

DR. MARIE K. HEATH

| [GOOGLE SCHOLAR PAGE](#) | [CIVICS OF TECHNOLOGY PROJECT](#) |

EDUCATION

Towson University. Baltimore, MD.

Doctor of Education, 2016.

Instructional Technology

Master of Arts, 2002.

Secondary Social Studies Education

Bachelor of Arts, 2000.

History

APPOINTMENTS AND POSITIONS

Loyola University Maryland

2025 – Present Department Chair, Education Specialties

2024 – Present Associate Professor, Learning Design & Technology

2018 – 2024 Assistant Professor, Educational Technology

Towson University

2010 – 2018 Lecturer, Secondary and Middle School Education; M.Ed. and M.A.T. Graduate Program Director

2008 – 2010 Adjunct Instructor for Special Education

Baltimore County Public Schools

2002 – 2009 High School Social Studies Teacher

RESEARCH

Working at the intersection of critical theory and media study approaches, I interrogate technologies in schools and society to answer the question, *as digital technologies continue encroaching in our lives, how can we advance technology education for just futures?* As a scholar working toward social justice, I am committed to powerful public scholarship while maintaining productive and traditional avenues of scholarly impact.

REFEREED SCHOLARSHIP

BOOKS

1. Smith Budhai, S. & **Heath**, M. K., (2026). [Critical AI in K-12 classrooms: A practical guide for cultivating joy and justice](#). Harvard Education Press.

PEER REVIEWED JOURNAL PUBLICATIONS

* Indicates editor-reviewed article

** Indicates authorship with graduate student

1. Warr, M. & **Heath**, M.K. (2025). [Uncovering the hidden curriculum in Generative AI: A reflective technology audit for teacher educators](#). *Journal of Teacher Education*. 76(3), 245-261.
2. Pleasants, J., Gui, X., Krutka, D. G., Logan, C., & **Heath**, M. K. (2024). [Coming to critical technology consciousness: a phenomenological study of educators](#). *Learning, Media and Technology*, 1-14.**
3. **Heath**, M. K., & Moore, S. (2024). [Locating TPACK XK Between Theory and Practice: Reflective Practice, Applied Ethics, and Technoskeptical Dispositions](#). *Computers and Education Open*, 100204.
4. **Heath**, M.K., Krutka, D.G., Gleason, B. (2024). [“See Results Anyway”: Auditing social media as educational technology](#). *Information and Learning Sciences*. Online first.
5. **Heath**, M.K., Krutka, D.G., Jarke, J., Macgilchrist, F. (2024). [Critique needs community: On a humanities approach to a civics of technology](#). *Postdigital Science and Education*, 6(1), 369-382.
6. Asim, S., Henderson, J., **Heath**, M., & Milman, N. (2024). [Teaching Justice-Oriented Technology Pedagogy: An Inquiry-Based Approach for Teacher Educators to Critically Address Edtech](#). *Contemporary Issues in Technology and Teacher Education (CITE Journal)*, 24(4), n4.**
7. **Heath**, M.K., Gleason, B.W., Mehta, R., & Hall, T. (2023). [More than knowing: Toward collective, critical, and ecological approaches in educational technology research](#). *Educational Technology Research & Development*, 1-23.
8. **Heath**, M.K., Asim, S., Milman, N., & Henderson, J. (2022). [Confronting tools of the oppressor: Exploring justice in educational technology and teacher education](#). *Contemporary Issues in Technology and Teacher Education*, 22(4).**
9. Krutka, D.G., Van Kessel, C., **Heath**, M.K. (2022). [“I Know More than the ‘Scientists’ ”: Selecting media education approaches for the moment](#). *Social Education*. 86(6), 398-401.
10. Krutka, D.G., **Heath**, M.K., Smits, R. (2022). [Toward a civics of technology](#). *Journal of Technology and Teacher Education*. 30(2), 229-237.**

11. Yadav, A. & **Heath**, M.K., (2022). [Breaking the code: Confronting racism in computer science through community, criticality, and citizenship](#). *TechTrends*. 1-9. **equal authorship**
12. Yadav, A., **Heath**, M.K., Hu, A.D. (2022, May). [Toward justice in computer science through community, criticality, and citizenship](#). *Communications of the ACM*, 65(5). 1-3.** *
13. Krutka, D.G., Caines, A., **Heath**, M.K., & Staudt-Willet, K.B. (2021). [Black Mirror pedagogy: Dystopian stories for technoskeptical imaginations](#). *Journal of Interactive Technology and Pedagogy*, 20, np.**
14. **Heath**, M.K., & Segal, P. (2021). [What pre-service teacher technology integration conceals and reveals: “Colorblind” technology in schools](#). *Computers and Education*. 70. pp. 1-9. **equal authorship**
15. Mason, L.E., Krutka, D.G., **Heath**, M.K. (2021). [The metaphor is the message: Limitations of the media literacy metaphor for social studies](#). *Contemporary Issues in Technology and Teacher Education*. 21(3)770-780.*
16. Gleason, B.W., & **Heath**, M.K., (2021). [Injustice embedded in Google Classroom and Google Meet: A techno-ethical audit of remote educational technologies](#). *Italian Journal of Educational Technology*. IJET-Online First. **equal authorship**
17. **Heath**, M.K., (2020). [Buried treasure or ill-gotten spoils?: The ethics of data mining and learning analytics in online instruction](#). *Educational Technology, Research, & Development*, (69), 331-334.
18. Segal, P., & **Heath**, M.K., (2020). [The “Wicked Problem” of technology and teacher education: Examining teacher educator technology competencies in a field-based literacy course](#). *Journal of Digital Learning in Teacher Education*, 36(3), 185-200. **equal authorship**
19. Krutka, D. G., **Heath**, M.K., & Mason, L. E. (2020). [Technology won’t save us: A call for technoskepticism in social studies](#). *Contemporary Issues in Technology and Teacher Education*, 20(1), 108-120.* **equal authorship**
20. Krutka, D.G., **Heath**, M.K., & Willet, K.B.S., (2019). [Foregrounding technoethics: Toward critical perspectives in technology and teacher education](#). *Journal of Technology and Teacher Education*, 27(4), 555-574.** **equal authorship**
21. Krutka, D.G., & **Heath**, M.K., (2019). [Has social media made it easier to effect social change?: Inquiring into tactics for change through primary sources](#). *Social Education*. 83(5), 269-274.
22. **Heath**, M.K., (2018). [What kind of \(digital\) citizen: A between studies analysis of research and teaching for democracy](#). *International Journal of Information and Learning Technology*. 35(5), 342-356.
23. **Heath**, M.K., (2017). [The Cognitive Apprenticeship Model and backchanneling technology to support reflection in early clinical experiences: A new practice for field-based courses in the Professional Development Schools](#). *School-University Partnerships: The Journal of the National Association of Professional Development Schools*, 10(3), 16-29.

24. **Heath**, M.K., (2017). [Teacher-initiated one-to-one technology initiatives: How teacher self-efficacy and beliefs help overcome barrier thresholds to implementation.](#) *Computers in the Schools*, 34 (1-2), 88-106.

PEER REVIEWED BOOK CHAPTERS

1. Krutka D. G. & **Heath**, M.K. (2025). A technoskeptical approach to generative AI in social studies. In C. Clark & C. van Kessel (Eds.), *AI in Social Education: Tools for Thoughtful Practice with Generative Artificial Intelligence*. Teachers College Press
2. Krutka, D. G., **Heath**, M. K., & Pleasants, J. (2024). Technoskepticism in social studies education. In B. Varga & E. Adams (Eds.), *The Theory-Story Reader for Social Studies*. Teachers College Press.
3. Smith, K. L., Shade, L. R., Grant, L., Kumar, P. C., Zaffaroni, L. G., Amadori, G., Mascheroni, G., **Heath**, M.K., Krutka, D.G., Pangrazio, L. and Selwyn, N.& Jarke, J. (2024). [Children as Data Subjects: Families, Schools, and Everyday Lives](#). In *Dialogues in Data Power* (pp. 31-51). Bristol University Press.
4. Mishra, P., & **Heath**, M. K. (2024). [The \(Neil\) postman always rings twice: 5 questions on AI and education](#). M. Searson, L, Langran, J. Trumble (Eds.) *Generative AI in Teacher Education: Opportunities, Challenges and Visions for the Future*. AACE.
5. Darling-Aduana, J., **Heath**, M. K., Stewart, A., Viano, S., Asim, S., Garcia, A., Langran, E., Heinrich, C., & Woodley, X. (2024). Digital ethics and equity in K-12 blended and online learning spaces, In Dimitri Christakis and Lauren Hale (Eds.), *Children and screens: A handbook on digital media and the development, health, and well-being of children and adolescents*. Springer.
6. **Heath**, M.K., & Kenreich, T. (2022). The politics of water. In M. Crocco, J. Passe., & B. Vosburg-Bluem (Eds.) *Creating a Sustainable Future: What Role Can Social Studies Inquiry Play?*. Washington, DC: NCSS.
7. **Heath**, M.K., & Krutka, D.G. (2021). [“I don’t need your permission, I’m just walking out”](#): [Labor, Networked Teacher Activism, and the #OklaEdWalkout](#). In D. D. Pawlewicz (Ed.) *Walkout: Teacher Militancy, Activism, and School Reform*. Charlotte, NC: IAP.
8. **Heath**, M.K., & Segal, P. (2020). The trap of technocentrism: (Re)Centering pedagogy for remote teaching. In R.E. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, * C. Mouza (Eds.) *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field*. Association for the Advancement of Computing in Education (AACE).

