

Maura Dennehy White

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RESEARCH INTERESTS

My research investigates how generative AI is reconfiguring the social organization of learning in K-12 and higher education, with attention to agency, identity, and equity. I examine how learners and educators interpret and negotiate AI in instructional contexts, drawing on studies of AI-supported writing, human-AI interaction, and emerging school policies to better understand and support equitable learning practices.

EDUCATION

PhD, Education Studies <i>University of California, San Diego</i> Specialization: Computational Social Sciences Advisor: Dr. Amy Eguchi	Expected 2029
Master of Education, Education and Human Development <i>George Washington University</i> Secondary English Specialization and Teaching Credential	2021
Bachelor of Arts, Education Sciences <i>University of California, Irvine</i> Minor: English Honors Thesis: “Examining Familial Engagement in Out-of-School Science”	2019

RESEARCH EXPERIENCE

Graduate Student Researcher: Digital Learning Lab <i>UC Irvine School of Education, Irvine, CA</i> <i>PIs: Mark Warschauer & Tamara Tate</i> - Design and conduct studies on AI-mediated writing and feedback practices within the Papyrus AI research team. - Collaborate on manuscripts, grant proposals, and conference presentations within an interdisciplinary research group.	2024 - Present
Research Assistant: AI Math Tutor Impacts and Improvements Project <i>UC San Diego & Vocareum</i> <i>PIs: Amy Eguchi & Sesh Murthy</i> - Analyze student interaction and performance data to evaluate an AI-mediated math tutoring system using mixed methods (surveys, interviews, log data). - Translate findings into actionable recommendations for instructional design and system improvement.	2025 - Present
Research Assistant: AI Writing Tutor for Spanish-Speaking Learners Project <i>Adelaide University, University of Pennsylvania, and Centro Colombo-Americano</i> <i>PIs: Ryan Baker, Maciej Pankiewicz, Danny Glick</i> - Develop and pilot research materials, including writing tasks and feedback protocols for EFL learners. - Refine evaluation tools to improve the consistency and accuracy of AI-generated feedback.	2024 - Present

Undergraduate Research Assistant: After-School STEM Project

2018 - 2019

PIs: Viet Vu, David Liu
UC Irvine School of Education, Irvine, CA

- Supported design and implementation of a research-based STEM curriculum and conducted survey-based evaluation of family engagement.
- Completed an honors thesis analyzing program outcomes and student learning.

TEACHING EXPERIENCE

Graduate Teaching Assistant

2024 - Present

University of California, San Diego- San Diego, CA

- EDS 118: Adolescent Development and Education-Winter 2026
- EDS 117: Language, Culture, and Education- Fall 2024, 2025
- EDS 126: Social Organization and Education -Spring 2025, 2026
- EDS 112: Urban Education-Winter 2025

Secondary English Teacher

2022 - 2024

Hayfield Secondary School, Alexandria, VA

- Taught secondary English and remediation courses; developed student-centered, interdisciplinary curriculum aligned to evolving state standards.
- Contributed to department-wide pilot of standards-based grading initiative.

Secondary English Teacher

2020 - 2022

Bishop McNamara High School, Forestville, MD

- Redesigned 9th-grade English curriculum to align with school-wide instructional goals and assessment practices.
- Led implementation of data collection systems to inform curricular and instructional decision-making (Dujarie Fellow).

Elementary Teacher

2019 - 2020

Grace Episcopal School, Alexandria, VA

- Co-taught elementary literacy, mathematics, and interdisciplinary lessons; adapted instruction for remote learning during COVID-19 transition.
- Used formative assessment data to support student learning and family communication.

PUBLICATIONS

Peer-Reviewed Journal Articles & Book Chapters

White, M., Eguchi, A., & Warschauer, M. (in press). The digital divide: Manifestations, proposed solutions, and future implications in the age of AI. In P. P. Trifonas & P. P. Trifonas (Eds.), Handbook of theory and research in digital media and education. Springer.

White, M. (in press). Diverse digital and AI literacies: Essential understandings for integrating AI in school spaces. AI Matters. (Selected for EAAI Blue Sky Ideas, AAAI/ACM SIGAI Innovative AI Education Program)

In Preparation

White, M., Saito-Stehberger, D., Warschauer, M. AI as a Supplementary Collaborator: Middle School Student Perspectives on AI and Teacher Feedback

White, M., Vu, V., Warschauer, M. Editor, Tutor, or Thinking Partner: How Students Position AI in the Writing Classroom

SELECTED PRESENTATIONS AND INVITED TALKS

White, M. (Accepted, 2026, April). *Rethinking writing support: AI as peer, editor, and partner in the undergraduate classroom*. In M. Warschauer (Chair), Generative AI and academic writing: Studies from diverse contexts [Symposium]. Oral presentation at the American Educational Research Association Annual Meeting, Los Angeles, CA, United States.

White, M. (2026, January). *AI identity, morality, and decision making*. Invited talk at the Heyman Lab, Department of Psychology, University of California, San Diego, CA, United States.

White, M. (2025, November). *What if AI can support writing instruction, rather than inhibit it?* Oral presentation at the NCTE Annual Convention, Denver, CO, United States.

White, M. (2025, July). *AI and 21st-century literacies: Examples from two courses at UCI*. Invited talk at the UCI Writing Project Summer Institute, University of California, Irvine, CA, United States.

White, M. (2025, March). *AI ethics and bias*. Oral presentation at AI4CA AI Literacy Day: What teachers need to know about AI, Virtual.

White, M. (2025, March). *Diverse digital and AI literacies: Essential understandings for integrating AI in school spaces*. Oral presentation at EAAI-25, Philadelphia, PA, United States. [AAAI/ACM SIGAI Innovative AI Education Award]

HONORS & AWARDS

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| • Outstanding TA Award- Department of Education Studies, UC San Diego | March 2026 |
| • Summer Scholars Fellowship- Department of Education Studies, UC San Diego | June 2025 |
| • AAAI/ACM SIGAI Innovative AI Education Award- EAAI-25 | February 2025 |
| • Presidential Volunteer Service Award- George Washington University | June 2021 |
| • Corey Hansen Endowment Scholarship- George Washington University, GSEHD | May 2020 |
| • Merit Scholarship- George Washington University, GSEHD | April 2020 |

MEMBERSHIPS

- Phi Beta Kappa National Honors Society
- American Education Research Association
- AI for California

SERVICE, OUTREACH, & MENTORSHIP

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| Undergraduate Research Mentor (McNair Scholars Program) | 2025 - Present |
| <ul style="list-style-type: none"> • Mentor undergraduate researcher on an independent project, providing guidance on research design, analysis, and academic writing. | |
| AI for California- Contributing Member | 2024 - Present |
| <ul style="list-style-type: none"> • Develop AI literacy lessons and support statewide professional learning initiatives for educators. | |
| Special Education Evaluator (Teacher Representative), Fairfax County Public Schools | 2022 - 2024 |
| <ul style="list-style-type: none"> • Supported student evaluation processes and collaborated with educators to determine appropriate accommodations. | |
| Resource and Assessment Support, Fairfax County Public Schools | 2023 - 2024 |
| <ul style="list-style-type: none"> • Developed and reviewed curricular materials for accessibility, copyright compliance, and instructional clarity. | |
| Remediation Data Team Member, Hayfield Secondary School | 2023 - 2024 |
| <ul style="list-style-type: none"> • Analyzed student performance data to identify learning gaps and inform targeted instructional supports. | |