

Alexandra Panos

CURRICULUM VITAE

University Positions

Assistant Professor of Literacy Studies, Department of Teaching and Learning, College of Education, University of South Florida, August 2019 – present.

Assistant Professor in Elementary Literacy, Teacher Education Department, College of Education, University of Nebraska at Omaha, 2018 – 2019.

Education

Ph.D. in Literacy, Culture, and Language Education, Minor in Inquiry Methodology, August 2018, Indiana University, Bloomington, IN

Dissertation: *Visions of and for the Rural Rustbelt: Public School Teachers Mobilizing School and Community Space*. Committee: James Damico (co-director), Jessica Nina Lester (co-director), Mitzi Lewison, Carmen Medina, Karen Wohlwend.

M.Ed. in Teaching & Learning in Urban and Multicultural Education, March 2011, DePaul University, Chicago, IL

B.A. in Comparative Literature, August 2008, Indiana University, Bloomington, IN

Grants & Awards

Research Grants & Awards

Spencer Small Grant, National Academy of Education, November 2019 target submission, (in preparation with Wessel-Powell, C. & Weir, R.).

Spencer Dissertation Fellowship Semi-Finalist, National Academy of Education, 2017.

Faculty Fellowship, Literacy, Culture, and Language Education Department, Indiana University, 2013-2017, (\$16,000 annually).

Harste Alternative Literacies Fellowship, Literacy, Culture, and Language Education Department, Indiana University, 2016 (\$495), 2017-2018 (\$2,833).

Ruth G. Strickland Memorial Award, Literacy, Culture, and Language Education Department, Indiana University, 2014-2017 (\$2,000).

Summer Field Research Grant, Department of Caribbean and Latin American Studies, Indiana University, 2015 (\$1,250).

Teaching Grants

Assessment Mini-Grant, University of Nebraska at Omaha, 2018 (\$3,000).

Research

Research Projects

Collaborative Catchment Zone Mapping: Place, Space, and Inequity in a Segregated School District, 2018-present. Spencer Foundation Small Grant (in preparation). With Christy Wessel-Powell (Purdue University), Regina Weir (Indiana University), Casey Pennington* .

Visions in and for the Rural Rustbelt, 2013-present. Spencer Dissertation Fellowship Semi-Finalist, 2017; Harste Alternative Literacies Fellowship, Literacy, Culture, and Language Education Department, Indiana University, 2017-2018 (\$2,833); Ruth G. Strickland Memorial Award, Literacy, Culture, and Language Education Department, Indiana University, 2014-2017 (\$2,000).

Climate Change Literacy Project, 2013-present. Peace Grant, Indiana University (\$19,000). With James Damico (Indiana University), Mark Baidon (Singapore National Institute for Education), Michelle Myers* & Daniel DeTorrice*.

Collaborative Research on Educational Social Media, 2017-2018. With Karen Wohlwend (Indiana University), Casey Pennington*, & Summer Davis*.

Literacy, Memory, and Justice in Argentina, 2015-2018. Peace Grant, Indiana University (\$19,000). With James S. Damico (Indiana University), Loren Lybarger (University of Miami), Liliana Zecker (DePaul University), Edward Brudney (Indiana University), David Parra*, & Michelle Myers*.

Children's Literature, Critical Media, and Teacher Inquiry, 2015-2016. Harste Alternative Literacies Fellowship, Literacy, Culture, and Language Education Department, Indiana University, 2016 (\$495).

Library and Environmental Sustainability in Paraguay, 2014-2015. Caribbean and Latin American Studies Summer Field Research Grant (\$1,250). With Demetra Panos (California State University, Northridge).

Technology Integration in Elementary Schools in the Rural Rustbelt, 2013-2015

Research Positions

Graduate Research Assistant, *Climate Change Literacy Project*, 2014-2017

Graduate Research Assistant, *Literacy, Memory, and Justice in Argentina*, 2015-2017

Refereed Scholarship & Creative Activity

Books

Damico, J., **Panos, A.**, & Baildon, M. *Ecolinguistics, climate change, and citizenship education: Truth and reliability in a partisan age*, in preparation for (series) Bloomsbury Advances in Ecolinguistics (Eds. A. Stibbe & M. Rocca). Bloomsbury Press.