9. **Heath, M.K.**, (2020). Digital citizenship. In A. Hynds (Ed). *Oxford Bibliographies in Education*. Oxford University Press.
10. **Heath, M.K.**, & Parrish, A. (2020). History of educational technology. In A. Hynds (Ed). *Oxford Bibliographies in Education*. Oxford University Press.
11. **Heath, M.K.**, & Marcovitz, D. (2019). Reconceptualizing digital citizenship curricula: Designing a critical and justice-oriented digital citizenship course. In D. Gibson, M. Ochoa, P. Albion, L. Archambault, J. Cohen, K. Graziano, M. Hofer, E. Langran, L. Langub, J. Lee, D. Rutledge, M. Shonfeld, & J. Voogt (Eds.) *Research Highlights in Technology and Teacher Education 2019*. (pp. 411-418). Association for the Advancement of Computing in Education (AACE).

POLICY REPORTS

1. **Heath, M.K.**, Krutka, D.G., & White, S. (2024, October 16). [Responsible AI and tech justice: Curricular examples on racist facial recognition](#). In Shaheed, F., Special Rapporteur on the Right to Education to the United Nations. (Ed.), [Artificial intelligence in education and its human rights - based use at the service of the advancement of the right to education](#). Presentation to the Seventy-ninth Session of the United Nations General Assembly. New York, NY.
2. **Heath, M. K.**, Krutka, D. G., & Budhai, S. S. (2024). [Cultivating AI criticality with students through resistance, refusal, and reclamation](#). In Faul, M. V. (Ed.), [Policy insights #04: AI and Digital Inequities](#), (pp. 29-30). NORRAG and the Geneva Graduate Education.
3. **Heath, M.K.** & Mishra, P. (2023, September 15). [Generative AI: Possibilities, promises, perils, practices, and policies](#). Report to the National Technology Leadership Summit. Washington, DC.

EDITORSHIPS

2020-Present

Editor, *Contemporary Issues in Technology and Teacher Education (CITE) Social Studies Journal*

2022-Present

Editor, *Civics of Technology Blog*

RESEARCH AWARDS

1. *The 2026 Martin Haberman Outstanding Journal of Teacher Education (JTE) Article Award*. Warr, M., & Heath, M. K. (2025). Uncovering the Hidden Curriculum in Generative AI: A Reflective Technology Audit for Teacher Educators. *Journal of Teacher Education*, 76(3), 245-261.
2. *The Society of Professors of Education Outstanding Book Honorable Mention*. Smith Budhai, S. & **Heath, M. K.**, (2026). [Critical AI in K-12 classrooms: A practical guide for cultivating joy and justice](#). Harvard Education Press.

3. *Faculty Award for Excellence in Engaged Scholarship at Loyola University Maryland* (2026).
4. *Distinguished Scholar of the Year at Loyola University Maryland*. (2025).
5. *National Technology Leadership Initiative Fellowship Paper Award from CUFA and NCSS*. Heath, M.K. & Krutka, D.G. (2023). Storying technoskepticism as social education.
6. *Best Paper Award in the Technology as Agent of Change (TACTL) SIG at AERA*. Henderson, J., Milman, N., Asim, S., & **Heath**, M.K. (2023). A literature synthesis examining critical educational technology teacher education research.
7. *Top 10 Paper in the Technology as Agent of Change (TACTL) SIG at AERA*. **Heath**, M.K., Asim, S., Milman, N., & Henderson, J. (2022). What is Just Technology Integration?: Fostering Change While Reconciling Reality.
8. *Top 10 Paper in the Technology as Agent of Change (TACTL) SIG at AERA*. **Heath**, M.K., & Segal, P., (2021). What Technology Conceals and Reveals: White Supremacy and Technology Integration.

GRANTS AND FELLOWSHIPS

1. (Unfunded, 2026). DELTA Projects and the University of Notre Dame. *AI Is Here—So What's the Point of Being Human?: A Scalable High School Curriculum Built on the DELTA Framework*. (\$100,000).
2. (Funded, 2024). Kapor Center. *Teaching Future Teachers for Tech Justice: Implementing the Kapor Center Framework in Teacher Education*. (\$5,000)
3. (Funded, 2024) Loyola University Summer Research Grant. *Just AI: Cultivating Joy and Justice in K-12 Classrooms*. (\$4,000)
4. (Unfunded, 2024) NSF BSCPER Grant. *Decoding Power, Encoding Justice: Integrating Professional Dispositions into Computer Science Education Curriculum*. (\$341,330)
5. (Unfunded, 2023) NSF RAPID Grant. *Assessing the Potential for Artificial Intelligence as a Culturally Relevant Instructional Tool*. (\$360,000).
6. (Funded, 2023) Center for Equity and Justice in Leadership and Education Research Grant. *Toward More Just Technological Futures: Empowering Educators to Critically Approach Artificial Intelligence Technologies*. (\$4000).
7. (Unfunded, 2023) NSF IUSE Grant. *Toward More Just Technological Futures: Empowering Teacher Candidates to Critically Approach Educational Technologies*. (\$300,000).
8. (Unfunded, 2023) AERA Conference Grant. *Toward More Just Education Technology Futures: Critical Approaches in Educational Technology*. (\$30,000)

9. (Funded, 2022) Loyola University Summer Research Grant. *Technology, Democracy, and Justice: Toward a Civics of Technology*. (\$4,000).
10. (Unfunded, 2022) AERA Conference Grant. *Confronting Digital Whiteness: Toward Anti-Racist Theory and Practice in Educational Technology*. (\$30,000).
11. (Finalist, 2022) Spencer Conference Grant. *Confronting Systemic Oppression and White Supremacy: Establishing Anti-Racist Theory and Practice in Educational Technology*. (\$50,000).
12. (Finalist, 2021) Spencer Conference Grant. *Confronting Systemic Oppression and White Supremacy: Establishing Anti-Racist Theory and Practice in Educational Technology*. (\$50,000).
13. (Unfunded, 2021) Small Spencer Research Grant. *Technology, Democracy, and Justice: Toward a Civics of Technology*. (\$50,000).
14. (Funded, 2019) Loyola University Summer Research Grant. *Technology, Dignity, and Democracy in the Middle School: One-to-One Technology Integration and High Pedagogical Practices*. (\$4,000).
15. (Unfunded, 2019) NSF Supplemental Grant. *Co-Created Online Curriculum*. (\$62,000).
16. (Funded, 2015) Towson University Graduate Student Association Research Award (\$1000)
17. (Funded, 2015) Burton, Dietz, Jones, Rosecrans Graduate Fellowship in Instructional Technology (\$1000)
18. (Funded, 2014) Towson University Alumni Association Graduate Fellowship (\$1000)
19. (Funded, 2014) Towson University Graduate Student Association Research Award (\$1000)

KEYNOTES

1. **Heath, M.K.** & Budhai, S. S. (2026, April 28). *Critical AI in K-12 Classrooms: A Practical Guide for Cultivating Joy and Justice*. Rowan University. Glassboro, NJ.
2. **Heath, M.K.** & Budhai, S. S. (2026, April 22). *What is the Point of Higher Education in an AI-Enabled World?*. Monmouth University. West Long Branch, NJ.
3. **Heath, M.K.** & Budhai, S. S. (2026, March 27). *Critical AI in Classrooms and Communities: Teaching Towards Justice in an AI-Enabled World*. Roberts Wesleyan University for National AI Literacy Day. Rochester, NY. (Virtual)
4. **Heath, M.K.** (2025, August 27). *Authentic Learning in Response to Artificial Systems*. Keynote Speaker. Carroll Community College Fall Semester Kick-Off. Westminster, MD.
5. **Heath, M.K.** (2025, May 15). *Being a Scholar for Others: Jesuit Influences on Research*. Keynote Speaker. Award Ceremony. Loyola University, MD.
6. **Heath, M.K.** (2025, January 9). *Should Educators Trust AI Machines?*. Keynote Speaker. Association of Faculties for Advancement of Community College Teaching. Montgomery College, MD.
7. **Heath, M.K.** & Krutka, D.G. (2024, April 17). *Should Teachers Trust Machines?*. Keynote Speaker. New York State Association of Independent Schools Education and Information Technology Conference. New Paltz, NY.

8. **Heath, M.K. & Krutka, D.G.** (2023, October 17). *Generative AI, Technoskepticism, and Education*. Invited Public Talk to Elon University and community, sponsored by the Elon Teaching Fellows.
9. **Heath, M.K., & Krutka, D.G.** (2023, April 16). *Asking Technoskeptical Questions About ChatGPT*. Keynote Speaker. Technology as an Agent of Change (TACTL) SIG at the American Education Research Association (AERA) annual meeting. Chicago, IL.
10. **Heath, M.K.,** Asim, S., Milman, N., & Henderson, J. (2022, April 23). *Power, Privilege, and Prejudice Embedded in Ed Tech: Pedagogies of Inquiry Toward More Just Technology Integration*. Keynote Speaker. Technology as an Agent of Change (TACTL) SIG at the American Education Research Association (AERA) annual meeting. San Diego, CA.

