

Alexandra Panos, Ph.D.

Curriculum Vitae

Literacy Studies Program | University of South Florida | College of Education
4220 E. Fowler Ave. | EDU 105 | Tampa, FL 33620
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Education

- 2018** **Indiana University Bloomington**
Ph.D.: Doctor of Philosophy in Literacy, Culture & Language Education
Minor: Inquiry Methodology, Qualitative Focus
Visions of and for the Rural Rustbelt: Public School Teachers Mobilizing School and Community Space
- 2011** **DePaul University**
M.Ed.: Teaching & Learning in Urban & Multicultural Contexts
Secondary English | Middle Grades | Social Sciences Endorsement
- 2008** **Indiana University Bloomington**
B.A.: Comparative Literature
Literature of Diaspora | Caribbean & Latin American Literature | Media & Literature

Professional Experience

- 2019-** **Assistant Professor of Literacy Studies**
Affiliate Faculty, Measurement & Research
University of South Florida, Tampa, FL
- 2018-2019** **Assistant Professor of Elementary Literacy**
University of Nebraska at Omaha, Omaha Nebraska
- 2013-2018** **Graduate Research Assistant & Graduate Teaching Assistant**
Indiana University Bloomington, Bloomington, IN
- 2010-2013** **Middle Grades English Language Arts Teacher**
Immaculate Conception-St. Joseph School, Chicago, IL

Honors & Awards

- 2020-2022** College of Education Excellence in Undergraduate Education Award, University of South Florida.
- 2020** Area 4 (Literacy Assessment, Evaluation, and Public Policy) Chair Award for Outstanding Paper, Literacy Research Association.
- 2017** Spencer Dissertation Fellowship Semi-Finalist, National Academy of Education

Complementary Areas of Research Interest

- ❖ Spatial & critical dimensions of research in literacy, language, and culture
- ❖ Literacy's intersections with environmental and climate justice
- ❖ Critical qualitative methodologies

Research, Scholarly, & Creative Activity

*Student co-author, **Community collaborator co-author

Current Community Engaged Research Activity

Exploring Ecojustice Literacies in Tampa Bay: Developing Community Engaged Immersive Educational Opportunities. (2023-). PI: **A. Panos**, Co-PI: K. Geren*. Study Staff: L. Burger*, D. Hunter*, E. McConnaughy*, C. Rivera*, & J. J. Schneider.

Partners: Tampa Housing Authority, The Oaks at Riverview Community Center, United States Fish & Wildlife Service, Friends of the Tampa Bay National Wildlife Refuges, & University of South Florida.

The purpose of this community-engaged collaborative educational and research project is to design and grow immersive, place-based ecojustice literacies curriculum and learning opportunities for the Tampa Bay region serving children living in urban environments, children who are historically and presently underrepresented in environmental education programs, and children who are living in high poverty contexts.

Scholarly Creative Activity

Panos, A. & Boczar, A. (2023). Ecoliteracies for Climate Action in Florida.

<https://elcaf-usflibrary.hub.arcgis.com/>. Freely accessible resource portal. *This openly accessible resource portal has been developed in collaboration with USF Libraries. Its goal is to curate media, literature, and archival materials using geographic platforms to support a transdisciplinary, place-based, and justice-oriented understanding of climate and ecological crisis specific to Florida.*

Special Issues

Panos, A. & Lester, J.N. (Eds.). Interrogating (un)masking in qualitative inquiry at the intersections of critical geographies and spatial justice. *International Journal of Qualitative Studies in Education*, 34(9). DOI: 10.1080/09518398.2021.1975059. (H-Index: 58; Quartile 1)

Refereed Journal Articles

Under Review

Panos, A., Geren, K.*, Hull, K.*, & Sherry, M. (under review, August 2023). "Stories are our survival guides": Ecojustice literacies in politically and ecologically vulnerable places. *Curriculum Inquiry*. (IF: 1.944)

Published | Accepted

2023

25. Wessel-Powell, C., **Panos, A.**, & Weir, G.**. (accepted, July 2023). Advocacy stories: Equity literacy practices of white low income mothers navigating school reform. *American Educational Research Journal*. DOI: 10.3102/00028312231195805 (IF: 4.811)
24. Werthwine, K.** & **Panos, A.** Critical dialogue: Climate literacy in context. *Climate Literacy in Education*, 1(1), 31-33. (Open Access)
23. Editorial Collective. (2023). Climate literacy as resistance, hope, and activism. *Climate Literacy in Education*, 1(1), 1-3. (Open Access)
22. Damico, J., Baildon, M., & **Panos, A.** (2023). How can we confront climate denial? Critical literacy+, eco-civic practices, and inquiry. *Journal of Adolescent & Adult Literacy*, 66(4), 257-266. DOI: 10.1002/jaal.1276. (IF: 1.497.)

