

Heather Greenhalgh-Spencer, PhD

Education

Ph. D. Education Policy, Organization, and Leadership, University of Illinois at Urbana-Champaign, December, 2013.
Dissertation: *A Complex Orientation to Embodiment in Online Education*

Ph.D Minor (Certification), Gender and Women's Studies

M.S. Education, Culture, and Society, University of Utah.
Thesis: *Performance Pedagogy in the Context of Multicultural Education.*

Teaching Certifications, State of Utah.

B.A. English and Political Science, Brigham Young University.

Academic Positions

Associate Dean, Texas Tech University Graduate School, February, 2022, - ongoing

Professor, Department of Curriculum and Instruction, Texas Tech University, 2025-ongoing

Editorial Board, TTU Press, Texas Tech University, 2025-ongoing

Associate Chair, Department of Curriculum and Instruction, Texas Tech University; September 2020-February, 2022

Coordinator of Curriculum for Department of Curriculum and Instruction, Texas Tech University; January, 2018 – September 2020

Chair of Graduate Studies in Blended and Personalized Learning, Texas Tech University; August, 2016 – ongoing

Associate Professor of Curriculum and Instruction, Texas Tech University; August, 2020 - 2025

Assistant Professor of Curriculum and Instruction, Texas Tech University; August, 2014 – 2020

Peer-Reviewed Journal Articles

Note: * Denotes Published article with one or more graduate students

Acceptance rates are denoted at the end of the citation.

Jackson, L., Sidorkin, A, Jandric, P., Costellow, E, Heyback, J., Greenhalgh-Spencer, H, Hytten, K., Gourly, k., Buchannan, R., Tesar, M. (2025). The Voice of Artificial Intelligence: Philosophical and Educational Reflections. *Educational Philosophy and Theory*. 57(7), 650-661. 20%

Greenhalgh-Spencer, H. (2023). Deep Listening as Bridge-Building in University-Community Partnerships. *Educational Theory*, 72 (6), 793-811. 25%

- Greenhalgh-Spencer, H. (2022). Scholarly Dispositions in an Online Doctoral Program. *Philosophy of Education*, 77 (4), 1-16. 35%
- Hite, R., Greenhalgh-Spencer, H., & Childers, G. (2022, May/June). Differentiation in the Life Science Classroom Using Station Rotations. *Science Scope*, 45(5), 52-58. 35%
- Greenhalgh-Spencer, H. (2022). Failure in Democracy and Frameworks of Reflection and “We”. *Dewey Studies*, 5(2), 35-45. Int, 35%
- *Hite, R., Greenhalgh-Spencer, H., & Insenga, M. (2021). How She Persisted: Working Women Engineers' Experiences in and Perceptions of Engineering. *International Journal of Gender, Science and Technology*, 13(2), 134-162. 35%
- Greenhalgh-Spencer, H. (2021). Gender and Technologies of Embodiment. *Oxford Research in Education*, 2021(2), 598-602. 15%
- Greenhalgh-Spencer, H. (2020). Gender and Technology in Education. *Oxford Research in Education*, 2020(6), doi.org/10.1093/acrefore/9780190264093.013.1250. 15%
- Greenhalgh-Spencer, H. (2020). Teaching within Regimes of Computational Truth. *Philosophy of Education*, 75(1), 686-699. 35%
- Kim, J.-H., Cruz, J., Hite, R., Dwyer, J., Gottlieb, J., Greenhalgh-Spencer, H., Park, M., Smit, J., Smith, P., Zimmerman, A. S. (2020). Affective writing as a promise of “Yet-To-Become”: Unearthing the meaning of writing through the voice of tenure-track assistant professors. *Taboo: The Journal of Culture and Education*, 19(5), 103-119. 35%
- Greenhalgh-Spencer, H. (2019). Cyber Safe Curricula and Online Harassment. *Educational Theory*, 69(1), 73-89. 25%
- Greenhalgh-Spencer, H. and Zaliwska, Z. (2019). Storying Ruptures as Educational Practice. *Studies in Philosophy of Education*, 38(1), 1-6. 20%
- Greenhalgh-Spencer, H. (2019). Teaching with Stories: Ecology, Haraway, and Pedagogical Practice. *Studies in Philosophy of Education*, 38(1), 43-56. 20%
- *Ertas, A.; Greenhalgh-Spencer, H.; Gulbulak, U.; Baturalp, T.B.; Frias, K. (2017). Transdisciplinary Collaborative Research Exploration for Undergraduate Engineering Students. *International Journal of Engineering Education*, 33(4), 1242-1256. 35%
- Greenhalgh-Spencer, H. and Aiston, S. (2017). Western Colonial Expectations and Counter-narratives of Women and Education: Editorial. *Policy Futures in Education*, 15(3), 241-245. 15%
- Greenhalgh-Spencer, H. (2017). Western Colonial Expectations and Counter-narratives of Women and Education: Introduction to the Special Issue. *Policy Futures in Education*, 15(3), 246-251. 15%