INVITED PANELS, SYMPOSIA, DISTINGUISHED LECTURES

1. **Heath, M.K.** (2026, February 23). *Should educators trust machines?*. **Invited Webinar**. University College Dublin. (virtual)
2. **Heath, M.K.** (2025, November 21). “Best to begin by teaching” An Educative Response to Unethical Artificial Systems in *Navigating Ethics, Environmental Justice, Education, and Equity in the GeoAI Future*. **Invited Symposium Panelist**. American Geographic Society. Geography 2050. New York, NY.
3. **Heath, M.K.,** Budhai Smith, S., & Mishra, P. (2025, November 17). [Gutman Library Virtual Book Talk - Critical AI in K-12 Classrooms](#). **Invited Panelist**. Gutman Library, Harvard University. Cambridge, MA (virtual).
4. **Heath, M.K.** (2024, October 29). *Technology audits: Uncovering AI in education*. **Invited Panelist**. The Education Writers Association research cohort on educational technology and equity.
5. **Heath, M.K.,** Warr, M., Ruiz, P., Nunez, J., Riggs, R. (2024, February 23). **Invited Panelist**. *Ethical Use of AI in Education*. Mary Lou Foulton Teachers College and aiEDU Statewide Summit. Arizona State University, AZ.
6. **Heath, M.K.,** Mishra, P., Evans, B., Slykhuis, D. (2024, February 16). **Invited Panelist**. *AI Integration in Education: Bridging the Gap for Future Educators*. American Association of Colleges of Teacher Education (AACTE) Featured Session. Denver, CO.
1. **Heath, M.K.,** Keane, K., Schaaf, R. (2024, February 13). *AI at Work: Education*. **Invited Panelist**. Loyola Notre Dame Libraries. Baltimore, MD.
2. **Heath, M.K., & Mishra, P.** (2023, September 14-15). *Generative AI: Promise, Perils, & Policy*. **Invited Strand Leader** at the National Technology Leadership Summit (NTLS), Washington, DC.
3. **Heath, M.K.,** Karchmer-Klein, R., Vasquez III, E., & Mishra, P. (2023, May 23). *Technoskepticism and AI Tools in Education*. **Invited Symposium Panelist** for AACTE’s Innovation & Technology Committee Presents: An Introduction to Using AI Tools in Ed Prep Programs. Webinar hosted by the American Association of Colleges for Teacher Education (AACTE).
4. **Heath, M.K.** (2022, October 10). *Enacting Eloquentia Perfecta: Reimagining Academic Discourse and Building Community in the Modern University*. **Invited Symposium Panelist**. Presidential Inaugural Symposium at Loyola University Maryland. Baltimore, MD.

5. **Heath**, M.K., Aguilera, E., Wolf, L.G., Pleasants, J., Nichols, P. (2022, March 24). *March Madness Top 10 Ed Tech Books*. **Invited Panelist** for the Civics of Technology Project.
6. **Heath**, M.K., Ahumada, V., & Gutierrez, H. (2022, January 21). *Panel on Digital Equity*. **Invited Symposium Panelist** at The Kremen School of Education and Human Development at California State University, Fresno. Hosted by the International Education Committee.
7. **Heath**, M.K. (2021, September 29). *Anti-racist Educational Technology*. **Invited Lecture** in Theory and Research in Education graduate class at University of North Texas, Virtual.
8. **Heath**, M.K., & Krutka, D.G. (2021, September 21). *Technoethics and Critical Educational Technology*. **Invited Strand Leader** at the National Technology Leadership Summit (NTLS), Washington, DC.
9. Caines, A., **Heath**, M.K., Krutka, D.G., & Staudt Wilet, K.B. (2021, May 6). *Black Mirror Madlibs: Interrogating Technology through Dystopian Storytelling*. **Invited Lecture** through Equity Unbound and The American University at Cairo, Virtual.
10. Keane, K., & **Heath**, M.K. (2020, April). *Alternative Assessments for Emergency Remote Teaching*. **Invited Professional Development Speaker** at Loyola University Maryland, Baltimore, MD.
11. **Heath**, M.K. (2015, July 7). *Philosophical Perspectives of Learning Theories*. **Invited Speaker** at Teacher Academy of Maryland Conference, Towson University, Towson, MD.
12. **Heath**, M.K. (2014, July 7). *Adolescent Development and Diversity: Assumptions and Reality*. **Invited Speaker** at Teacher Academy of Maryland Conference, Towson University, Towson, MD.

PEER REVIEWED CONFERENCE PROCEEDINGS PUBLICATIONS

1. Krutka, D. G., & **Heath**, M. K. (2026, March). Advancing a Civics of Technology in Teacher Education: Community, Curriculum, and Technoskeptical Tools. In *Society for Information Technology & Teacher Education International Conference* (pp. 2193-2201). Association for the Advancement of Computing in Education (AACE).
2. Mishra, P., **Heath**, M., McCaleb, L., & Oster, N. (2026, March). Mapping the Invisible: A Framework for Understanding the Ethics of Generative AI in Education. In *Society for Information Technology & Teacher Education International Conference* (pp. 1727-1731). Association for the Advancement of Computing in Education (AACE).
3. Rice, M., **Heath**, M., Hodges, C., Alvermann, D., McGrail, E., Moran, C., & Young, C. A. (2024, March). Generative AI in K-12 Content Area Courses: A Panel Discussion of Dilemmas and Best Practices. In *Society for Information Technology & Teacher Education International Conference* (pp. 2247-2251). Association for the Advancement of Computing in Education (AACE).

4. **Heath**, M., Budhai, S., & Kassab, L. (2023, March). Justice in Marginalizing Spaces: A Critical Content Analysis of Twenty Years of SITE Proceedings. In *Society for Information Technology & Teacher Education International Conference* (pp. 1398-1402). Association for the Advancement of Computing in Education (AACE).
5. Jin, Y., Rice, M., Howe, K., Dieker, L., & **Heath**, M. (2022, April). Reflecting on the Intersection of Bias and Research Design in Educational Technologies. In *Society for Information Technology & Teacher Education International Conference* (pp. 270-273). Association for the Advancement of Computing in Education (AACE).
6. **Heath**, M., Asim, S., Milman, N., & Henderson, J. (2021). Exploring the Complexities of Just Technology Integration: The Power, Privilege, and Prejudice of Technology. In *Society for Information Technology & Teacher Education International Conference* (pp. 356-359). Association for the Advancement of Computing in Education (AACE).
7. Gleason, B., & **Heath**, M. (2021). Social Media, Civic Becomings, and Teacher-Activism: The Individual and Collective in a Mediatized World. In *Society for Information Technology & Teacher Education International Conference* (pp. 351-355). Association for the Advancement of Computing in Education (AACE).
8. Asim, S., **Heath**, M. K., Krutka, D. G., Lee, J., Milman, N. B., & Henderson, J. (2020). How Can We Advance Just Technology Integration?. In *SITE Interactive Conference* (pp. 102-105). Association for the Advancement of Computing in Education (AACE).
9. Foulger, T.S., Graziano, K.J., Schmidt-Crawford, D.A., Slykhuis, D.A., Chang, Y.L., Christensen, R., Dillon, D.R., **Heath**, M.K., Knezek, G., Krutka, D.G. and Parrish, A.H. (2020, April). Fostering New Research following the Teacher Educator Technology Competencies (TETCs): Research from the JTATE Special Issue, Preparing All Teacher Educators to Support Teacher Candidates' Integration of Technology. In *Society for Information Technology & Teacher Education International Conference* (pp. 425-432). Association for the Advancement of Computing in Education (AACE).
10. Gleason, B., & **Heath**, M.K., (2019). Tools, Processes, Participation: Social Media for Learning, Teaching, and Social Change. In *Society for Information Technology & Teacher Education International Conference* (pp. 2458-2463). Association for the Advancement of Computing in Education (AACE).
11. **Heath**, M.K., & Marcovitz, D. (2019). Reconceptualizing Digital Citizenship Curricula: Designing a Critical and Justice-Oriented Digital Citizenship Course. In *Society for Information Technology & Teacher Education International Conference* (pp. 411-418). Association for the Advancement of Computing in Education (AACE).

MEDIA APPEARANCES

1. Palmer, M. (Host). (2025, December 12). Understanding Critical AI in K12 Classrooms with Stephanie Smith Budhai and Marie K. Heath. In *Trending in Ed*.
<https://trendingineducation.com/2025/12/understanding-critical-ai-in-k12-classrooms/>

2. Mishra, P., Dede, C., Bonk, C., & Zhao, Y. (Hosts). (2025, November 22). Critical AI in K12 Classrooms with Stephanie Smith Budhai and Marie Heath (Epi. 254) [Vodcast episode]. In *Silver Lining for Learning*. <https://silverliningforlearning.org/episode-254-critical-ai-in-k12-classrooms/>
3. Anderson, J. (Host). (2025, October 8). Teaching Students to Think Critically About AI: Educators Stephanie Smith Budhai and Marie Heath highlight AI's human biases and urge its critical, intentional, and equitable use in classrooms (Epi. 467). In *Harvard Ed Cast*. <https://www.gse.harvard.edu/ideas/edcast/25/10/teaching-students-think-critically-about-ai>
4. Mishra, P., Dede, C., Bonk, C., & Zhao, Y. (Hosts). (2024, July 27). Looking to the Future (Epi. 201) [Vodcast episode]. In *Silver Lining for Learning*. <https://silverliningforlearning.org/episode-201-looking-to-the-future/>
5. Botelho, B. & Strocko, S. (2023, November 14). AI seen as tool and threat at Loyola. *The Greyhound*. <https://thegreyhound.org/15024/news/ai-seen-as-tool-and-threat-at-loyola/>
6. Borkoski, C., & Higgins Roos, B. (Hosts). (2023, April 27). Technology and Belonging (S4:E30) [Audio podcast episode]. In *Tell Me This*. <https://tellymethis.transistor.fm/episodes/season-4-tell-me-this-technology-and-belonging>
7. Hurley, S. (Host). (2023, April 21). Confronting Tools of the Oppressor with Drs. Marie Heath, Natalie Milman, and Sumreen Asim [Audio podcast episode]. In *Conversation with Stephen Hurley*. <https://www.spreaker.com/user/voicedradio/confronting-the-tools-of-the-oppressor-w>
8. Mishra, P., Dede, C., Bonk, C., & Zhao, Y. (Hosts). (2022, December 10). Civics of Technology (Epi. 1332) [Vodcast episode]. In *Silver Lining for Learning*. <https://silverliningforlearning.org/episode-132-the-civics-of-technology/>
9. Selwyn, N. (Host). (2022, August 23). Technoskepticism in the Classroom: An Interview with Marie Heath (No. 103) [Audio podcast episode]. In *Meet the Education Researcher*. Podtail. <https://podtail.com/en/podcast/meet-the-education-researcher/techno-scepticism-in-the-classroom-marie-heath/>
10. Krutka, D.G. & Milton, M. (Hosts). (2020, January 15). Teaching Networked Activism with Marie Heath (No. 133). [Audio podcast episode]. In *Visions of Education*. NCSS. <https://visionsofed.com/2020/01/15/episode-133-teaching-networked-activism-with-marie-heath/>
11. Gregg, J. (2020, January 27). Getting Kids Involved in Elections. *Baltimore's Child Magazine*. <https://www.baltimoreschild.com/getting-kids-involved-in-elections/>
12. Gregg, J. (2020, January). Citizen kid: Politics and parenting – We need help!. *Baltimore's Child Magazine*, (pp. 22-24). <http://digital.baltimoreschild.com/issues/January-2020/index.html>
13. Fagell, P. (2020, October 29). Six ways adults can help children make sense of a divisive election. *The Washington Post*. <https://www.washingtonpost.com/lifestyle/2020/10/29/children-election/>
14. Strauss, V. (2019, November 15). Teaching impeaching: History comes to life in school as teachers seize on this historic moment. Here's what some are doing – and how. *The Washington Post*. <https://www.washingtonpost.com/education/2019/11/15/teaching-impeaching-history-comes-life-school-teachers-seize-this-historic-moment-heres-what-some-are-doing-how/>

