence used by US colleges and Universities
$200,000 (*under review*)

University of Texas at San Antonio

Edital de Projetos EUA-Brasil, US Embassy (Submitted Fall 2021)
Principal investigator
Advancing media literacy through critical tools and strategies to analyze corporate discourse
$5,000 (*unfunded)*

Publications

Refereed Books

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 pedagogical innovation]. Curitiba: CRV. ISBN:978-85-444-3795-7. https://doi.org/10.24824/978854443795.7

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 Journal Articles

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

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

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

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

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

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

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

Pischetola, 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]. *Renote – Novas Tecnologias em Educação*, *16*(1), 1-10. https://doi.org/10.22456/1679-1916.85929

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

Pischetola, 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

Heinsfeld, B. D., & **Pischetola, 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

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

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 Book Chapters (* with student)

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.

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.]. *Fraturas expostas pela pandemia: escritos e experiências em educação* [Compound fractures due to the pandemic: Writings and experiences in education]. Brasil Multicultural.

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

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/

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/

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#

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

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, multidisciplinarity, 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

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.

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

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.

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.

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.

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.

Refereed Book reviews

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

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

Heinsfeld, B. D., & Veletsianos, G. The language on GenAI: A critical exploration of personification metaphors in UNESCO's guidance for generative AI in education and research. Submitted to *Journal of Interactive Media in Education* (JIME).

Heinsfeld, B. D. The discursive nature of technology integration in education: News media representations. Submitted to *Critical Studies in Education*.

Works in preparation

Heinsfeld, B. D. *Tethered futures: Is our imagination truly ours or the product of a techno-capitalist ethos?* Submission intended for a special issue of Critical Education.

Riedner, D. D. T., **Heinsfeld, B. D.**, & Sandim, H. C. (book. write-up). *Desenho didático para aprendizagem digital: Do planejamento à produção* [Didactic design for digital learning: From planning to production {working title}].

Conferences and Presentations

Refereed international and national research presentations

Heinsfeld, B. D. (2024). *Techno-capitalist narratives in educational technology: A critical analysis*. Discourse Net (DN31).

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).

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

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 (AECT 2023).

Heinsfeld, B. D. (2023, March). *The relationship between teacher, learner, and technology according to public policy: A discourse analysis*. Presented at the 34th Society for Information Technology & Teacher Education International Conference 2023 (SITE 2023).

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.

Heinsfeld, B. D. (2022, July). (Individual Paper). *Education, technology, and digital equity: A critical discussion*. Presented at the XX IOSTE International Symposium 2022.

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.

Marone, V., & **Heinsfeld, B. D**. (2022, April). *"Powerful tools for education": Deconstructing corporate discourse on educational media and technologies*. Presented at 16th IARTEM (International Association for Research on Textbooks and Ed. Media) Conference, Florence, Italy – April 6-8, 2022.

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.

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]

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.

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.

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.

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

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.

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, and webinars

Heinsfeld, B. D. (2024, September). Talk *"Intencionalidade em foco: Explorando as bases críticas para a integração entre pedagogia e tecnologia" in the pannel "Tecnologias Digitais e Intencionalidade Pedagógica"*. Organized by Universidade Federal de Mato Grosso do Sul and the Brazilian Ministry of Education.

Heinsfeld, B. D. (2024, September). *Planejamento e produção de material didático digital*. Ação de Extensão "Trilhas formativas para aprendizagem online". Universidade Federal de Mato Grosso do Sul, Brazil.

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.

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.

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".

Heinsfeld, B. D. (2021, May). *Tecnologias Digitais e Inovação Pedagógica* [Digital technologies and pedagogical innovation]. Projeto Tutorar – Aprendizagem CriaColaborAtiva com Tecnologias Digitais. Universidade Federal de Mato Grosso do Sul, Brazil. Guest Speaker. https://youtu.be/lHnFT8SgZQY

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

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

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

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

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

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

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

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

Heinsfeld, B. D. (2024, September). *Critical Perspectives on Educational Technology: Discourse and Societal Implications*. Talk about my research scope at a Research Workshop organized by the College of Education and Human Development at the of Minnesota.

Heinsfeld, B. D. (2024, October). Campus talk about the Faculty Job Search Process at the Graduate Proseminar. Directed to PhD students in the Curriculum & Instruction department at the University of Minnesota.