- * Ahmad, F. and Greenhalgh-Spencer, H. (2017). TIMSS and Gendered Math Teaching in Kuwait. In *Policy Futures in Education*, 15(3), 327-340. 15%
- * Greenhalgh-Spencer, H. and Jerbi, M. (2017). Technography and Design-Actuality Gap-Analysis of ICT-Assisted Education: Western Expectations and Global Education. *Policy Futures in Education*, 15(3), 275-294. 15%
- Greenhalgh-Spencer, H. (2017) Reproducing the Motherboard: The Invisible Labor of Discourses that Gender Digital Fields. *Studies in Philosophy of Education*, 36(1), 33-48. 15%
- Greenhalgh-Spencer, H. (2016). Critical Gender Studies as a Lens on Education and Schooling. *Educational Philosophy and Theory: Encyclopedia Special Issue on Gender Studies*, 2016(3), DOI: https://doi.org/10.1007/978-981-287-532-7_424-1 : 15%
- Greenhalgh-Spencer, H. (2016). A Technofeminist Lens on Schooling in the Digital Age. *Educational Philosophy and Theory: Encyclopedia Special Issue on Cultural Studies*, 2016(4), DOI: https://doi.org/10.1007/978-981-287-532-7_82-1 : 15%
- Greenhalgh-Spencer, H., Castro, M., Bulut, E., Goel, K. Lin, C. and McCarthy, C. (2015). Social Class as Flow and Mutability: The Barbados Case. *The British Journal of Sociology of Education*, 36(1), 156-173. 15%
- Greenhalgh-Spencer, H. (2015). An Argument for Ecosophy: An Attention to Things and Place in Online Educational Spaces. *Philosophy of Education*, 70(1), 57-65. 35%
- Greenhalgh-Spencer, H. (2014). The One World Schoolhouse: Education Reimagined / Review. *Educational Theory*, 64(4), 418-424. 25%
- Greenhalgh-Spencer, H. (2014). Guattari's Ecosophy and Implications for Pedagogy. *Journal of Philosophy of Education*, 48(2), 323-338. 20%
- Greenhalgh-Spencer, H. (2014). What Technology Reveals: Countering Binaries and Moving Toward the In-Between. *Philosophy of Education*, 72(1), 315-323. 35%
- McCarthy, C., Bulut, E., Castro, M., Goel, K., and Greenhalgh-Spencer, H. (2014). The Argonauts of Postcolonial Modernity: Elite Schools in Barbados. *Globalisation, Societies, and Education*, 12(2), 211-227. 25%
- Greenhalgh-Spencer, H. (2013). Re-thinking Bodies in the Traditional Classroom. *Philosophy of Education*, 70(1), 246-253. 30%
- Greenhalgh-Spencer, H. (2010). Spam (and Other Anomalies) as a Line of Flight. *Journal of Communication*, 60(3), 20-22. 15%
- Greenhalgh-Spencer, H. and Bartlett, B. (2010). Ethical Breach and Schizophrenic Process: Theorizing the Judge and the Teacher. *Journal of Educational Controversy*, 5(2), 1-15. 40%

Greenhalgh-Spencer, H. (2008). Audience and Author: The Reading of the White Expert. *Borderlands*, 7(3), 1-17. 35%

Greenhalgh-Spencer, H. (2006). Book Review of Performance Theories in Education: Power, Pedagogy, and the Politics of Identity. *Educational Studies*, 40(2), 180-185. 5%

Invited Articles

Greenhalgh-Spencer, H. (2025). Reflecting on Digital *Umgang*: Pushing against Binaries and for Practicalities. *Philosophy of Education*, 80(3), 200-204.

Greenhalgh-Spencer, H. (2022). Of Ethics and Algorithms. *Philosophy of Education*, 78(3), 66-71.

Greenhalgh-Spencer, H. (2021). Education in Connectivity. *Philosophy of Education*, 76(4), iii-v.

Greenhalgh-Spencer, H. (2020). A Touch in the Present: Reactions and Rhizomes. *Philosophy of Education*, 76(3), 75-79.

Greenhalgh-Spencer, H. (2020). On Being and Becoming. *Philosophy of Education*, 76(3), iv-ix.

Greenhalgh-Spencer, H. (2020). The Purposes and Connections of School. *Philosophy of Education*, 76(2), vi-viii.

Greenhalgh-Spencer, H. (2020). Making Stories for the Moments of Our Time. *Philosophy of Education*, 76(1), v-vii.

Greenhalgh-Spencer, H. and Taylor, A. (2019). Gendered Harassment as Concept and Experience in Educational Spaces. *Educational Theory*, 6 (1), 5-15.

Greenhalgh-Spencer (2019). The “Discourse of Invasive Species”: Another Consideration for the Rebel Teacher. *Philosophy of Education*, 75(1), 598-602.

Greenhalgh-Spencer, H. (2017). A Walking Education: Taking It Further. *Philosophy of Education*, 74(1), 85-88.

Greenhalgh-Spencer, H. (2016). Online Education, God, and the Stance of the Non-Believer. *Philosophy of Education*, 73(1), 321-324.

Greenhalgh-Spencer, H. (2015). Guattari's Ecosophy and Implications for Pedagogy. *Philosopher's Index*, 5(2), DOI: <https://doi.org/10.1002/9781118944707.ch10>

Greenhalgh-Spencer, H. (2012). In Defense of Multiple Learning Spaces. *Philosophy of Education*, 69(1), DOI: <https://doi.org/10.47925/2011.174>

Books

McCarthy, C., Greenhalgh-Spencer, H. and Mejia, R. (2011). *New Times: Making Sense of Critical / Cultural Theory in a Digital Age*. New York: Peter Lang.

Peer-Reviewed Book Chapters

Duemer, L. S., & Greenhalgh-Spencer, H. (2021). Developing dispositions of collegiality and professionalism in online doctoral programs. *Handbook of research on developing students' scholarly dispositions in higher education* (pp. 1-21). IGI Global.

Greenhalgh-Spencer, H. (2018). Social media, digital technology, and education: Personalized learning, and questions of autonomy, authority, and public / community. In P. Smeyer (Ed.), *International handbook of philosophy of education* (pp. 1307-1320). Springer.

Greenhalgh-Spencer, H., Frias, K., and Ertas, A. (2017.) Transdisciplinary content pedagogy in undergraduate engineering education: Being pulled up short. In P. Gibbs (Ed.), *Transdisciplinary higher education: A theoretical basis revealed in practice* (pp. 73-89). Springer.

McCarthy, C., Goel, K., Sanya, B., Greenhalgh-Spencer, H., Lin, C. (2016). Digitizing tradition: Staging postcolonial elite school identities in the online environment. *Educating for 21st century global capacities* (pp. 25-46). Springer.

Greenhalgh-Spencer, H. (2015). Critical interdisciplinarity as a research methodology. *Springer international handbook of research methods* (pp. 1457-1480). Springer International.

Back, S., Frias, K., Greenhalgh-Spencer, H. (2015). The application of transdisciplinary theory and practice to STEM education. *Handbook of research on computational tools for real-world skill development* (pp. 42-67). Emerald Publishing.

Greenhalgh-Spencer, H. (2015). Ecosophic teaching using a pedagogy of the glocal. in Mary Frances Rice (Ed), *Innovations in teaching and teacher education* (DOI:10.1108/S1479-368720150000027009). Emerald Publishing.