CIVICS OF TECHNOLOGY PROJECT

Founder and Executive Director of the [Civics of Technology](#) project. The project aims to build community and education around critical approaches to technology. The organizational motto is, *Technologies are not neutral and neither are the societies into which they are introduced. As technology continues encroaching in our lives, how can we advance technology education for just futures?* Lead the development of curriculum; the editing, writing, and reviewing of

weekly blog posts; host bi-monthly book clubs; host monthly tech talks; lead executive Board meetings; and plan and organize the annual conference.

IMPACT AT A GLANCE

100k unique visitors to site per year
400+ registrants for annual conferences
650+ weekly blog subscribers
1500 unique blog visitors per week
Monthly tech talks
Bi-monthly book clubs
Weekly blog

BLOG POSTS

1. **Heath, M.K.** (2026, March 8). Comparing children's lives and community against AI's illusions of life. *Civics of Technology*.
<https://www.civicsoftechnology.org/blog/new-curriculum-comparing-childrens-lives-and-community-against-ais-illusions-of-life?rq=soundscapes>
2. Krutka, D.G., **Heath, M.K.**, Peck, D. (2025, December 28). Thinking critically about AI: A new critical quotes classroom activity. *Civics of Technology*.
<https://www.civicsoftechnology.org/blog/thinking-critically-about-ai-a-new-critical-quotes-classroom-activity>
3. **Heath, M.K.** (2025, May 4). AI is automating and legitimating hidden curriculum in schools. *Civics of Technology*.
<https://www.civicsoftechnology.org/blog/ai-is-automating-and-legitimating-hidden-curriculum-in-schools>
4. **Heath, M.K.** (2025, March 30). See you IN PERSON at the AERA25 Civics of Technology Meet Up. *The Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/see-you-in-person-at-the-aera25-civics-of-tech-meetup>
5. **Heath, M.K.** (2024, August 19). Looking toward the future of education: Chatting with the Silver Linings for Learning Pod. *The Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/looking-toward-the-future-of-education-chatting-with-the-silver-linings-of-learning-pod>
6. **Heath, M.K.** (2024, September 29). Civics of Technology Community Survey. *The Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/2024-civics-of-technology-community-survey>
7. **Heath, M.K.** (2024, September 29). Civics of Technology Community Survey. *The Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/2024-civics-of-technology-community-survey>
8. **Heath, M.K.** & Pleasants, J. (2024, August 4). 3rd Annual Conference review: What new tech imaginaries did we dream?. *The Civics of Technology Blog*.

<https://www.civicsoftechnology.org/blog/3rd-annual-conference-review-what-new-tech-imaginaries-will-we-dream>

9. Pleasants, J. & **Heath**, M.K. (2024, July 21). Social media and education: Should we choose to “See results anyway?”. *The Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/social-media-and-education-should-we-choose-to-see-results-anyway>
10. Mishra, P. & **Heath**, M.K. (2024, April 14). The (Neil) Postman Always Rings Twice: 5 Questions on AI in Education. *The Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/the-neil-postman-always-rings-twice-5-questions-on-ai-and-education>
11. **Heath**, M.K. (2024, March 24). Joy in community: Join us at the AERA Civics of Tech meetup. *The Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/joy-in-community-join-us-at-the-civics-of-tech-aera-2024-meetup>
12. **Heath**, M.K. & Mishra, P. (2024, February 24). GenAI in teacher ed: A technoskeptical perspective. *The Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/genai-in-teacher-education-a-technoskeptical-perspective>
13. **Heath**, M.K. (2024, January 28). The Kapor Center’s Responsible AI and Tech Justice: A Guide for K12 Education. *The Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog?offset=1716736381274>
14. **Heath**, M.K. (2024, January 21). Critique needs community: On a humanities approach to a civics of technology. *The Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/critique-needs-community-on-a-humanities-approach-to-a-civics-of-technology>
15. Krutka, D.G., **Heath**, M.K., & Pleasants, J. (2023, October 29). Provocations on technoskepticism. *Civics of Technology Blog*.
16. Krutka, D.G., **Heath**, M.K., & Pleasants, J. (2023, October 22). Technohooks. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/technohooks>
17. **Heath**, M.K. & Krutka, D.G. (2023, September 3). Dismantling the new Jim Code. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/dismantling-the-new-jim-code>
18. Krutka, D.G., **Heath**, M.K., & Pleasants, J. (2023, July 30). Are you ready to take liberatory tech action?: All you need to know about the Second Annual Civics of Tech Conference!. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/are-you-ready-to-take-liberatory-tech-action-all-you-need-to-know-about-the-2nd-annual-civics-of-technology-conference>
19. Krutka, D.G. & **Heath**, M.K. (2023, July 9). Rate limit exceeded. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/rate-limite-exceeded>
20. **Heath**, M.K. (2023, July 2). Previewing the 2nd Annual (and free!) Civics of Technology Conference. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/previewing-the-2nd-annual-and-free-civics-of-technology-conference>

21. **Heath, M.K.** (2023, June 11). Challenging Western and Global North paradigms in ed tech. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/challenging-western-and-global-north-paradigms-in-ed-tech>
22. **Heath, M.K.** (2023, May 21). Join us to take liberatory tech action at our Second Annual Civics of Tech conference. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/join-us-to-take-liberatory-tech-action-at-our-2nd-annual-civics-of-technology-conference>
23. **Heath, M.K.**, Krutka, D.G., & AERA TACTL SIG members. (2023, April 23). Collectively asking questions about ChatGPT. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/collectively-asking-technoskeptical-questions-about-chatgpt>
24. **Heath, M.K.** & Krutka, D.G. (2023, April 16). AERA Roundup. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/aera-2023-roundup>
25. Krutka, D.G. & **Heath, M.K.** (2023, April 2). Asking technoskeptical questions about ChatGPT. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/asking-technoskeptical-questions-about-chatgpt>
26. **Heath, M.K.** (2023, March 26). Quick bites: Critical tech articles, blogs, and pods. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/quick-bites-critical-tech-articles-pods-and-blogs>
27. **Heath, M.K.** (2023, March 19). Book commitment issues? Join our Civics of Tech Book Club! *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/book-commitment-issues-join-the-civics-of-tech-book-club>
28. **Heath, M.K.** (2023, February 28). As technology increasingly encroaches on our lives, how can we work toward just futures: Or what I did on my sabbatical. *Loyola University of Maryland School of Education Blog*. <https://www.loyola.edu/school-education/blog/2023/marie-heath-sabbatical>
29. **Heath, M.K.** (2023, February 12). Philanthrocapitalism in public education, blockchain cradle-to-career surveillance, and other fresh new horrors from the first ever Tuesday Tech Talk. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/philanthrocapitalism-in-public-education-blockchain-cradle-to-career-surveillance-and-other-fresh-new-horrors-from-the-first-ever-tuesday-tech-talk>
30. Krutka, D.G., Pleasants, J., & **Heath, M.K.** (2023, January 29). Toward research futures in year two. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/toward-research-futures-in-year-two>
31. **Heath, M.K.**, Krutka, D.G., & Pleasants, J. (2023, January 22). A reflection of year one of Civics of Tech. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/a-reflection-on-year-one-of-civics-of-tech>
32. **Heath, M.K.**, Asim, S., Milman, N., & Henderson, J. (2023, January 15). Why isn't technology and teacher ed talking more about justice and technology? *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/why-isnt-teacher-education-talking-more-about-justice-and-technology>
33. **Heath, M.K.** (2022, December 11). Join us for our January Book Club discussion of the computer science graphic novel, *Power On!*. *Civics of Technology Blog*.
<https://www.civicsoftechnology.org/blog/join-us-for-our-january-book-club-discussion-of-the-computer-science-graphic-novel-power-on>
34. **Heath, M.K.** & Krutka, D.G. (2022, November 13). A classroom activity showing Twitter's blue checks were flimsy before Musk. *Civics of Technology Blog*.