Heinsfeld, B. D. (2024, September). *O discurso sobre tecnologia educacional na publicidade corporativa, relatórios de cenário e mídias de massa*. Invited talk to research lab coordinated by Dr. Aires, at Universidade Federal do Ceará (UFC).

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."

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].

Heinsfeld, B. D. (2021, April). C*ritical 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.

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

Heinsfeld, B. D. (2024). Framing AI in Education: Personalization Metaphors in U.S. Policy Guidelines. Society for Information Technology & Teacher Education International Conference (SITE 2025).

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

Other media and media appearances

UTSA researchers expose tech giants' communication strategies in education (UTSA, 2023). https://www.utsa.edu/today/2023/06/story/researchers-expose-tech-giants.html

Beyond academic performance: sociocultural and sociopolitical consciousness for a just-just education (UTSA, Dr. Haddad Transformative Talks: Critical Conversations for Teachers podcast, 2022). https://open.spotify.com/episode/0yotSbHslC5xc2w02utye4

Gestão e as Inovações Tecnológicas para a Educação - Tecnologia nas políticas públicas de educação (UNIVESP, 2022). https://youtu.be/c4ZTOcwAVX8

Doutoranda Bruna Heinsfeld participa de live sobre Educação 5.0, diretamente do Texas (USA) (Unigranrio, 2020).
https://www.unigranrio.com.br/noticias/index.php/doutoranda-bruna-heinsfeld-participa-de-live-sobre-educacao-5-0-diretamente-do-texas-usa/

TEACHING AND CURRICULUM DEVELOPMENT

University of Minnesota, Twin-Cities (2024-present)

Courses, seminars, and instructional units taught

CI 4311W   Technology and Ethics in Society (Fall 2024, Spring 2025. Three sections total)

Curriculum Development

CI 4311W   Technology and Ethics in Society (Fall 2024, Spring 2025)

University of Texas at San Antonio (2022-2023)

Courses, seminars, and instructional units taught

IDS 3123   Culture, Literature, and Fine Arts (Spring 2023, Summer 2023, Fall 2023. Four sections total, as Graduate Teaching Assistant)

Universidade Federal de Mato Grosso do Sul (2020)

Courses, seminars, and instructional units taught

Formas de linguagem e tecnologias em educação a distância [Languages and technologies in distance education] (Spring 2020, as an invited scholar)

Metodologia de pesquisa e desenvolvimento de projetos [Scientific methodology and projects development] (Fall 2019, Spring 2020, as an invited scholar)

Pontifícia Universidade Católica do Rio de Janeiro (2020)

Courses, seminars, and instructional units taught

EDU 1813   Elaboração e Produção de Materiais Didáticos [Elaboration and Development of Teaching Materials] (Fall 2017, as Graduate Teaching Assistant)

Universidade do Estado do Rio de Janeiro (2008-2009)

Courses, seminars, and instructional units taught

ILE06-05353   Linguistics II – Theoretical fundamentals (Spring 2009, as Undergraduate Teaching Assistant)

ILE06-05256   Linguistics I – Theoretical fundamentals (Spring 2008, Fall 2008, as Undergraduate Teaching Assistant)

ADVISING, MENTORING, AND SUPERVISING

Universidade Federal de Mato Grosso do Sul

   Lato Sensu Graduate Certificate Student Open Educational Resource Projects Media and Education Graduate Certificate (UFMS, Brazil)

   Final Project Advisor and Chair

      Dalzotto, P. (2020). *Guia prático da literatura brasileira: Um resumo do período colonial ao simbolismo* [A practical guide to Brazilian literature: A summary from the colonial period to symbolism] (E-book project)

      Diniz, K. C. S. S. F. (2020). *Uma viagem ao mundo do estrangeirismo nas ondas do podcast* [A journey into the world of foreignisms on the waves of a podcast] (Podcast project)

      Silva, R. M. (2020). *A figura do tutor em ambientes de EAD* [The role of the tutor in distance learning environments]

Santos, S. A. V. (2020). *Tecnologia assistiva digital: Uma aliada à deficiência visual* [Digital assistive technology: An ally for visual impairment]

Pereira, E. S. (2019). *Resíduos sólidos: como descartar corretamente?* [Solid waste: How to dispose of it correctly?] (E-book project)