Greenhalgh-Spencer, H. (2014). Guattari's ecosophy and implications for pedagogy. in M. Griffiths, M. Hoveid, S. Todd, and C. Winter (Eds.), *Re-imagining relationships in education: Ethics, politics and practices* (pp. 160-178). Wiley Blackwell 2015.

McCarthy, C., Greenhalgh-Spencer, H., Goel, K., Lin, C., Castro, M., Brenda Sanya, B., Bulut, E. (2014). The visual field of the Barbadian elite schooling: Toward a postcolonial social aesthetic. In, J. Fahey, H. Prosser, M. Shaw (Eds) *In the realm of the senses: The social aesthetic and the sensory dynamics of privilege* (pp. 104-142), Springer.

Greenhalgh-Spencer, H. (2014). Vocabularies of embodiment in online educational spaces:

Dislodging binaries. In C. McCarthy, A. Kozma and K. Palma-Millanao (Eds.), *Mobilized Identities* (pp. 239-252), Common Ground Publishing.

McCarthy, C., Bulut, E., Castro, M. Goel, K. and Greenhalgh-Spencer, H. (2014). The Argonauts of post-colonial Barbados. In C. McCarthy, A. Kozma and K. Palma-Millanao (Eds.), *Mobilized Identities* (pp. 206-223), Common Ground Publishing.

Greenhalgh-Spencer, H. (2011). Body/Flesh of the teacher in the digital age. In C. McCarthy, H. Greenhalgh-Spencer, and R. Mejia (Eds.), *New times: Making sense of critical / cultural theory in a digital age* (324-346), Peter Lang.

McCarthy, C., Greenhalgh-Spencer, H. and Mejia, R. (2011). Introduction: Mapping the new terrain,” In C. McCarthy, H. Greenhalgh-Spencer, and R. Mejia (Eds.), *New times: Making sense of critical / cultural theory in a digital age* (1-23), Peter Lang.

Peer Reviewed Articles in Engineering / Computer Science Proceedings

Greenhalgh-Spencer, H. Dallas, T. (2024). Co-Developing a social entrepreneurship program with a focus on Engineering. In *2024 ASEE Proceedings*. 10.18260/1-2—48467.
<https://peer.asee.org/48467>

Dallas, T., Greenhalgh-Spencer, H. and Frias, K. (2024). Educating engineering undergraduates to be intrapreneurs. In *2024 ASEE Proceedings*. 10.18260/1-2—46920.
<https://peer.asee.org/46920>

Hodges, N., Watchravesringkan, K., Yan, R., Geanious, C., Chang, J. and Greenhalgh-Spencer, H. (2024). Cultivating applied technology competencies in the apparel and textiles curriculum: Development and assessment of course materials and teaching strategies. In *2023 Proceedings of International Textile & Apparel Association*. DOI:10.31274/itaa.17301

Greenhalgh-Spencer, H. and Dallas, T. (2023). Strengthening the STEM pipeline from high school to university. *2023 ASEE Proceedings*. DOI: 10.18260/1-2-44274

Dallas, T., Greenhalgh-Spencer, H. and Frias, K. (2023). Recruitment and retention of a diverse student body through SSTEM. *2023 ASEE Proceedings*.
<file:///C:/Users/hgreenha/Downloads/recruiting-and-retaining-a-diverse-s-stem-program-1.pdf>

Dallas, T., Greenhalgh-Spencer, H., & Frias, K. M. (2022). The role of mentorship in student preparation for impactful internships. *2022 ASEE Proceedings*. DOI: 10.18260/1-2--40636

* Arefeen, S., Dallas, T., & Greenhalgh-Spencer, H. (2021). Solar-powered, digital classroom-in-box: A digital system to mitigate the digital divide of post-pandemic education. *2021 ASEE Proceedings*. DOI: 10.18260/1-2--37723

- Dallas, T., Greenhalgh-Spencer, H., & Frias, K. M. (2021). Developing intrapreneurship in the next generation of engineering innovators and leaders. *2021 ASEE Proceedings*. DOI: 10.18260/1-2--36944
- Greenhalgh-Spencer, H. (2018). New practices of personalized learning: Privacy and autonomy. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education: Association for the Advancement of Computing in Education*. (1394-1403).
- Greenhalgh-Spencer, H. (2018). The ruts and open spaces of online forums. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education: Association for the Advancement of Computing in Education*. (1404-1410).
- Greenhalgh-Spencer, H. (2016). Ethics for online courses: Capabilities and hospitality. *Proceedings; Association for the Advancement of Computing in Education Global Conference on E-Learning*. (841-848).
- Greenhalgh-Spencer, H. (2016). The capabilities approach to assistive technology and E-Learning. *Proceedings of Association for the Advancement of Computing in Education Global Conference on E-Learning*. (849-853).
- Greenhalgh-Spencer, H. (2015). Attention to place in online education. *Proceedings of Association for the Advancement of Computing in Education Global Conference on E-Learning*. (1015-1019).
- Greenhalgh-Spencer, H. (2015). A Pedagogy of the glocal in online education. *Proceedings of Association for the Advancement of Computing in Education Global Conference on E-Learning*. (1008-1014).
- Ertas, A., Frias, K., Greenhalgh-Spencer, H. and Back, S. (2015). A transdisciplinary research approach to engineering education. *Proceedings of the ASEE Gulf-Southwest Annual Conference*. Corpus ID: 110266475 (Nominated for BEST PAPER).

Published Policy Briefs

- Strong, M., Lee, J., Greenhalgh-Spencer, H., and Mansell, K. (2025, Winter). Do TIA Designated Teachers Continue to Show Growth After Designation? Texas Tech University. Center for Innovative Research in Change, Leadership, and Education.
<https://hdl.handle.net/2346/104512>
- Mansell, K., Gottlieb, J., and Greenhalgh-Spencer, H. (2025, Fall). Choosing Not to Participate: District Perspectives of the Teacher Incentive Allotment. Texas Tech University. Center for Innovative Research in Change, Leadership, and Education.
<https://hdl.handle.net/2346/104075>
- Greenhalgh-Spencer, H., Mansell, K. E. & Wiseman, Alexander (2024, Winter). Maximizing the Recruitment Potential of the Teacher Incentive Allotment in Texas. Texas Tech University.