2022

21. **Panos, A.**, Wessel-Powell, C., Weir, R., & Pennington, C. (2022). Waypoints for literacy researchers: boundary tracing, historicizing, and enacting critical equity literacies. *International Studies in Sociology of Education*, 31(1-2), 80-103. DOI: DOI: 10.1080/09620214.2021.1956995. (IS: 1.2/H-Index: 34/Citescore: 1.25)

2021

20. **Panos, A.** (2021). Reading about geography and race in the rural rustbelt: Mobilizing dis/affiliation as a practice of whiteness. *Linguistics and Education*, 65, DOI: <https://doi.org/10.1016/j.linged.2021.100955> (5Y Impact Factor: 1.592).
19. **Panos, A.** & Lester, J.N. (2021). Introduction to the special issue: Interrogating (un)masking in qualitative inquiry at the intersections of critical geographies and spatial justice. *International Journal of Qualitative Studies in Education*, 34(9), 783-789. DOI: 10.1080/09518398.2021.1975059. (H-Index: 58; Quartile 1)
18. **Panos, A.** & Damico, J. (2021). Less than 1% is not enough: How leading literacy organizations engaged with climate change from 2009 to 2018. *Journal of Literacy and Language Education*. http://jolle.coe.uga.edu/wp-content/uploads/2021/04/Panos_JoLLE2021.pdf (Open Access/H-Index: 20/Acceptance Rate: 16%) **Paper awarded Outstanding Paper Award through Literacy Research Association Area 4.**
17. **Panos, A.** (2021). The devil's armpit and other tales from the rural rustbelt: Interrogating the process of un/masking in a postcritical ethnography about place. *International Journal of Qualitative Studies in Education*, 34(9), 800-811. DOI: <https://doi.org/10.1080/09518398.2021.1885762>. (SJR: 1.06/H-Index: 58; Quartile 1)
16. **Panos, A.**, Uttamchandani, S., & Lester, J.N. (2021). Beyond "doing no harm": Saddle points in anonymization and masking as socialized practices for new researchers. *International Journal of Qualitative Studies in Education* 34(9), 871-885. DOI: <https://doi.org/10.1080/09518398.2021.1885080>. (SJR: 1.06/H-Index: 58; Quartile 1)