- <https://www.civicsoftechnology.org/blog/a-classroom-activity-showing-twitters-blue-checks-were-fli-msy-before-musk>
35. **Heath, M.K.** (2022, November 6). November book club: *Viral Justice* by Dr. Ruha Benjamin. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/vaoqnkvi53pjlqo8nexam7ec5a9c1hk>
 36. **Heath, M.K.** & Krutka, D.G. (2022, October 16). Podcasts we learn from. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/podcasts-we-learn-from>
 37. **Heath, M.K.** & Krutka, D.G. (2022, October 9). Reviewing and expanding the Civics of Technology curriculum. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/reviewing-and-expanding-the-civics-of-technology-curriculum>
 38. **Heath, M.K.** (2022, September 25). Chatting technoskepticism with Neil Selwyn on Meet the Ed Researcher. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/chatting-technoskepticism-with-neil-selwyn-on-meet-the-education-researcher>
 39. **Heath, M.K.** & Krutka, D.G. (2022, September 11). What will we be. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/what-will-we-be>
 40. **Heath, M.K.** & Krutka, D.G. (2022, July 31). Happening this week! The First Annual Civics of Technology Conference, Envisioning Just Futures. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/happening-this-week-the-first-annual-civics-of-technology-conference-just-futures>
 41. **Heath, M.K.** & Krutka, D.G. (2022, July 10). Previewing the First Annual (and free!) Civics of Technology Conference. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/previewing-the-1st-annual-and-free-civics-of-technology-conference>
 42. **Heath, M.K.** (2022, June 26). A racist soap dispenser? Critical theory and the non-neutrality of society. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/a-racist-soap-dispenser-critical-theory-and-the-non-neutrality-of-society>
 43. **Heath, M.K.** & Yadav, A. (2022, June 12). The silver bullet of anti-shooter technology. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/the-silver-bullet-of-anti-shooter-educational-technologies>
 44. **Heath, M.K.** & Yadav, A. (2022, April 25). New research: Breaking the code, confronting racism in computer science through criticality, community, and citizenship. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/new-research-breaking-the-code-confronting-racism-in-computer-science-through-community-criticality-and-citizenship>
 45. Krutka, D.G., **Heath, M.K.**, & van Kessel, C. (2022, April 10). Mapping the media education terrain. *Civics of Technology blog post*. <https://www.civicsoftechnology.org/blog/media-education>
 46. **Heath, M.K.** & Krutka, D.G. (2022, April 3). Will you be our Civics of Technology neighbor? *Civics of Technology blog post*. <https://www.civicsoftechnology.org/blog/will-you-be-our-civics-of-technology-neighbor>
 47. Krutka, D.G. & **Heath, M.K.** (2022, March 22). Is it ethical to use this technology? An approach to learning about educational technologies with students. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/is-it-ethical-to-use-this-technology-an-approach-to-learning-about-educational-technologies-with-students>

48. Krutka, D.G. & **Heath, M.K.** (2022, February 6). Apple Watch 7 is not going to save your life. *Civics of Technology Blog*. <https://www.civicsoftechnology.org/blog/apple-watch-7-is-not-going-to-save-your-life>

REFEREED NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS

- Heath, M.K.** & Budhai, S. S. (2026, April 18). *The ethics of AI in education: Frameworks for discernment*. Paper presentation to the Conference on Confronting the Ethics of Artificial Intelligence. Scranton, PA.
- Heath, M.K.** (2026, April 9). *Unforgetting the artificial histories haunting educational futures*. Symposium presentation to the TACTL SIG at the American Education Research Association (AERA), Los Angeles, CA.
- White, S.V. & **Heath, M.K.** (2026, April 9). *Designing a guide for equitable AI and tech justice in K-12 Education*. A paper presentation to the TACTL SIG at the American Education Research Association (AERA), Los Angeles, CA.
- Heath, M.K.** (2026, April 9). *Adoption and resistance: Understanding human factors of AI integration*. Discussant to the session for the TACTL SIG at the American Education Research Association (AERA), Los Angeles, CA.
- Heath, M.K.** & Budhai, S.S. (2026, April 9). *Just AI: Dismantling harmful historic roots of AI through abolitionist and fugitive pedagogies*. Roundtable presentation to the Social Justice SIG at the American Education Research Association (AERA), Los Angeles, CA.
- Heath, M.K.** (2026, April 8). *Towards socially conscious CS: Incorporating equity, technoskepticism, and ethics in CSed standards*. Structured poster session to Division C Section 1e: Learning Instruction in Engineering and Computer Science at the American Education Research Association (AERA), Los Angeles, CA.
- Heath, M.K.** & Krutka, D.G. (2025, April 26). *A Technoskeptical approach to Generative AI in Social Studies education*. Structured poster presentation to the Social Education SIG at the American Education Research Association (AERA), Denver, CO.
- Pleasants, J., Logan, C., Krutka, D.G., **Heath, M.K.**, & Gui, X. (2025, April 25). *How do educators develop critical perspectives on technology?* Paper presentation to the TACTL SIG at the American Education Research Association (AERA), Denver, CO.
- Krutka, D.G., **Heath, M.K.**, Pleasants, J., & Allen, K.R. (2025, April 23). *Technoskepticism and TrapCrit*. Structured poster presentation to the Social Education SIG at the American Education Research Association (AERA), Denver, CO.
- Heath, M.K.** (2024, November 20). *(Re)examining and (Re)covering curriculum to confront insurrection: An analysis of how #sschat participants sought to teach January 6th*. Paper presentation to the College and University Faculty Association (CUFA) Annual Conference at the National Council for the Social Studies (NCSS). Boston, MA.
- Krutka, D.G. **Heath, M.K.** (2024, November 20). *Technological citizenship: Technoskepticism for humane and just futures*. Symposium presentation to the College and University Faculty Association (CUFA) Annual Conference at the National Council for the Social Studies (NCSS). Boston, MA.
- Krutka, D.G., **Heath, M.K.**, & Pleasants, J. (2024, April 11). *What is technoskepticism? Drawing from media ecology and critical theory*. Roundtable presentation to the American Education Research Association (AERA), Philadelphia, PA.

- Krutka, D.G., **Heath**, M.K., & Pleasants, J. (2024, April 11). *Raising critical technology consciousness*. Symposium presentation to the American Education Research Association (AERA), Philadelphia, PA.
- Krutka, D.G. & **Heath**, M.K. (2023, December 1). *Civics of Technology technoskeptical curriculum*. Paper session at the National Council for the Social Studies (NCSS). Nashville, TN.
- Heath**, M.K. & Krutka, D.G. (2023, November 29). *Storying technoskepticism as social education*. Paper presentation to the College and University Faculty Association (CUFA) Annual Conference at the National Council for the Social Studies (NCSS). Nashville, TN.
- Heath**, M.K., & Krutka, D.G. (2023, April 16). *Walkout! Teacher militancy, activism, and school reform: Bridging the research-practice divide*. Symposium presentation to the American Education Research Association (AERA), Chicago, IL.
- Heath**, M.K., Yadav, A., Hu, A.D. (2023, April 16). *Do computer science teacher preparation programs use equity pedagogies?: Survey says, "A little"*. Paper presentation to Division C of the American Education Research Association (AERA), Chicago, IL.
- Henderson, J., Milman, N., Asim, S., & **Heath**, M.K. (2023, April 16). *A literature synthesis examining critical educational technology teacher education research*. Paper presentation to the Technology as Agent of Change SIG at the annual meeting of the American Education Research Association (AERA), Chicago, IL.
- Heath**, M., Budhai, S., & Kassab, L. (2023, March). *Justice in Marginalizing Spaces: A Critical Content Analysis of Twenty Years of SITE Proceeding*. Paper presentation to the Annual Conference of the Society for Information Technology and Teacher Education (SITE). New Orleans, LA.
- Krutka, D.G. & **Heath**, M.K. (2022, December 2). *What Should We Teach About Technology?: The Civics of Technology Project Resources*. Paper presentation at the National Council for the Social Studies (NCSS), Philadelphia, PA.
- Heath**, M.K., Asim, S., Henderson, J., & Milman, N., (2022, April 21). *Big Tech's Incultation of Education*. Symposia presentation to the Technology as Agent of Change SIG at the annual meeting of the American Education Research Association (AERA), San Diego, CA.
- Heath**, M.K., Asim, S., Milman, N., & Henderson, J. (2022, April 21). *What is Just Technology Integration?: Fostering Change While Reconciling Reality*. Paper presentation to the Technology as Agent of Change SIG at the annual meeting of the American Education Research Association (AERA), San Diego, CA.
- Krutka, D.G. & **Heath**, M.K. (2022, April 22). *Democracy, Misinformation, or White Supremacy?: An Analysis of How #sschat Participants Sought to Teach the January 6th Insurrection*. Paper presentation to the Social Studies Education SIG at the annual meeting of the American Education Research Association (AERA), San Diego, CA.
- Yadav, A. & **Heath**, M.K. (2022, April 22). *The Information Asymmetry of "Colorblind" Computer Science Curricula: Confronting racism through Community, Criticality, and Citizenship*. Paper presentation to Division C, Learning and Instruction at the annual meeting of the American Education Research Association (AERA), San Diego, CA.
- Jin, Y., Rice, M., Howe, K., Dieker, L., & **Heath**, M. (2022, April). *Reflecting on the Intersection of Bias and Research Design in Educational Technologies*. Paper Presentation to the Annual Conference of the Society for Information Technology and Teacher Education (SITE), San Diego, CA.
- Heath**, M.K. & Kenreich, T. (2021, November 17). *Sustainability in the Classroom: How, Why, and When*. Paper presentation at the National Council for the Social Studies (NCSS), Virtual.