Center for Innovative Research in Change, Leadership, and Education.
<https://hdl.handle.net/2346/100433>

Mansell, K. E. & Greenhalgh-Spencer, H. (2024, Spring). Enhancing Math Education in Texas Through Blended Learning: A Closer Look at Math Innovation Zones. Texas Tech University. Center for Innovative Research in Change, Leadership, and Education.
<https://hdl.handle.net/2346/97585>

Mansell, K. E. & Greenhalgh-Spencer, H. (2024, Spring). Enhancing Math Education in Texas Through Blended Learning: An Evaluation of Program Survey Data. Texas Tech University. Center for Innovative Research in Change, Leadership, and Education.
<https://hdl.handle.net/2346/97587>

Mansell, K. E. & Greenhalgh-Spencer, H. (2024, Spring). Enhancing Math Education in Texas Through Blended Learning: The COVID Effect. Texas Tech University. Center for Innovative Research in Change, Leadership, and Education.
<https://hdl.handle.net/2346/97586>

Mansell, K. E. & Greenhalgh-Spencer, H. (2024, Spring). Enhancing Math Education in Texas Through Blended Learning: A District Case Study Highlighting the Transformative Impact. Texas Tech University. Center for Innovative Research in Change, Leadership, and Education. <https://hdl.handle.net/2346/97588>

Funded Competitive Grants / Sponsored Projects

Note: **PI** denotes **Lead Principal Investigator**

PI 2026 *Texas Education Agency (TEA)* HB1416 RWL Product and Curricular Review
(\$1,250,000)

PI 2025 *Texas Education Agency (TEA)* TEA Project on Teacher's Incentive Allotment.
(\$6,694,216)

2025 *AmeriCorps Workforce Development* Rural Workforce Development Program Evaluation
(\$30,000)

2025 *Texas Education Agency (TEA)* School Action Fund Review **(\$150,000)**

2025 *Texas Education Agency (TEA)* School Action Fund Review **(\$98,000)**

2025 *Texas Education Agency (TEA)* School Action Fund Review **(\$48,000)**

PI 2025 *Texas Education Agency (TEA)* Digital Teaching Micro-Credential **(\$425,000)**

2025 NSF REU Site, Wide/Ultrawide Bandgap Semiconductor Technologies and Applications (WUBSTA) **(\$439,233)**

2025 NSF S-STEM, Developing the Semi-Conductor Industry Workforce **(\$2,000,000)**

2024 *DOD-DARPA*. Texas Institute for Electronics (TIE) Next-Generation Microelectronics Manufacturing (NGMM) Center (TNC) **(\$3,750,000)**

- PI 2024 *Texas Education Agency (TEA)*. TEA Project on Teacher’s Incentive Allotment. **(\$7,324,480)**
- PI 2024 *Texas Education Agency (TEA)*. TEA Project on Evaluation, Design, and Implementation of Blended Learning. **(\$37,000)**
- PI 2024 *Texas Education Agency (TEA)*. TEA Project on Evaluation, Design, and Implementation of Blended Learning. **(\$41,000)**
- PI 2023 *Texas Education Agency (TEA)*. TEA Project on Teacher’s Incentive Allotment. **(\$17,423,329)**
- PI 2023 *Texas Education Agency (TEA)*. TEA Project on Evaluation, Design, and Implementation of Blended Learning. **(\$1,728,000)**
- PI 2023 *Dallas ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$70,464)**
- PI 2023 *Wylie ISD* Personalized District Needs Grant **(\$450,000)**
- PI 2023 *Wylie ISD* Personalized District Needs Grant **(\$346,489)**
- PI 2022 *Texas Education Agency (TEA)*. TEA Project on Design and Implementation Vendor Certification for ESCs. **(\$461,124)**
- PI 2022 *Ysleta BL/PL Grant* Personalized Learning Teacher Training Grant at Ysleta ISD. **(\$34,684)**
- PI 2022 *Dallas ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$125,803)**
- PI 2022 *Winters ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$36,650)**
- PI 2022 *Ector County ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$14,940)**
- PI 2021 *Wylie ISD* Personalized District Needs Grant. **(\$49,176)**
- PI 2021 *Ector County ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$109,893)**
- PI 2021 *Friends of PL Prep Foundation BL/PL Grant* Personalized Learning Teacher Training Grant **(\$14,700)**
- PI 2021 *Dallas ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$158,820)**
- PI 2021 *Friends of PL Prep Foundation BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$15,800)**
- PI 2021 *Winters ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$10,545)**
- PI 2021 *Texas Education Agency (TEA)*. TEA Project on Math Innovation Zones Evaluation. **(\$129,540)**
- PI 2020 *Dallas ISD* I.L.A. for blended and personalized learning. **(\$125,250)**
- PI 2020 *Texas Education Agency (TEA)*. TEA Project on Design and Implementation Vendor Certification for ESCs. **(\$952,999)**
- PI 2020 *Spring Branch ISD. BL/PL Grant* Personalized Learning Teacher Training Grant at Spring Branch ISD. **(\$55,730.50)**

2020 *United States Department of Agriculture (USDA)*. Cultivating Applied Technology Competencies among Diverse Undergraduate Populations: Development and Assessment of Course Materials and Teaching Strategies. **(\$528,851)**

PI 2019 *Texas Education Agency (TEA)*. TEA Project on Blended Learning and Math Innovation Zones. **(\$350,241)**

PI 2019 *Wylie ISD*. Partnership Professional Growth and Program Review at Wylie ISD. **(\$436,637)**

PI 2019 *Ysleta BL/PL Grant* Personalized Learning Teacher Training Grant at Ysleta ISD. **(\$22,392)**

PI 2019 *Dallas ISD I.L.A. for blended and personalized learning*. **(\$87,016)**

2019 *NSF S-STEM Grant Educating Engineering Undergraduates to be Industry Innovators and Managers*. **(\$1,000,000)**

PI 2019 *Spring Branch ISD. BL/PL Grant* Personalized Learning Teacher Training Grant at Spring Branch ISD. **(\$51,933)**

PI 2018 *Dallas ISD I.L.A. for blended and personalized learning*. **(\$107,100)**

PI 2018 *Tulia ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$14,604)**

PI 2018 *Clear Creek ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$28,908)**