Gonçalves, J. L. (2019). *O que são assoreamento e poluição dos rios? Um estudo sobre o Rio Verde, em Mato Grosso do Sul.* [What are silting and river pollution? A study on the Rio Verde in Mato Grosso do Sul.] (Video lecture project)

Vieira, L. A. M. O. (2019). *As imaginações de "Narizinho Arrebitado"* [The imaginations of "Narizinho Arrebitado"] (Audiobook project)

Ipólito, L. I. P. (2019). *Gênero: carta* [Genre: Letter] (Interactive Open Educational Resource project)

Ribeiro, M. A. (2019). *História in phone* [History in phone] (Interactive Open Educational Resource project)

Souza, V. G. (2019). *Drogas lícitas e ilícitas* [Legal and illegal drugs]

Fernando, J. M. E. (2019). *Greetings and polite words.* (Interactive Open Educational Resource project)

Final Project Committee Member

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).

Undergraduate Final Project Committee Member
Bachelor of Arts in Pedagogy (UFMS, Brazil)

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

University of Minnesota, Twin-Cities

Graduate Student Activities

Ph.D. co-advisor

Shreepiya Dogra, Curriculum and Instruction: Learning Technologies (2024, in progress)

Tina Jeon, Curriculum and Instruction: Learning Technologies (2024, in progress)

Ph.D. Graduate Teaching Assistant supervisor

Shreepiya Dogra, Curriculum and Instruction: Learning Technologies (2025, in progress)

Tina Jeon, Curriculum and Instruction: Learning Technologies (2025, in progress)

Other Mentoring Activities

LT Master Students Academic Advising

Avery Pierce-McGovern (Fall 2024)
Caitlin Pine (Fall 2024)
Jan Jackola (Fall 2024)
Melissa Benson (Fall 2024)

LT Master Students Graduate Research Assistant Supervision

Rafael Valdes (2024, in progress)

Other research activities organized for students

Heinsfeld, B. D. (2024, November). Research workshop. *Where do I even start? The quest for a research topic*. Organized for PhD students in the Learning Technologies and STEM programs.

Heinsfeld, B. D. (2024, December). Research workshop. *Doctoral dissertation defense observation activity*. Organized for PhD students in the Learning Technologies program.

SERVICE AND PUBLIC OUTREACH

Service to The Discipline/Profession/Interdisciplinary Area(s)

Editorship Experience

- Editorial Board Member, Revista Educação, Tecnologias Digitais e Formação Docente [Education, Digital Technologies, and Teacher Training Journal] (2020-Present)

Reviewer experience (Journals)

- Revista Educação e Cultura Contemporânea [Education and Contemporary Culture Journal] (2019-Present)
- TESOL Journal (2024)
- Social Education Research (SER) (2024)
- Open Praxis journal (2022)

Reviewer experience (Books/Handbooks)

- 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 (2020-2021)

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

- 35th 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.
- 34th 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).

Organization of conferences, workshops, panels, symposia

Heinsfeld, B. D. (2020, December). I Ciclo de Formação UniFavela: Diálogos sobre a Educação Popular [I UniFavela Symposium: Dialogues on Popular Education]. **Organizer**. Rio de Janeiro, RJ, Brazil.

Organization of conferences, workshops, panels, symposia (Forthcoming)

Heinsfeld, B. D. (2025, February). Critical studies of education and technology CSET 2025. "Problematising education and digital technology". **Local organizer**. Twin-Cities, Minnesota, USA.

Service to The University/College/Department

University of Minnesota, Twin-Cities

Collegiate Service and Intercollegiate Service

- CEHD International Student Advisory Group (Member. Fall 2024-ongoing)

Department/Unit Service

- C&I Technology Committee (Member. Fall 2024-ongoing)
- LT Program Coordinator Search Committee (Member. Fall 2024-Spring 2025)

Other Service to the Academic Community

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.

Public and Other Service

2023-Present

- Volunteer. Reviewer and translator, Whose Knowledge?

2019-Present
- Volunteer. Institutional Development Coordinator, Associação Social UniFavela, a socio-educational non-profit organization at the Maré favelas complex in Rio de Janeiro, Brazil.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Selected professional development and certification

2025   NCFDD Faculty Success Program
2025   CEHD TREKS
2024   AECT R&T Early Career Symposium
2024   CEHD TREKS
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 | 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

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