- Heath**, M.K., & Krutka, D.G. (2021, November 16). *“Modeling What We do When We Don’t Know”*: *What Can We Learn From #sschat About How Social Studies Educators Taught Insurrection*. Full paper presentation to the College and University Faculty Assembly (CUFA) at the National Council for the Social Studies (NCSS), Virtual.
- Mason, L., Krutka, D.G., & **Heath**, M.K. (2021, July 16). *Challenging the Literacy Metaphor and Teaching about media and Technology*. Paper presentation to the conference of the National Association for Media Literacy Education (NAMLE), Virtual.
- Heath**, M.K., & Segal, P., (2021, April 12). *What Technology Conceals and Reveals: White Supremacy and Technology Integration*. Full paper presentation to the Technology as Agent of Change SIG at the annual meeting of the American Education Research Association (AERA), Virtual.
- Heath**, M.K., Asim, S., Milman, N., & Henderson, J., (2021, March 30). *Exploring the Complexities of Just Technology Integration: The Power, Privilege, and Prejudice of Technology*. Round table presentation at the 32nd international conference for the Society for Information Technology and Teacher Education (SITE), Virtual.
- Gleason, B.W., & **Heath**, M.K., (2021, March 30). *Social Media, Civic Becomings, and Teacher-Activism: The Individual and Collective in a Mediatized World*. Paper presentation at the 32nd international conference for the Society for Information Technology and Teacher Education (SITE), Virtual.
- Gleason, B.W., & **Heath**, M.K., (2021, March 30). *Technoethics and Emergency Remote Education: Addressing the (In)Justice of Google Classroom*. Paper presentation at the 32nd international conference for the Society for Information Technology and Teacher Education (SITE), Virtual.
- Asim, S., **Heath**, M.K., Krutka, D.G., Lee, J., & Milman, N. (2020, October 23). *How Can We Advance Just Technology Integration?*. Presentation at the 1st international conference of the Society for Information Technology and Teacher Education (SITE) Interactive, Virtual.
- Heath**, M.K., & Gleason, B.W. (2020, April). *The Move to Act in a Mediatized World: Social Media and the Civic Becomings of Teacher Activists*. Paper presentation at the 31st international conference of the Society for Information Technology and Teacher Education (SITE), New Orleans, LA.
- Krutka, D.G., **Heath**, M.K., Staudt Willet, B., (2020, April). *Foregrounding Critical Technoethics in Technology and Teacher Education: A Workshop for Pedagogical Action*. Roundtable workshop presentation at the 31st international conference of the Society for Information Technology and Teacher Education (SITE), New Orleans, LA.
- Heath**, M.K. (2020, April). *One-to-One Technology Integration and High Pedagogical Practices: Technology, Dignity, and Democracy in the Middle School*. Full paper presentation to the Instructional Technology SIG at the annual meeting of the American Education Research Association (AERA), San Francisco, CA.
- Heath**, M.K., & Segal, P. (2020, April). *When the Field Site Goes One-to-One: Pre-Service Teacher Development and Beliefs about Technology and Learning*. Poster presentation to the Technology as an Agent of Change SIG at the annual meeting of the American Education Research Association (AERA), San Francisco, CA.
- Gleason, B.W., & **Heath**, M.K. (2020, April). *We Can’t Teach Our Way Out of This: Reimagining Social Media Pedagogy as Social Change*. Full paper presentation to the Technology Instruction Cognition and Learning SIG at the annual meeting of the American Education Research Association (AERA), San Francisco, CA.

- Staudt Willet, B., **Heath**, M.K., Krutka, D.G. (2020, April). *The Need for Technoethics in Teacher Education: A Critical Analysis of Literature*. Poster presentation to the Technology as an Agent of Change SIG at the annual meeting of the American Education Research Association (AERA), San Francisco, CA.
- Heath**, M.K., & Krutka, D.G. (2019, November 22). *Russian Interference, False Flags, and Disinformation: Confronting Global Media Threats to Democracy*. Lesson presentation at the annual conference to the International Assembly (IA) at the College and University Faculty Assembly (CUFA) at the National Council for the Social Studies (NCSS), Austin, TX.
- Heath**, M.K., & Gleason, B.W. (2019, April 7). *Towards Critical Social Media Pedagogy: The Intersection of Narrative, Social Media, and the Civic*. Full paper presentation to the Media Culture and Learning SIG at the annual meeting of the American Education Research Association (AERA), Toronto, ON.
- Gleason, B.W., & **Heath**, M.K., (2019, March 21). *Tools, Processes, Participation: Social Media for Learning, Teaching, and Social Change*. Paper presentation at the 30th international conference of the Society for Information Technology and Teacher Education (SITE), Las Vegas, NV.
- Heath**, M.K., & Marcovitz, D. (2019, March 21). *Reconceptualizing Digital Citizenship Curricula: Designing a Critical and Justice-Oriented Digital Citizenship Course*. Paper presentation at the 30th international conference of the Society for Information Technology and Teacher Education (SITE), Las Vegas, NV.
- Hollstein, M., Vosburg-Bluem, B., Passe, J., **Heath**, M.K., Shuttleworth, J., Kissling, M., Burroughs, G., Marri, A., Kumler, L. (2018, December 1). *Community-based approaches to environmental and sustainability education*. Presentation at the annual conference for the National Council of the Social Studies (NCSS), Chicago, IL.
- Krutka, D.G., & **Heath**, M.K. (2018, November 30). *Tactics for social change: From civil rights to #Blacklivesmatter*. Presentation at the annual conference for the National Council of the Social Studies (NCSS), Chicago, IL.
- Heath**, M.K., Schocker, J., Krutka, D.G., & Sell, C. (2018, November 19). *Towards a practice-based framework of teaching for justice: Interactive read-alouds and deliberation*. Full paper presentation at the annual conference to the College and University Faculty Assembly (CUFA) at the National Council for the Social Studies (NCSS), Chicago, IL.
- Krutka, D.G., **Heath**, M.K. (2018, November 2). *In the classroom: Teaching students to make social change with social media*. Workshop presentation to the Mediating Change Conference, Denton, TX.
- Heath**, M.K., & Krutka, D.G. (2018, April 16). *What does it mean for practices in the social studies to be high leverage?*. Presentation to Division K - Teaching and Teacher Education/Division K - Section 05: Preservice Teacher Education Coursework: Curriculum and Teaching to Improve Teacher Knowledge, Understanding, and Pedagogical Practices at the annual meeting of the American Education Research Association (AERA), New York, NY.
- Heath**, M.K., & Gleason, B.W. (2018, March 28). *Exploring narrative through social media: An approach to conceptualizing story, inquiry, and pedagogical approaches*. Full paper presentation at the 29th international conference of the Society for Information Technology and Teacher Education (SITE), Alexandria, VA.
- Heath**, M.K., Segal, P., & Caples, R. (2018, March 27). *But why do I need to teach technology in my content methods class?: Side coaching and technology integration for teacher educators*. Short paper presentation at the 29th international conference of the Society for Information Technology and Teacher Education (SITE), Alexandria, VA.

- Heath, M.K., & Krutka, D.G.** (2018, March 3). *Eliciting student thinking: Pedagogy of inquiry for high leverage practices*. Paper presentation at the 70th annual meeting of the American Association of Colleges for Teacher Education (AACTE), Baltimore, MD.
- Vosburg-Bluem, B., Crocco, M., Passe, J., **Heath, M.K.** (2017, November 16). *Teaching environmental issues in social studies: Civic sustainability, thinking, and action for the 21st century*. Symposium presentation at the annual conference to the College and University Faculty Assembly (CUFA) at the National Council for the Social Studies (NCSS), San Francisco, CA.
- Heath, M.K.** (2017, April 30). *Technology integration, beliefs, and pedagogical practices in middle school social studies: A phenomenological case study*. Presentation to Division K - Teaching and Teacher Education/Division K - Section 1: Teaching and Teacher Education in the Content Areas at the annual meeting of the American Education Research Association (AERA), San Antonio, TX.
- Heath, M.K.** (2017, March 10). *Field-based courses in the PDS: How technology and backchanneling support authentic learning and clinical experience*. Presentation to the National Association of Professional Development Schools (NAPDS), Washington, DC.
- Heath, M.K.** (2017, March 9). *2017 School-University Partnerships Themed Issues*. Invited speaker presentation at the National Association of Professional Development Schools (NAPDS), Washington, DC.
- Heath, M.K.** (2017, March 7). *Teaching with one-to-one mobile technology: Using phenomenology to create a rich portrait of teacher experience and beliefs*. Full paper presentation at the 28th international conference of the Society for Information Technology and Teacher Education (SITE), Austin, TX.
- Heath, M.K.** (2016, December 1). *Technology plus trust: One-to-one technology, teacher empowerment, and fostering student agency in social studies*. Full paper presentation at the annual conference to the College and University Faculty Assembly (CUFA) at the National Council for the Social Studies (NCSS), Washington, DC.
- Heath, M.K.** (2016, March 23). *When teachers lead the change: A phenomenological study of a teacher initiated mobile one-to-one program in social studies classrooms*. Presentation to the 27th international conference of the Society for Information Technology and Teacher Education (SITE), Savannah, GA.
- Heath, M.K.** (2015, November 13). *Technology and the shrinking global village: implications on international and global education*. Paper presentation to the International Assembly (IA) of College and University Faculty Assembly (CUFA) at the National Council for the Social Studies Annual Conference (NCSS), New Orleans, LA.
- Heath, M.K.** (2015, November 13). *Texting during an observation? Yes, please! Backchanneling to support metacognition*. Presentation at the annual conference for the National Council of the Social Studies (NCSS), New Orleans, LA.
- Heath, M.K. & Lohnes-Watulak, S.** (2015, March 4). *A critical review of TPACK: Transformative epistemology and implications on education*. Full paper presentation at the 26th international conference of the Society for Information Technology and Teacher Education (SITE), Las Vegas, NV.