Journal Articles

Damico, J. **Panos, A.**, & Baildon, M. (*in revision*). Climate justice literacy: Core understandings and stories-to-live-by. *Journal of Adolescent and Adult Literacy*.

Beach, R., Boggs, G., Castek, J., Damico, J., **Panos, A.**, & Wilson, N. (*accepted*). Fostering preservice ELA teachers' use of digital practices for addressing climate change. *Contemporary Issues in Technology and Teacher Education*.

Panos, A. & Seelig, J. (2019). Discourses of the rural rustbelt: Schooling, poverty, rurality. *Theory and Practice in Rural Education*, 9(1), 22-43.

Panos, A. (2018). Children see and feel it, too: Reactions to breaking news. *First Opinions, Second Reactions*, 11(3), 12-14.
<https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1608&context=fosr>

Damico, J., Baidon, M., & **Panos, A.** (2018). Media literacy and climate change in a post-truth society. *Journal of Media Literacy Education, 10*(2), 11-32.

Damico, J., **Panos, A.**, & Baidon, M. (2018). "I'm not in the truth business": The politics of climate change with pre-service teachers. *English Teaching: Practice and Critique, 17*(2), 72-89.

Damico, J. & **Panos, A.** (2018). Civic literacy as 21st century source work: Future social studies teachers examine web sources about climate change. *The Journal of Social Studies Research, 42*(4), 345-359.

Panos, A. (2017). Beyond sanctioned activism in Carl Hiaassen's *Flush*: Sacrifice zones in realistic fiction. *Journal of Children's Literature, 43*(1), 6-10.

Panos, A. (2017). Toward translingual and transcultural practice: Explorations in a White-majority, rural, Midwestern classroom. *Journal of Multilingual and Multicultural Development, 38*(5), 422-437.

Panos, A. & Damico, J. (2016). Coming to know about sacrifice zones and eco-activism. *Ubiquity Journal of Literacy and the Arts*. Online: <http://ed-ubiquity.gsu.edu/wordpress/panos-damico-3-1/>.

Damico, J. & **Panos, A.** (2016). Reading for reliability: Preservice teachers evaluate the reliability of web sources about climate change. *Journal of Adolescent and Adult Literacy, 60*(3), 275-285.

Damico, J., Honeyford, M., & **Panos, A.** (2016). Designing inquiries that matter: Significance, design, and fit. *Voices from the Middle (23)*, 3, 25-32.

Panos, A., Park, H., Park, S*, Park, Y*, Sylvia, J*, & Damico, J. (2016). Taking Aim at Solutions: Teaching English through Anthropogenic Global Warming. *The English Connection, (19)*, 4.

Panos, A. (2015). Reflections from pre-service to novice teaching: One perspective on the role of ePortfolios. *Theory into Practice (54)*, 4, 292-300.

Wise, J. B. & **Panos, A.** (2013). Using digital technology to foster historical argumentation. *Reading Today, 31* (3), 10-11.

Book Contributions

Damico, J., **Panos, A.**, & Myers, M*. (2018). Digital literacies and climate change: Exploring reliability and truth(s) with pre-service teacher educators. In E. Ortlieb, E. Cheek Jr., & P. Semingson (Editors) *Best Practices in Teaching Digital Literacies*, in (series) Literacy Research, Practice and Evaluation. West Yorkshire, UK: Emerald Publishing Ltd.

Damico, J., Baildon, M. & **Panos, A.** (2017). This Changes Everything! Critical literacy and climate change in social studies. In S. Waters & R. William (Editors) *Cinematic Social Studies: A Resource for Teaching and Learning Social Studies with Film*, 347-367. Charlotte, NC: IAP.

Panos, A. (2014). Using children's literature: Race, reading, and critical response. In M. Lewison, C. Leland, & J. Harste (Authors), *Creating Critical Classrooms, 2nd Edition*. New York, NY: Routledge.

Online Professional Scholarship

Panos, A. (2019). Critical media literacy for helping. *Literacy Daily*. International Literacy Association. <https://www.literacyworldwide.org/blog/literacy-daily/2019/02/15/critical-media-literacy-for-helping>.