PI 2018 *Spring Branch BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$50,589)**

PI 2018 *Texas Education Agency (TEA)*. TEA Blended Learning / MIZ Evaluation. **(\$41,833.10)**

PI 2018 *Raise Your Hand Texas* Personalized Learning Teacher Training Grant. **(\$107,663)**

2017 *Dallas ISD I.L.A. for Blended and Personalized Learning*. **(\$280,000)**

PI 2017 *Raise Your Hand Texas* Personalized Learning Teacher Training Grant. **(\$123,440)**

PI 2017 *Tulia ISD BL/PL Grant* Personalized Learning Teacher Training Grant. **(\$20, 910)**

2017 “*GLEAMM Grant, Solar Powered Classroom in a Box*. **(\$50,000)**

PI 2017 *Raise Your Hand Texas* Personalized Learning Teacher Training Grant. **(\$118,200)**

2016 *Dallas ISD I.L.A. for Blended and Personalized Learning*. **(\$195,920)**

PI, 2016 *Schovanec Research on Teaching Grant*. **(\$1500)**

PI, 2013 *Hardie Travel Grant*. **(\$1500)**

PI, 2012 *UIUC Graduate College Travel Grant*. **(\$2000)**

PI, 2012 *UIUC Gender and Women’s Studies Research and Travel Grant*. **(\$2000)**

PI, 2011 *Hardie Travel Grant*. **(\$1500)**

PI, 2011 *Hardie Travel Grant*. **(\$1500)**

Invited Presentations/Keynotes at Conferences or University Visits

Note: * Denotes Personal Invitation from International Institution

- *Greenhalgh-Spencer, H. (2024). Merging Discourses of Digital *Umgang*. Presented at the International Conference on Philosophy of Technology. Barcelona, Spain.
- Greenhalgh-Spencer, H. (2023). Deep Listening as Bridge-Building in Leadership Contexts. Presented at the Texas Women in Higher Education, Gender-Equity Council Conference.
- Greenhalgh-Spencer, H. (2023). Understanding the Landscape of Philosophy of Education Journals. Presented at the Philosophy of Education Society Conference.
- Greenhalgh-Spencer, H. (2023). Creating Authentic Learning Experiences in a Virtual Classroom. Presented at the VHPA Summit, invitation-only through TEA.
- * Greenhalgh-Spencer, H. (2022). Blended Learning and Personalized Learning as a 21st Century Pedagogy for All: Connections to SMART Education. Presented at the International Conference on Smart Learning in Pakistan (Funded Travel).
- Greenhalgh-Spencer, H. (2022). What Do Journal Editors Do? Presented at the Philosophy of Education Society Conference.
- * Greenhalgh-Spencer, H. (2021). Blended Learning and Personalized Learning as a 21st Century Pedagogy for All: Theory and Practice. Presented at the International Conference on Education in Malaysia (Zoom attendance).
- * Greenhalgh-Spencer, H. (2021). Personalized Learning for Smart Education. Presented at the International Conference on Smart Learning in Pakistan (Zoom attendance).
- Greenhalgh-Spencer, H. (2021). Introducing Dr. Sally Haslanger. The Kneller Lecture Speaker at the Philosophy of Education Society Conference.
- Greenhalgh-Spencer, H. (2021). The Future of the Journal. Presentation on the Philosophy of Education journal at the Philosophy of Education Society Conference.
- Greenhalgh-Spencer, H. (2021). Determining Your Data Needs and Software Selection. Presented at BLPL Data and Software Kickoff Summit.
- Greenhalgh-Spencer, H. (2020). Fidelity of Planning Criteria and Change Processes. Presented at BLGP Kickoff Summit.
- Greenhalgh-Spencer, H. (202). Solar Energy, E-Waste, and Tackling Problems with STEAM Curriculum. Presented at School of Art, Carol Flueckiger, Spring.
- Greenhalgh-Spencer, H. (2019). Evaluation of Blended Learning: Overview of BLGP Evaluation and timeline of the BLGP FOI Rubric. Presented at BLGP Kickoff Summit.

- Greenhalgh-Spencer, H. (2019). Data-Literacy for Student Voice and Student Choice. Presented at Clever Collaborative Leadership Summit: Engaging and motivating with purposeful technology.
- Greenhalgh-Spencer, H. (2018). Evaluation of MIZ: Overview of MIZ Evaluation and timeline of the MIZ FOI Rubric. Presented at MIZ Kickoff Summit.
- *Greenhalgh-Spencer, H. (2018). Personalized Learning: Primary and Secondary Schools, and School-University Partnerships. Invited Speaker at Xi-an Siyuan University.
- Greenhalgh-Spencer, H. (2017). Research in Blended and Personalized Learning. Presented at the iNACOL Pre-Conference Research Community Meeting.
- *Greenhalgh-Spencer, H. (2017). Blended and Personalized Learning: Digital Divides, Student Agency, and Privacy in a Technology-Rich Environment. Invited Speaker at Hong Kong University.
- *Greenhalgh-Spencer, H. (2017). Blended / Personalized Learning: Primary and Secondary Schools, and Higher Education. Presented at the World Education Day Forum in Dalian, China.
- Greenhalgh-Spencer, H. (2017). Developing and Delivering Educational Content to Off-the-Grid Locations. Presented at TTU-FAPESP (Sao Paulo, Brazil, Research Foundation).
- Greenhalgh-Spencer, H. (2017). Student Agency, Goals-Setting, and Fostering Student Ownership of Blended and Personalized Learning. Presented at the Alumni meeting of the Principals Program for Harvard Graduate School of Education.
- Greenhalgh-Spencer, H. (2017). Student Agency, Goals-Setting, and Fostering Student Ownership of Blended and Personalized Learning. Presented at the Alumni meeting of the Education Innovation Program for Rice University.
- *Greenhalgh-Spencer, H. (2017). E-Waste and Environmental Education in International Curricula. Presented for TTU's Seminar on Environmental Education.
- Greenhalgh-Spencer, H. (2016). Universities Pivot to PL in In-Service and Pre-Service Teacher Training. Presented at iNACOL (International Association for K-12 Online Learning) International Conference.
- *Greenhalgh-Spencer, H. (2016). Transdisciplinary Collaborative Research Exploration for Undergraduate Engineering Students. Keynote presentation at The ATLAS (Academy of Transdisciplinary Learning and Advanced Studies) International Conference in Suzhou, China.
- Greenhalgh-Spencer, H. (2014). Three Impacts of Embodiment in Online Education. Invited Presentation at the University of Illinois.