LOCAL CONFERENCE PRESENTATIONS

- Heath, M.K.** (2023, May 15). *Black Mirror Imaginings and Social Justice in Technology Education*. Presentation at the Association of Independent Schools of Maryland Conference. Baltimore, MD.

- Heath**, M.K. (2021, January 12). *Fighting Back Against Zoom Fatigue: Intros, The Long Middle, and Outros*. Presentation at Teaching Enhancement Workshop. Loyola University Maryland, Baltimore, MD.
- Heath**, M.K. (2020, January 9). *Pedagogies for Teaching Active Citizenship for Justice*. Presentation at Teaching Enhancement Workshop. Loyola University Maryland, Baltimore, MD.
- Keane, K., & **Heath**, M.K. (2019, April 1). *Being a Digital Leader*. Presentation at Strategic Planning: Achieve Equity & Elevate Learning Leadership Summit: Loyola University Maryland, Baltimore, MD.
- Heath**, M.K. (2019, March 1). *Teachers and Students Taking Action with Media*. Presentation at Media Literacy Curriculum and Instruction for Social Justice Professional Development Conference for Teachers, Loyola University Maryland, Timonium, MD.
- Heath**, M.K. (2013, April). *Facilitating Collaborative Learning in Distance Education Through Google+ and Google Hangouts*. Presentation at the Maryland Distance Learning Association Conference (MDLA), Linthicum Heights, MD.
- Heath**, M.K. (2013, November). *TPACK as a Method for Meaningful Technology Integration*. Professional development presentation at Baltimore County Public Schools, Towson, MD.
- Heath**, M.K. (2013, January). *Creating an Online Learning Community for Your Distance Education Class Using Google+*. Professional development presentation at Carroll Community College, Westminster, MD.
- Heath**, M.K. (2011, September). *What Do I Need to Know About Co-teaching and Mentoring Pre-service Teachers?*. Professional development presentation at Perry Hall High School, Baltimore, MD.
- Heath**, M.K. (2009, October). *Differentiation in the Classroom: A practical Approach*. Professional development presentation at Hereford High School, Hereford, MD.
- Heath**, M.K. (2005, August). *Pedagogy and Methods for World History*. Professional development presentation for Baltimore County Public Schools social studies teachers, Towson, MD.

TEACHING

TEACHING FELLOWSHIPS, AWARDS, COLLEGIA

2024	Ignatian Pilgrimage with the College of Holy Cross
2023	Loyola Collegium Retreat, Catholic, Jesuit Education in an AI World
2019	Loyola University of Maryland Digital Pedagogy Workshop Fellowship (\$2000)
2017	Towson University Innovation in Teaching Award
2001-2002	Hope Scholarship Teaching Award, State of Maryland

COURSES

Graduate Courses	
Title	Description
Justice Data and Technology Ethics	Empowers students to critically inquire into the effects of technology on individuals and society. The course examines issues of algorithmic harm, data justice, and ethical approaches to technology integration in order to advance technology and education for just futures.
Introduction to Educational Technology	This course serves as an introduction to the educational technology program, and for many students, an introduction to fully online learning. Throughout the course, students demonstrate a basic understand of integrating various technologies into the classroom. They develop a professional learning activity which demonstrates their understanding of instructional practices and technology integration models.
Educational Technology Seminar	In this course, candidates explore technology in education and society from a variety of perspectives through extensive readings and discussions. Candidates also explore frameworks for understanding the advantages and disadvantages of technology.
Social Justice and Technology	<p>This course recognizes that “Technologies are not neutral, and neither are the societies to which they are introduced” (Krutka, Heath, & Mason, 2020, p. 111). As educators working to change unjust structures in schools, we have an obligation to interrogate the technologies we use with our students. We also have an obligation to interrogate the schools and classrooms to which we introduce these technologies. Finally, we have an obligation to act.</p> <p>Acting with care to change unjust structures is central to social justice. Fr. Arrupe (1973) argued that “...in the last analysis, it is the oppressed who must be the principal agents of change. The role of the privileged is to assist them; to reinforce with pressure from above the pressure exerted from below on the structures that need to be changed.” We can make change by acting through our pedagogy, through our personal lives, and as a collective to make institutional change. Upon completion of this course, students will be able to analyze both technologies and social structures in order to work for social justice in their schools.</p>
Theory and Research on Teaching	This course is designed to investigate different types of educational research. The course empowers teachers to respond to and influence the social, political, and educational implications of research in (and on) education.
Educational Technology Internship	Students apply knowledge gained in previous courses including instructional design models, current educational technology research, best practices for technology integration, change theories, adult learning theories, and critical perspectives to their internship. Teachers develop their professional identity as technology leaders through the completion of their internship.
Philosophy, History, and Reforms in Education	Students survey the landscape of the field of education in an historical manner from its philosophical influencers in the Ancient world to innovators in the 21st century. This knowledge will provide students with a firm background in important conceptual and historical concepts that they will re-visit in future graduate semesters in the CISJ

	<p>program. In addition, this knowledge will ideally enlighten teachers to better understand why certain educational innovations persist while others have faded away.</p> <p>Education in the US has sometimes been impacted by historical developments in our nation, and at other times, it has helped to steer US society. In this course, we unpack the genesis and growth of the field of education and teaching in the United States, with a focus on the ways that marginalized communities (women, Native Americans, African Americans, Latinos, Asian Americans) have especially experienced the system.</p>
Principles of Secondary Education	<p>Philosophy and purposes of secondary education; nature of secondary education programs; principles of teaching and learning; basic techniques in instruction. A field experience to schools is required and will necessitate travel time before and after class. Individualized grade level experiences for specific content areas will be provided.</p>
Methods for Teaching Social Studies	<p>This course is designed to prepare considerate, reflective, engaging social studies teachers. Students gain a hands-on experience of the many elements of the teaching of social studies and are prepared to teach diverse populations of students. In the course we prepare, teach, and peer assess a variety of activities to promote a rich understanding of social studies pedagogy. Students explore the answers to several relevant and essential questions: How do effective social studies teachers plan and deliver instruction to promote understanding? What are the most important social studies understandings, practices, and content to teach? How do the social studies address the demands of the Common Core? How can social studies pedagogy promote students as citizens who can make reflective decisions and participate in the civic life of their communities, nation, and the world?</p>

Undergraduate Courses	
Title	Description
Teaching Social Studies in the Middle School	<p>This course provides teacher candidates with the knowledge, skills, and dispositions to make decisions about curriculum, instruction, and assessment in a secondary social studies classroom. National Council for the Social Studies (NCSS) and National Common Core Curriculum (CCC) will be explored as conceptual frameworks for curriculum and instruction in the social studies. Teacher candidates will develop a repertoire of effective teaching methods and strategies that promote active learning among culturally diverse students. Candidates will explore, observe, and practice instructional methods that are considered effective by the educational research community. Building on prior knowledge of theories of constructivist learning and adolescent development, candidates will construct a detailed instructional unit that incorporates a variety of student-centered instructional methods.</p>
Teaching Social Studies in the Secondary School	<p>This course provides teacher candidates with the knowledge, skills, and dispositions to make decisions about curriculum, instruction, and assessment in a secondary social studies classroom. National Council for the Social Studies (NCSS) and National Common Core Curriculum (CCC) will be explored as conceptual frameworks for curriculum and instruction in the social studies. Teacher candidates will develop a repertoire of effective teaching methods and strategies that promote active learning among culturally diverse students. Candidates will explore, observe, and practice instructional methods that are considered effective by the educational research community. Building on prior knowledge of theories of constructivist learning and</p>

	adolescent development, candidates will construct a detailed instructional unit that incorporates a variety of student-centered instructional methods.
Topics in Social Science	Issues and problems to be selected by the instructor and studied from the multiple approaches of various social sciences. This course provides teacher candidates with knowledge, skills, and dispositions to deepen content knowledge for a secondary social studies classroom. Building on a broad base of prior coursework in the social sciences, this course explores the connections between and among disciplines. Teacher candidates will examine key epistemological assumptions and methodological tools of the social sciences. Global education guidelines, national (National Council for the Social Studies) standards, and Maryland state standards will be explored as conceptual frameworks for curriculum and instruction in the social studies. A community mapping project will sharpen teacher candidates' ability to conceptualize a collaborative community-based project that integrates state-of-the-art Geographic Information Systems (GIS) technology.
Teaching Internship with Seminar	Engages participants in the study of and reflection upon best practices for creating and maintaining positive and productive learning environments. Participants learn to use systematic approaches to planning and implementing effective instruction and classroom management. The course emphasizes understanding the use of assessment to evaluate student learning and inform instructional decisions. Participants complete extended field experiences, as determined by the appropriate program director.
Ethics, Education, and Change	Examines the nature of ethics, social justice and related critical issues with implications for teacher education majors and those interested in education, human services, ethics and change
Adolescence, Development, and Diversity	Classic and contemporary theories of learning with explicit connections to the ways learning theories affect students and teachers. Current research into brain development and function will be investigated, with an emphasis on classroom applications. The course will also address the complexity introduced by the extraordinary diversity of today's adolescent population

CERTIFICATIONS

Maryland Advanced Professional 7-12 Social Studies Teacher Certification (2002 to Present)

SERVICE AND LEADERSHIP

SERVICE AND LEADERSHIP TO THE DISCIPLINE

Founder, Civics of Technology Project. 2022-Present.