Panos, A. & Damico, J. (2018). Reading online: An instructional model and ideas for the ELA classroom. *Literacy Daily*. International Literacy Association. <https://www.literacyworldwide.org/blog/literacy-daily/2018/03/23/reading-online-an-instructional-model-and-ideas-for-the-ela-classroom>.

Panos, A. (2015). Relying on each other: Teacher study groups around digital technologies. *Literacy Daily*. International Literacy Association. <http://www.literacyworldwide.org/blog/literacy-daily/2015/11/13/relying-on-each-other-teacher-study-groups-around-digital-technologies>.

Panos, A. (2015). Community youth group's conceptions of the role of a text-based, dual-language library in rural Paraguay. <https://clacsindiana.wordpress.com/2015/08/24/community-youth-groups-conceptions-of-the-role-of-a-text-based-dual-language-library-in-rural-paraguay/>.

Panos, A. (2013). Digital tools for reflective practice. *Literacy Daily*. International Literacy Association. <https://www.literacyworldwide.org/blog/literacy-daily/2014/06/20/digital-tools-for-teacher-reflection>.

Panos, A. (2013). Collaborating to support multimodal response and composition. *Literacy Daily*. International Literacy Association. <http://literacyworldwide.org/blog/the-engaging-classroom/teaching-tips/literacy-daily/2013/11/15/collaborating-to-support-multimodal-response-composition>.

Panos, A. (2013). Emphasizing choice in multimodal, digital poetry: One teacher's argument. *Literacy Daily*. International Literacy Association. <https://www.literacyworldwide.org/blog/literacy-daily/2013/03/08/tile-sig-feature-on-emphasizing-choice-in-multimodal-digital-poetry-in-the-ela-classroom-one-teacher-s-argument>.

Panos, A. (2012). Back to school with multimodality. *Literacy Daily*. International Literacy Association. <https://www.literacyworldwide.org/blog/literacy-daily/2012/08/24/tile-sig-feature-back-to-school-with-multimodality>.

Refereed Conference Papers & Presentations

Mayo, R., **Panos, A.**, Damico, J. Webb, A. & Beach, R. (July 20, 2019). What is English education for? Rethinking our work through climate change and the environment. *English Language Arts Teacher Educators Annual Conference*, Fayetteville, AR.

Panos, A. (April, 9 2019). Productive confrontations: Food Access Stories, II. Paper presented in symposium at *American Education Research Association Annual Convention*, Toronto, Canada.

Panos, A. (April, 8 2019). Useless narratives and an interrogation of practices of (un)masking in the rural rustbelt. Paper presented in symposium at *American Education Research Association Annual Convention*, Toronto, Canada.

Panos, A. & Damico, J. (November, 30 2018). Pre-service teachers reading online about climate change: A review of findings & analytic orientations in *Examining the Affordances of Digital Tools for Addressing Climate Change Alternative Session* (Richard Beach, chair) at *Literacy Research Association Annual Conference*, Indian Wells, CA.

Panos, A. (November, 29 2018). Developing school-community partnerships in the rural rustbelt: Elementary teachers' visions & practices. Paper presented at *Literacy Research Association Annual Conference*, Indian Wells, CA.

Panos, A. (May, 22 2018). Feast or famine: Researcher responsibilities regarding food access in complex socio-political-material geographies. Paper presented at *Fourteenth International Congress of Qualitative Inquiry*, Champaign, IL.

Panos, A. (April, 13 2018). (Im)mobilizing emotions in confrontational times: Teachers and the media producing deficit and distance. Paper presented in Symposium: Possible and (Im)Possible Futures: Public Education in Diverse Rural Americas (Carolyn Colvin, Chair) at *American Education Research Association Annual Convention*, New York, NY.

Panos, A. (December 2, 2017). Teachers' changing orientations to intersections of school and community in the rural rustbelt. Paper presented at *Literacy Research Association Annual Conference*, Tampa Bay, FL.

Panos, A. (December 1, 2017). How do we decide how to help (the refugees)? Dislocation, Christian charity, and critical media literacies in the rural rustbelt. Paper presented in Symposium, Critical Approaches to Social Media and Literacy Practices of Popular Culture (Chair) at *Literacy Research Association Annual Conference*, Tampa Bay, FL.