*Greenhalgh-Spencer, H. (2013). An Ecosophic Lens Toward an Ecosophic Pedagogy. Invited Presentation at the University of Stockholm, Stockholm, Sweden.

Greenhalgh-Spencer, H. (2011). Embodied Teaching in Online and Traditional Classroom Spaces. Invited presentation for Education Policy Studies, University of Illinois at Urbana-Champaign.

Greenhalgh-Spencer, H. (2011). Issues of Embodiment in Online Education. Invited speaker at the Humanities, Arts, Sciences, Technologies, Advanced Collaboratory Conference.

Peer-Reviewed Presentations at National / International Conferences:

Note: * Denotes presentation with one or more graduate students

Greenhalgh-Spencer, H., Mansell, K., Shin, S, and Cheon, J. (2025). Development of a State-Wide Micro-Credential to Support Online, Hybrid, and Blended Teaching and Learning. Presented at the International *EDULearn Conference* in Spain.

Greenhalgh-Spencer, H., Mansell, Gottlieb, J., Kirksey, J. and Stevens, T. (2025). Evaluating Personalized Learning Supplemental Systems for State-Level Policy Interventions. Presented at the International *EDULearn Conference* in Spain.

Greenhalgh-Spencer, H. and Hytten, K. (2025). Responsibility and “Responsibilisation” in Leadership Practices, Shared Governance, and Leading (and Following) in the Field. Presented at the Philosophy of Education International Conference.

Carter, C., Lemon, M. Starkey, J, Nejat, S, and Greenhalgh-Spencer, H. (2024). Fostering Critical Thinking. Presented at the *Association for Interdisciplinary Studies*.

Greenhalgh-Spencer, H. Hytten, K. and Jackson, L. (2024). Doing Philosophy of Education in Hyperpolarized Time. Presented at the Philosophy of Education Society of Australasia Conference, Christchurch, New Zealand.

Greenhalgh-Spencer, H. Mansell, K. (2024). Strengthening the Work in Blended and Personalized Learning. Presented at the TEA Conference on Blended Learning, Dallas, Texas.

Greenhalgh-Spencer, H. (2024). Reflecting on Digital Umgang: Pushing against Binaries and for Practicalities. Presented at the Philosophy of Education Society Conference

Greenhalgh-Spencer, H. (2023). The Fecund Contact Zone between Philosophy of Education and Disability Studies--A Year Later. Presented at the Philosophy of Education Society Conference, part of a panel of presentations.

Greenhalgh-Spencer, H. (2023). The Future of Conferences and Community. Presented at the Philosophy of Education Society Conference, part of a panel of presentations.

- Greenhalgh-Spencer, H. (2023). Making Kin: Haraway's Skin as a Metaphor and Guide for Interdisciplinary Curriculum for Complex Problems. Presented as part of a panel of presenters at the Association for Interdisciplinary Studies Conference.
- *Frazier, R. and Greenhalgh-Spencer, H. (2022). Promoting “Better” Not “Bitter” in Higher Education Evaluations. Presented at American Evaluation Association Society Conference.
- Short, Cecil and Greenhalgh-Spencer, H. (2021). "Exactly What I Think My Classroom Should Be": Reflections from P-12 Educators. Presented at SITE (Society for Information Technology and Teacher Education).
- Greenhalgh-Spencer, H. (2020, October). Continuity of Learning in Texas: What We Learned from Blended, Personalized Learning Schools. Presented at Aurora Institute (formerly iNACOL), with TEA, Dallas ISD, Winters ISD, and Ector County ISD.
- *Greenhalgh-Spencer, H., Cho, J. and Meza, C. (2020, October). Social Emotional Learning: Tension and Complement to Blended and Personalized Learning. Presented at Aurora Institute (formerly iNACOL).
- Greenhalgh-Spencer, H. (2020). Personalized Learning and a Partnership to Address Digital Divides. Presented as part of a panel with DISD and RYHT for AERA. (Symposium). AERA Annual Meeting San Francisco, CA. (Conference Canceled).
- Greenhalgh-Spencer, H. (2019). Math Innovation Zones: Scaling Blended Learning from the Ground Up. Presented with the Texas Education Agency at iNACOL.
- Greenhalgh-Spencer, H. (2019). Lighting the Bulb: A Pipeline behind the Power to Drive Personalized Learning. Presented with Dallas ISD at iNACOL.
- Greenhalgh-Spencer, H. (2019). Blended Learning and New Evaluations. Presented at Math Innovation Zones Symposium.
- Greenhalgh-Spencer, H. (2019). Representing Gender in Cyber Civics Curriculum. Presented at Gender, Bodies, and Technologies.
- *Greenhalgh-Spencer, H. & Wilson, C. (2019). Analysis of Bloom’s Taxonomy in Education and Engineering Education: Discourse Analysis Concept Mapping. Presented at AERA.
- Greenhalgh-Spencer, H. (2018). Intersections of Personalized Learning and Culturally Responsive Teaching. Presented at iNACOL.
- Greenhalgh-Spencer, H. (2017). The Partnership Model of Professional Development and Teacher Training in Blended / Personalized Learning Classrooms. Presented at iNACOL.
- Greenhalgh-Spencer, H. (2017). Privacy and Student Agency in BL/PL Classrooms. Presented at iNACOL.
- Greenhalgh-Spencer, H. (2017). Big Data; Small Data in Personalized Learning Professional Development. Presented at AERA.