Project to foster research, curriculum, and outreach for teaching about the effects of technology on society and democracy.

Editor, Social Studies and Contemporary Issues in Technology and Teacher Education (CITE). 2020-Present

Edit Social Studies CITE Journal.

Advisory Board Member, Ethical AI and Technology Justice for the Kapor Center. 2023-Present.

Attend advisory board meetings. Participate in working group to develop AI Equity Toolkit.

Strand Leader, National Technology Leadership Summit. 2021, 2023.

Lead other technology leaders in investigating ethics of educational technology and generative AI.

Chair, Culture and Climate Committee for SITE. 2022-2024.

Serve as critical friend to SITE leadership in order to make SITE a more just and equity centered space.

Founder and Co-Chair, Critical Theory in Teaching and Technology SIG for Society for Information Technology and Teacher Education. 2021-Present.

Identify mission and purpose of CTTT SIG for SITE. Serve as final editor for CTTT SITE conference submissions.

Reviewer, Theory and Research in Social Education. 2020-Present.

Review journal submissions for TRSE.

Reviewer, The Journal of Social Studies Research. 2020-Present.

Review journal submissions for JSSR.

Reviewer, Computers and Education. 2018-Present

Review journal submissions for Computers and Education.

Co-Chair for Social Studies SIG for Society for Information Technology and Teacher Education. 2018-2021.

Review and organize social studies presentations at SITE. Serve as final editor for social studies conference submissions.

Reviewer, Contemporary Issues in Technology and Teacher Education (CITE). 2018-2019

Review journal submissions for CITE.

Reviewer, Journal of Media Literacy Education. 2018.

Review journal submissions.

Reviewer, International Journal of Information and Learning Technology. 2017-Present

Review journal submissions for IJILT.

Reviewer, AERA Social Studies SIG. 2017.

Review paper submissions to AERA.

Reviewer, School University Partnerships, NAPDS Journal. 2016.

Review journal submissions for SUP: NAPDS.

Session Chair, CUFA Annual Conference. 2016.

Served as discussant and moderated paper presentations at conference.

Reviewer, CUFA Conference Papers. 2016.

Reviewed conference presentation proposal submitted to the College and University Faculty Assembly.

Reviewer, NCSS Conference Presentations. 2014, 2015, 2016.

Reviewed conference presentation proposals submitted to the National Council of Social Studies.

Reviewer, SITE Conference Papers. 2015-Present

Reviewed conference presentation proposals submitted to the Society for Information Technology and Teacher Education.

SERVICE AND LEADERSHIP TO LOYOLA UNIVERSITY

Evaluator Training Ad-hoc Committee Member. 2023-Present.

Serve on Evaluator Training ad-hoc committee.

Faculty Evaluation Committee Member. 2019-Present.

Serve on Faculty Evaluation Committee. Evaluated pilot of online evaluation forms. Developed pilot for three-year annual reviews for full professors. Researched literature and data on bias in SETs. Proposed new student evaluation protocol to university to work toward more just implementation of SETs.

Invited Speaker at Faculty Symposium for the Presidential Inauguration. 2022.

One of three faculty speakers at the Faculty Symposium for the Inauguration of President Sawyer.

Presenter at Spring Teaching Enhancement Workshop. 2021.

Developed and led workshop on creating an active and engaged online classroom space during the pandemic.

Enhancement of Teaching and Learning Committee Member. 2019-2021.

Plan Teaching Enhancement Workshops.

White Accountability Group Member. 2020-2021.

Meet weekly with other white faculty members to engage in consciousness raising and activism for racial justice.

Presenter at Emergency Remote Online Professional Development. 2020.

Developed and led workshop on how to create and implement alternative assessments during the pandemic.

Presenter at Spring Teaching Enhancement Workshop. 2020.

Developed and led workshop on pedagogies for active citizenship for social justice.

Presenter at Loyola Leadership Summit. 2019.

Led professional development focused on using social media to communicate for leadership and change.

IRB Committee Member. 2018.

Reviewed IRB requests.

SERVICE AND LEADERSHIP TO THE SCHOOL OF EDUCATION AT LOYOLA UNIVERSITY

Vice-Chair of the Faculty Council for the School of Education. 2024 Fall.

Support Chair of Faculty Council. Serve as liaison between Associate Dean and faculty.

Chair of Faculty Wellness and Success Committee. 2024 Fall.

Lead committee to develop strategies and support for faculty in the School of Education.

Faculty Senator for the Department of Education Specialties. 2024-Present.

Faculty Associate to Center for Equity, Social Justice, and Leadership in Education. 2022-Present

Support mission, vision, and purpose of the center.

Planning Committee for SoE Center. 2021-2022.

Develop mission, vision, and purpose of SoE Center

Online Faculty Support Coach. 2020.

Served as faculty coach for SoE during emergency pivot to remote learning during COVID pandemic.

School of Education Faculty Council Committee Member. 2019-2021.

Serve on FAC.

Dean Search Committee Member. 2021.

Serve as faculty representative on search committee for new SoE Dean.

SERVICE AND LEADERSHIP TO THE DEPARTMENT OF EDUCATION SPECIALTIES AT LOYOLA UNIVERSITY

Presenter at Association of Independent Maryland Schools Technology Conference. 2021.

Presented at conference partially sponsored by Education Specialties and hosted at Loyola Graduate Center.

School Counseling Faculty Search Committee Member. 2021.

Serve as faculty representative on search committee for new clinical faculty member.

Presenter at Leadership Summit for Maryland School Leaders. 2020.

Led professional development presentation focused on technology and leadership at conference sponsored by School Leadership Program.

Presenter at C&I Media Literacy Conference. 2019.

Led professional development focused on using social media to develop tactics for social change.

SERVICE AND LEADERSHIP TO THE PROGRAM OF EDUCATIONAL TECHNOLOGY AT LOYOLA UNIVERSITY

Learning Design & Technology Program Advisory Board Member. 2018-Present.

Attend board meetings to support the M.Ed. in Learning Design & Technology program.

EdCamp Volunteer. 2018, 2019.

Assist in running Ed Tech program EdCamp.

Designed, Planned, Organized Career Night. 2019.

Invited guest speakers, marketing, students, and alumni to network and learn about ed tech careers.

Proposed, Designed, and Implemented New Course. 2019.

Led redesign of ED 608 with emphasis on social justice and digital citizenship for activism.

Audited Program for Social Justice Alignment. 2018-2019.

Revised program standards to infuse social justice across program.

SERVICE AND LEADERSHIP TO TOWSON UNIVERSITY

Search Chair, Lecturer and Professional Development School Liaison. 2017.

Led search for full time faculty member for the Master of Arts in Teaching programs.

Teacher Education Executive Board Member. 2016, 2017.

Serve on university senate committee as voting member of TEEB.

CAEP Committee Member. 2016, 2017.

Examine information sharing relationship between local school systems and institutions of higher education. Prepare university to successfully implement CAEP Standards One, Two, and Four.

Diversity Action Committee Member. 2012 to present.

Serve as consulting faculty member to ensure diversity in hiring and retention of faculty. Contributed to the College of Education's *Tools for Inclusion* and the monthly "Lunch and Learns."

Student Marshall at Commencement. 2016, 2017.

Led processional for students during commencement.

Search Chair, Lecturer and Professional Development School Liaison. 2016.

Led search for full time faculty member for the Master of Arts in Teaching programs.

Search Committee Member for Endowed Professorship in Educational Leadership, 2016.

Make recommendations for hiring.

MAT Program Representative at MAT Open House. November, 2016.

Recruited potential students to the M.A.T. program at the M.A.T. open house.

Sponsor and Moderator for Diversity in Teaching Recruiting Event. October, 2016.

Partnered with NAACP, Black Student Union, Kappa Alpha Fraternity, Teach for America, Brothers and Sisters, and LASO in order to recruit teachers of color to the profession.

MAT Program Representative at Graduate Studies Open House. October, 2016

Recruited potential students to the M.A.T. program at the graduate studies open house.

SMED Curriculum Committee Chair. 2015 to 2016.

Chair departmental committee for curriculum assessment and development. Analyzed needs assessments. Developed revised curricular goals with emphasis on clinical curriculum.

Lecturer Representative to PTRM Committee. 2015 to 2016.

Represent non-tenure track faculty in the promotion, tenure, and merit process.

Instructional Program Lead and Mentor. 2013 to 2015.

Designed community Blackboard site for *Ethics, Education, and Change* instructors. Developed and presented orientation sessions for new instructors. Mentored new SCED 304 instructors on development and implementation of course objectives and assessment.

Assessment Designer. 2013.

Developed and piloted Towson University signature assessment for *Ethics, Education, and Change*.

Grant Evaluator. 2013 to 2014.

Evaluated Race to the Top (RTTT) grant supporting partnership between Baltimore County Public Schools and Towson University.

College Representative at Open House. 2013.

Assisted with College of Education Open Houses for prospective students.

Institution of Higher Education Liaison. 2011 to 2012.

HEATH CV

[Refereed Scholarship](#)

[Public Scholarship](#)

[Teaching](#)

[Service and Leadership](#)

Professional Development School at Perry Hall High School and Ridgely Middle School in Baltimore County (MD) Public Schools.

Portfolio Evaluator. 2008, 2009, 2010, 2011.

Reviewed and evaluated portfolios for candidates for the degree of Master of Arts in Teaching.

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE)

American Educational Research Association (AERA)

Association for the Advancement of Computing in Education (AACE)

College and University Faculty Assembly (CUFA)

International Assembly (IA)

National Council for the Social Studies (NCSS)

Society for Information Technology and Teacher Education (SITE)