Damico, J. & **Panos, A.** (December 1, 2017). Tepid agreement and superficial critique: Dialogue about climate change across perspectives. Paper presented at *Literacy Research Association Annual Conference*, Tampa Bay, FL.

Panos, A. (May 23, 2017). "Where's that house?" Media and teachers producing the rural rustbelt. *Working Conference on Discourse Analysis in Education Research*, Bloomington, IN.

Panos, A. & Damico, J. (May 1, 2017). "I'm not in the truth business": Pre-service teachers collaboratively examine online texts about climate change. Paper presented at *American Education Research Association Annual Convention*, San Antonio, TX.

Damico, J. & **Panos, A.** (May 1, 2017). Memory and justice: Interdisciplinary research during commemorative events in Argentina. Roundtable presented at *American Education Research Association Annual Convention*, San Antonio, TX.

Panos, A. (April 30, 2017). What changes communities: Spatial implications for teachers in the rural rustbelt. Paper presented at *American Education Research Association Annual Convention*, San Antonio, TX.

Panos, A. (December 2, 2016). Reading sacrifice zones ecocritically: Opportunities to explore fluid landscapes and mobile activism in realistic environmental fiction. Paper presented at *Literacy Research Association Annual Conference*, Nashville, TN.

Panos, A. & Damico, J. (December 2, 2016). "The argument isn't simply is it real or is it not": Preservice teachers from across academic disciplines and beliefs evaluate online

sources about climate change. Paper presented at *Literacy Research Association Annual Conference*, Nashville, TN.

Damico, J., **Panos, A.**, Lybarger, L., Zecker, L. & Brudney, E. (December 1, 2016). Response(s) and responsibilities across trajectories: Documentary film and literacy research during commemorative events in Argentina. Paper presented at *Literacy Research Association Annual Conference*, Nashville, TN.

Panos, A. (May 21, 2016). Frames of analysis on a critical language awareness activity: Emotions, space, and discourse. *Discourse Analysis in Educational Research*, Columbus, OH.

Panos, A. (May 20, 2016). Sustaining interactions: An initial look at empowerment with public texts. Paper presented at *Twelfth International Congress of Qualitative Inquiry*. Champaign, IL.

Panos, A. & Seelig, J. (April 12, 2016). Situating teacher talk: The intersection of rurality, poverty, and educational discourse. Roundtable presentation at *American Education Research Association Annual Convention*. Washington, D.C.

Panos, A. & Damico, J. (November 19, 2015) How to help students evaluate online sources about climate change. Workshop presented at *National Council of Teachers of English Convention*, Minneapolis, MN.

Panos, A. (May 23, 2015). Teacher response to top-down technology integration: Considering teacher talk about technology, place, and identity. *Discourse Analysis in Educational Research*, Madison, WI.

Huxhold, D., Wilcox, S., **Panos, A.**, Peck, L. & Jones, R.. (May 22, 2015). Student collaboration in the context of a doctoral seminar: Our perspectives on generating and analyzing data together. Paper presented at *Eleventh International Congress of Qualitative Inquiry*, Champaign, IL.

Peck, L., Huxhold, D., **Panos, A.**, & Wilcox, S. (April 17, 2015). The intersections of personal reflection and metatheory: A photovoice project. Roundtable presented at *American Education Research Association Annual Conference*, Chicago, IL.

Lewis, M., **Panos, A.**, & Pinkston, J*. (December 4, 2014). Multiple perspectives on critical literacy instruction: What's on teachers' minds?. Paper presented at *Literacy Research Association Annual Conference*, Marco Island, FL.

Panos, A. & Lawrence, K. (November 1, 2013). Voicethread, podcasting, and student choice: Lessons learned from a year of multi-disciplinary co-teaching by a middle school Language Arts teacher and school librarian. Workshop presented at *Illinois School Library Media Association Annual Conference*, Springfield, IL.

Invited Campus Talks

Panos, A. (February 24th, 2019). *Critical media literacy for teachers and their classrooms*, College of Education, University of Nebraska at Omaha.

Panos, A. (November 1, 2018). *Postcritical ethnography and mediated discourse analysis: Design and connected approaches*, Indiana University.

Panos, A., Kersulov, M., & Henze, A. (January 26, 2017). What is critical media literacy?. *What is public education and why does it matter?* School of Education, Indiana University, <https://www.facebook.com/IUSchoolofEd/videos/10155812383947468/>.