- Greenhalgh-Spencer, H. (2017). Capabilities Approach to Online Education. Presented at AERA.
- Greenhalgh-Spencer, H. (2017). Transdisciplinary Design for Undergraduate Engineering: Experimental Study with Implications for Future Research and Teaching. Presented at AERA.
- Greenhalgh-Spencer, H. (2017). Staying with the Trouble and Post-Humanist Relationships. Presented at PES.
- Greenhalgh-Spencer, H. (2016). Universities Pivot to PL in In-Service and Pre-Service Teacher Training. Presented at iNACOL (International Association for K-12 Online Learning), International Conference.
- Greenhalgh-Spencer, H. (2016). Women and Maker Spaces: Informal Education and the STEM Pipeline. Paper presented at Gender, Bodies, and Technology.
- Greenhalgh-Spencer, H. (2016). A Walking Education: Taking it Further. Presented at PES.
- Greenhalgh-Spencer, H. (2016). The Capabilities Approach to Assistive Technology. Presented at PES.
- Greenhalgh-Spencer, H. (2016). Ethics for Online Courses: Capabilities and Hospitality. Presented at AACE.
- Greenhalgh-Spencer, H. (2016). The Capabilities Approach to Assistive Technology and E-Learning. Presented at AACE.
- Greenhalgh-Spencer, H. (2015). Motherboard: Documenting Discourses of Reproductive Labor, Gender, and Identity in Digital Fields. Paper presented at AERA.
- Ertas, A., Frias, K., Greenhalgh-Spencer, H., & Back, S. (2015). A Transdisciplinary Research Approach to Engineering Education. Paper presented at American Society for Engineering Education (Nominated for BEST PAPER).
- Greenhalgh-Spencer, H. (2015). The Language of the Motherboard. Presented at PES.
- Greenhalgh-Spencer, H. (2015). Attention to Place in Online Education. Presented at AACE.
- Greenhalgh-Spencer, H. (2015). A Pedagogy of the Glocal in Online Education. Presented at AACE.
- Greenhalgh-Spencer, H. (2014). Mapping the Glocal: Pedagogies in Online Education. Presented at AESA.
- Greenhalgh-Spencer, H. (2014). Able-gaming and Education-Based Assistive Technology: Differences in Representation and Expectation. Presented at AESA.
- Greenhalgh-Spencer, H. (2014). The Gendered Tool. Presented at Gender, Bodies, and Technology.

- Greenhalgh-Spencer, H. (2014). An Argument for Ecosophy: An Attention to Things and Place in Online Educational Spaces. Paper presented at Philosophy of Education Society (FEATURED PAPER).
- Greenhalgh-Spencer, H. (2013). Exploring Gender, Race, and Dis/ability in Online Educational Spaces. Paper presented at American Educational Studies Association Conference.
- Greenhalgh-Spencer, H. (2013). Learning About Embodied Material Relationships of Labor and Digital Artifacts (E-Waste and E-Work). Paper presented at American Educational Studies Association Conference.
- Greenhalgh-Spencer, H. (2013). A Pedagogy of Embodied Glocality. Paper presented at Women in Philosophy of Education Conference, sponsored and reviewed by PESGB.
- Greenhalgh-Spencer, H. (2012). Re-Imagining Embodiment in Online Spaces. Paper presented at American Educational Studies Association Conference.
- Greenhalgh-Spencer, H. (2012). Technologized Imaginations, Connections, and Bodies. Paper presented at Globalizing Education in the 21st Century: The Bologna Reform and Beyond.
- Greenhalgh-Spencer, H. (2012). Moving from Embodiment / Disembodiment to the Flexibility of “In-Between-Ness” in Online Spaces. Paper presented at Women in Philosophy of Education; Conference of the Philosophy of Education Society of Great Britain.
- Greenhalgh-Spencer, H. (2012). Trends in Higher Education: The Turn to Online Learning. Paper presented at the Ohio Valley Philosophy of Education Conference.
- Greenhalgh-Spencer, H. (2012). Interactive Ethnography and the Use of Technology. Paper presented at the International College of Qualitative Inquiry Conference.
- Greenhalgh-Spencer, H. (2012). Bodies in a Classroom: Constricting Touch and Expanding Movement. Paper presented at the Gender, Bodies, and Technology Conference.
- Greenhalgh-Spencer, H. (2012). Designing Girls; Designing Tech. Paper presented at the Gender, Bodies, and Technology Conference.
- Greenhalgh-Spencer, H. (2011). How Techne Shapes Bodies in a Classroom. Paper presented at the Cave Hill International Philosophy Symposium.
- Greenhalgh-Spencer, H. (2011). Online Teacher Forums: Public Spaces Both Democratic and Disciplinary. Paper presented at American Educational Studies Association Conference.
- Greenhalgh-Spencer, H. (2011). Right to Education: Contours of Schooling and Sites of Resistance. Paper presented at American Educational Studies Association Conference.
- Greenhalgh-Spencer, H. (2011). How Bodies are Shaped in a Classroom. Paper presented at Women in Philosophy of Education; Conference of the Philosophy of Education Society of Great Britain.
- Greenhalgh-Spencer, H. (2011). Emancipatory Spaces in a Neo-Liberal Moment: The Case of I-Foundry. Paper presented at the International College of Qualitative Inquiry Conference.

- Greenhalgh-Spencer, H. (2011). Body/Flesh of the Teacher in a Digital Age. Paper presented at American Academy of Advancing Curriculum Studies Conference.
- Greenhalgh-Spencer, H. (2010). Podcast and Pranayama: Yoga as a Community of Learners On-Line, In the Studio, and Off the Mat. Paper presented at International College of Qualitative Inquiry Conference.
- Greenhalgh-Spencer, H. (2010). Technology of Discipline: Foucault and Dewey in Yoga and Ballet. Paper presented at Gender, Bodies, and Technology Conference.
- Greenhalgh-Spencer, H. (2009). Technology for All: Cyborgs, Romantics, and Acrobats. (DISTINGUISHED PAPER). Paper presented at Teachers and Technology Conference.
- Greenhalgh-Spencer, H. (2008). Right to Education: Are the Contours of Schooling Inherently Disenfranchising? Paper presented at Social Justice and Equity in Education Conference.
- Greenhalgh-Spencer, H. (2007). Audience and the Reading of the White Expert. Paper presented at International College of Qualitative Inquiry Conference.