Damico, J., **Panos, A.,** Zecker, L., Brudney, E., & Parra, D*. (November 3, 2016). Memory & Justice Work in Argentina. *Caribbean and Latin American Studies Department*, Indiana University.

Panos, A. (September 26, 2016). An issue of equity: Responding with poverty as teachers. *School of Education*, Indiana University.

Panos, A. & Panos, D*. (April 2, 2016). Discussing context-based challenges and resources in constructing local libraries: A focus on rural Paraguay. *USAID A Library for All Workshop*. Indiana University.

Panos, A. (February 4, 2016). Inquiry into digital poetry for the middle school ELA classroom. *School of Education*, Indiana University.

Panos, A. (December 11, 2015). Inquiry into the refugee crisis: Literacy pedagogy for complex issues. *Inspire Living & Learning Center*, Indiana University.

Panos, A. (October 12, 2015). Thinking pedagogically about the impacts of poverty in the ELA classroom. *School of Education*, Indiana University.

Panos, A. (October 1, 2015). Making space for transcultural and translingual practice in a 'mono' classroom. *School of Education*, Indiana University.

Panos, A. (February 24, 2015; February 1, 2016). Thinking through qualitative research software for literacy research. *School of Education*, Indiana University.

University Teaching

University of South Florida

Assistant Professor, 2019-present

Literacy Studies Program

Graduate Courses:

Research in Literacy Education: Theory, Practice, Method, Spring 2020

History and Foundations of Literacy Studies (*hybrid*), Fall 2019

Disciplinary Literacy (*online*), Fall 2019

University of Nebraska at Omaha

Assistant Professor, Teacher Education Department, 2018-2019

Undergraduate Courses:

Effective Instruction & Culturally Responsive Teaching, Fall 2018 & Spring 2019

Indiana University

Associate Instructor, Department of Literacy, Culture, and Language Education, 2013-2018

Graduate Courses:

Theoretical Foundations in Literacy, Language, and Culture (*online*), Spring 2018

Ethnographic Methodology (*online*), Fall 2017

Ethnographic Methodology, Fall 2017

Undergraduate Courses:

Children's Literature, Spring 2014

Inquiry into Middle School English Language Arts, Spring 2014

Teaching Reading & Writing Methods, Fall 2013

Teaching Assistant, Inquiry Methodology Program

Graduate Courses:

Introduction to Qualitative Methods, Fall 2017

Other Teaching Experience

Pre-K-16 Teaching Experience & Certification

Middle School ELA Teacher & Curriculum Developer (Grades 6 – 8), Immaculate Conception St. Joseph School, Chicago, IL, 2010 – 2013

Lead Reading Teacher, Sherwood Forest Camp, Lesterville, MO, 2010

Computer Skills Teacher, WholeChild, Chicago, IL, 2009 – 2010

Financial Educator, DePaul University, Chicago, IL, 2009 – 2010

Teaching Certification: Illinois Secondary English & Middle Grades
Endorsements in Language Arts and Social Studies

In-Service Education and Professional Development

Panos, A. (February 20, 2016). Media about our community: What is the role of education in the rural rustbelt right now? IN.

Panos, A. (August 2016 – May 2017). Self-guided inquiry: Professional learning community for reflection and goal-setting. IN.

Panos, A. (January 16, 2015). What changes communities? Professional development session on place-based and critical approaches to school-community interactions. IN.

Panos, A. (January - May 2015). Technology integration study group. IN.

Panos, A. & Khikmatillaeva, U. (March 29, 2014). Here I am! Integrating professional identity through ePortfolios. *Techie Women Have More...* Indiana University.

Panos, A. (April 19, 2013). Reflexive thinking: Connecting tools for multimodal reading response. *Institute Day: Using New Technologies to Engage Readers & Encourage Student Voices*, International Reading Association, San Antonio, TX.

Panos, A. (April 13, 2013). Critical literacies across the curriculum. *ACE Educator Forum*, Chicago, IL.

Panos, A. (August 17, 2011). Latching on to natural curiosity: Critical literacy. *Archdiocese of Chicago*, Chicago, IL.

Panos, A. & Holthouse, A. (July 21, 2010). Motivating struggling learners. *Rockwood School District*, St. Louis, MO.

Service

Academic & Professional Activities & Service

Secondary Education Literacy Liaison, University of South Florida, 2019 - present.

Social Sciences Research Council Steering Committee, University of Nebraska at Omaha, 2018-2019.

Diversity, Equity, and Inclusion Faculty Committee, University of Nebraska at Omaha, 2018 - 2019.

Student-Led Teacher Education Diversity Organization Sponsor*, University of Nebraska at Omaha, 2018 - 2019.

Graduate Literacy Program Committee, College of Education, University of Nebraska at Omaha, 2018-2019.

CAEP Review Committee, College of Education, University of Nebraska at Omaha, 2018-2019.

Social Sciences Research Community of Practice, University of Nebraska at Omaha, 2018-2019.

Becoming Multiple Working Group, University of Missouri, Columbia, MO, 2017-2018

Discourse Analysis/Conversation Analysis Working Group, School of Education, Indiana University, 2014-2018

Excellence in Mentoring Award Committee Member, School of Education, Indiana University Bloomington, 2018

Program Chair, 2017 Working Conference on Discourse Analysis in Education Conference, School of Education, Indiana University, Bloomington, IN, 2016-2017

Summer Institute on Qualitative Research Delegate, Manchester Metropolitan University, Manchester, UK, July 2017

LACLE Professional & Personal Mentoring Colloquia Co-founder & Facilitator, School of Education, Indiana University, 2015 - 2016

Co-Managing Editor, Working Papers in Literacy, Culture, and Language Education, School of Education, Indiana University, 2014 - 2016

Grievance Committee Graduate Student Representative, Graduate and Professional Student Government, Indiana University, 2013 – 2016

EdTPA Reviewer, School of Education, Indiana University, 2014-2015

Discourse Analysis Reading Group Co-founder & Facilitator, Indiana University, 2015

Learning & Teaching with Technology Committee Graduate Student Representative, Graduate and Professional Student Government, Indiana University, 2015

Treasurer, Literacy, Culture, and Language Education Graduate Student Organization, Department of Literacy, Culture, and Language Education, Indiana University, 2013 - 2015

Committee Member, Student Led Education Symposium, Department of Literacy, Culture, and Language Education, Indiana University, 2013

Professional Review

Literacy, 2019

Literacy Research: Theory, Method, and Practice, 2019

American Education Association Annual Conference, Division G Proposal Reviewer, 2020

American Education Association Annual Conference, Qualitative Research SIG Proposal Reviewer, 2017-2020

American Education Association Annual Conference, Writing & Literacies SIG Proposal Reviewer, 2016-2020

American Education Association Annual Conference, Language & Social Processes SIG Proposal Reviewer, 2019

Literacy Research Association Annual Conference, Proposal Reviewer, 2014 – 2019

Journal of Curriculum, Teaching, Learning, and Leadership in Education, 2018

Journal of Children's Literature, 2018

Education Policy Analysis Archives, Article Reviewer, 2016

Language Arts, 2013

Community Service

Louder than a Bomb, Invited Judge, Omaha, NE, 2019

Volunteer & Fundraiser, American Federation for Suicide Prevention, 2013 – present

Member, Indiana Coalition for Public Education, 2017 – present

Council Member, Literacy Coalition, IN, 2017 – present

Council Member, Food Policy Council, Food Policy Council, IN, 2016 – present

Literacy Camp Director, Jovenes Unidos Coratei, Coratei, Paraguay, 2015

Library Developer, Jovenes Unidos Coratei, Coratei, Paraguay, 2015

Tutor, Mercy Home for Boys, Chicago, IL, 2006-2012

Professional Organization Affiliations

American Educational Research Association (Language & Social Processes SIG, Qualitative Research SIG, Rural Education SIG, Writing & Literacies SIG, & Division G); *Literacy Research Association*

Research Software & Management Tools: ArcGIS (training in progress), NVivo, Transana, AtlasTI, Dedoose, InqScribe, Excel, VideoANT, iMovie

Online Course Management Tools: Canvas, Blackboard, Kaltura, Zoom | Screencast, Loom, VoiceThread, GoogleClassroom

Languages: English (native) | French (conversational) | Spanish (new learner)