Courses Taught as TT/T Faculty Member

- EDCI 5320: Foundations of Curriculum Theory
- EDCI 5306: Fundamentals of E-Learning and Technology
- EDCI 5310: Instructional Theory and Design
- ECTE 5335: Emerging Pedagogies and Design
- EDCI 5362: Curriculum and the Media
- EDPL 5390: Foundations of Blended and Personalized Learning
- EDPL 5391: Blended Learning / Personalized Learning and Student Agency
- EDPL 5394: Personalized Learning Coaching and Critical Communities of Practice
- EDPL 5395: Research Topics in Personalized Learning
- ECTE 6305: Critical Issues in Education
- EDCI 6306: Emerging Questions in E-Learning and Technology Research
- EDCI 6331: John Dewey's Theory of Education
- EDCI 6333: Diversity Ideologies
- EDCI 6393: Practicum in Curriculum and Instruction
- EDCI 7000: Independent Study
- EDCI 8000: Dissertation Hours

Journal Editing / Management

Editor-in-Chief, *Philosophy of Education*, January 2024-June, 2025

Co-Editor-in-Chief, with D. Liz Jackson, *Philosophy of Education*, January 2021-December 2023

Associate Editor, *Philosophy of Education*, October 2019 – December 2020

Special Issue Editor, *Educational Theory*, 2019; 2020

Special Issue Editor, *Studies in Philosophy of Education*, 2018

Special Issue Editor, *Policy Futures in Education*, 2017

Fellowships/Scholarships

Fulbright Fellowship, Fulbright France, Fall, 2025

Lawrence Schovanec Scholarship for Teacher Excellence; 2016

Harry Broudy Fellowship in the Philosophy of Education; 2012-2013.

William Chandler Bagley Scholar at the University of Illinois at Urbana-Champaign; 2011-2012.

Humanities, Arts, Sciences, and Technologies Advanced Collaboratory Scholar; 2011-2012.

Human Dimensions of Environmental Studies Fellowship; 2011-2012.

Verdell Frazier Young Scholar at the University of Illinois at Urbana-Champaign; 2010-2011.

Harry Broudy Fellowship in the Philosophy of Education; 2009-2010.

Awards / Accolades

Fulbright Scholar, 2025 in France, Fulbright Commission

I was awarded a Fulbright Scholarship to France to study universities' support of personalized learning in order to advance access to education and their collaboration practices with industry. It is a university leadership-focused Fulbright award.

National Science Foundation Selected Participant in the NSF Ideas Lab for Personalized Learning; 2024, NSF.

This NSF Ideas Lab brought 30 NSF-selected experts together to develop ideas for the next generation of personalized learning in STEM subjects, specifically in Engineering disciplines.

President's Council on Leadership Inductee; 2017; Texas Tech University.

This honor was granted to ~ 25 faculty/staff at TTU. It involves specialized training on how to be a leader at the university level.

TTU Institute for Inclusive Excellence Inductee; 2017; Texas Tech University

This honor was granted to ~ 20 faculty at TTU. It involves specialized training in how to promote diversity in the classroom, through teaching, and in interactions on campus. It

includes a monetary reward.

Schovanec Research on Teaching Award Grant; 2016; Texas Tech University.

This monetary award was given as a grant for research on teaching excellence and was given in conjunction with the Lawrence Schovanec Scholarship for Teacher Excellence.

Excellence in Teaching Award; University of Illinois at Urbana-Champaign

I have received this award every semester since beginning my teaching at the University (Fall, 2009 to Spring, 2014). This award is given to the top teaching faculty at the university. In order to receive this award, teachers must get an average of 4.5 / 5.0 on all of their teaching evaluations by students.

Adult Literacy Teacher; Excellence in Teaching Award

This award was given for my work with adult learners who were improving their literacy skills and striving toward their GED.

Academic / Disciplinary Service

Elections Board, Philosophy of Education Society (2021-2022)

Program Chair, Philosophy of Education Society (2019-2021, 2020 primary service)

Graduate Academic Council at Texas Tech University (University Level Service, 2020 - 2022)

Board member of *Top of the Hill Girls' School* in Nairobi, Kenya. I am on the board as an expert in personalized learning and technology-enhanced curriculum and instruction (2018-ongoing)

Program Committee: Philosophy of Education Society (2017-2019)

President, *Committee on the Status of Women; Philosophy of Education Society* (2016-2017)

Board member for the LEEN U-Labs (Maker Lab) in Lubbock, Texas (2016-ongoing)

World-Wide E-Learning University-level committee at Texas Tech University (University Level Service, 2015 - 2020)

Committee Chair for the committee on revamping the master's degree program for the Department of Curriculum and Instruction (2015-2018)

Program Committee: American Educational Studies Association (2013-2015)

Executive Committee Member, *Committee on the Status of Women; Philosophy of Education Society* (2012-2015)

Journal Review Boards

Editorial Review Board of *Educational Theory*

Editorial Review Board of *Journal of Global Studies in Education*

Reviewer for the Journal *Studies in Philosophy of Education*

Reviewer for Journal of *Educational Studies*

Reviewer for Journal of *Policy Futures in Education*

Reviewer for *The Journal of Qualitative Inquiry*

Professional Membership

American Educational Research Association

American Society for Engineering Education

Association for Advancement of Computing Education

Aurora Institute

Philosophy of Education Society

PhD Students

PhD Dissertation Chair	
Student Name	Progress Achieved after Qualifying Exam
Natalie Welcome	Graduated
Latasha Holt-Bocksnick	Graduated
Melinda Hammerschmidt	Graduated
Roshea Phillips	Graduated
Rebecca Crowder	Graduated
Melinda Flowers	Graduated
Courtney Powell Wilson	Graduated
David Goss	Graduated
Lien Nguyen	Developing Dissertation Proposal
Stephanie Rincon	Graduated
Susan Paulson	Graduated
Natalie Davis	Graduated
LeAnn Rains	Defended Dissertation Proposal
Emily Hill Ottinger	Graduated
Alan Prather	Defended Dissertation Proposal
Alisa Slavens	Graduated
Ashauna Lindo	Developing Dissertation Proposal
Elizabeth Klammer	Graduated
Jamie Belinne	Graduated
John Thomson	Defended Proposal
Kristen Watkins	Defended Proposal
Lisa Flannery	Graduated
Mandy Hinojos	Graduated
Matt Crutcher	Graduated
Natasha Harbin	Defended Dissertation Proposal
Robyn Embry	Graduated
Terisa Odowd	Graduated
Kelley Griesbach	Qualifying Exam
Elisa Diehl	Qualifying Exam