15. Wessel-Powell, C., **Panos, A.**, & Weir, R.**. (2021). A year of equity literacy: Community actions and invitations. *Literacy*, 55(1), 62-76. DOI: <http://dx.doi.org/10.1111/lit.12237>. (Impact Factor: 1.783)
- 2020**
14. Damico, J., Baildon, M. & **Panos, A.** (2020). Climate justice literacy: Stories-we-live-by, ecolinguistics, and classroom practice. *Journal of Adolescent and Adult Literacy* 63(6), 683-691. DOI: <https://doi.org/10.1002/jaal.1051>. (Impact Factor: 1.497)
13. Beach, R., Boggs, G., Castek, J., Damico, J., **Panos, A.**, & Wilson, N. (2020). Fostering preservice ELA teachers' use of digital practices for addressing climate change. *Contemporary Issues in Technology and Teacher Education*.
<https://citejournal.org/proofing/fostering-preservice-and-in-service-ela-teachers-digital-practices-for-addressing-climate-change>. (Open Access/H-Index: 22/Acceptance Rate: 29%)
- 2019**
12. **Panos, A.** & Seelig, J. (2019). Discourses of the rural rustbelt: Schooling, poverty, rurality. *Theory and Practice in Rural Education*, 9(1), 22-43. DOI: <https://doi.org/10.3776/tpre.2019.v9n1p23-43>. (Open Access)
- 2018**
11. Damico, J., Baildon, M., & **Panos, A.** (2018). Media literacy and climate change in a post-truth society. *Journal of Media Literacy Education*, 10(2), 11-32. DOI: <https://doi.org/10.23860/JMLE-2018-10-2-2>. (Open-Access/H-Index: 22)
10. Damico, J., **Panos, A.**, & Baildon, 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. DOI: <https://doi.org/10.1108/ETPC-05-2017-0081>. (5Y Impact Factor: .771/Cite Score: 1.1)
9. 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. DOI: <https://doi.org/10.1016/j.jssr.2017.10.001>. (H-Index: 16)
- 2017**
8. **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.
<https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1102&context=tedefacpub>. (H-Index: 15, 8-10% Acceptance Rate)
7. **Panos, A.** (2017). Toward translanguingual and transcultural practice: Explorations in a White-majority, rural, Midwestern classroom. *Journal of Multilingual and Multicultural Development*, 38(5), 422-437. DOI: <https://doi.org/10.1080/01434632.2016.1186679>. (IF: 2.849)
- 2016**
6. **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/>. (Open Access)
5. 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. DOI:<https://doi.org/10.1002/jaal.551>. (Impact Factor: 1.497)
4. Damico, J., Honeyford, M., & **Panos, A.** (2016). Designing inquiries that matter: Significance, design, and fit. *Voices from the Middle*, 3(23), 25-32. (H-Index: 11)

3. **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.

2015

2. **Panos, A.** (2015). Reflections from pre-service to novice teaching: One perspective on the role of ePortfolios. *Theory into Practice*, 4(54), 292-300. DOI: <https://doi.org/10.1080/00405841.2015.1076692>. (Impact Factor: 2.329)

2013

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

Scholarly Funding

Under Review

Stories-to-live-by: Literacy Teaching for the Climate in Florida (under review, April 2023; selected as finalist, August 2023). Spencer Foundation Small Grant Program. (\$50,000 requested). **PI: Panos, A.** Co-PIs: Sherry, M. & Roselló, J.

Grants Awarded & Funded

7. Understanding Literacy's Role in Climate Change Education in Florida (funded, 2023). New Researcher Grant, University of South Florida. **PI: Panos, A.** (\$19,684).

6. Florida Ecojustice Literacies Project: Teacher Orientations to Ecojustice Work (funded, 2022). COEDU Mini-Grant, University of South Florida. **PI: Panos, A.** Co-PIs: Boczar, A., Roselló, J., & Sherry, M. (\$5,000).

5. Eco-Literacies: Open Teaching and Learning Resources for Climate Justice (funded, 2022). The American Library Association Carnegie Whitney Grant. PI: Boczar, A.. Co-PIs: **Panos, A.** & Ariew, S. (\$5,000)

4. Using VR Immersive Technologies to Support Digital Literacy Composing (Funded, 2022). COEDU Mini-Grant, USF College of Education. PI: Schneider, J.J., Co-PIs: **Panos, A.**, Persohn, L., Osvath, C. (\$5,000)

3. Developing Open-Access Media for K-16+ Classrooms to Support Florida Interdisciplinary Climate Justice Education. Faculty Learning Community Grant (funded, 2021). Center for Innovative Teaching & Learning, University of South Florida. **PI: Panos, A.** Co-PIs: Persohn, L., Boczar, A., Cook, M., VanBeynen, K., Rosengrant, D., Sherry, M, Ariew, S., Jasinski Schneider, J. (\$3,500)

2. Assessment Mini-Grant (funded, 2018). University of Nebraska at Omaha. **PI: Panos, A.**, CO-PI: Danielson, K. (\$3,000)

1. Dual Language Library Development in Coratei, Paraguay. Summer Field Research Grant (funded, 2015). Department of Caribbean and Latin American Studies, Indiana University. **PI: Panos, A.** (\$1,250)

Fellowships

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).

Grants & Fellowships Submitted Unfunded

Multi-leveled Inferential Aspects of Text Meaning (unfunded, 2022). National Science Foundation. PI: John Licato. Collaborator: A. Panos. (\$500,000).

Climate Lit: Building Universal Climate Literacy with Children’s Literature and Media. (unfunded, 2022). CEHD Research Acceleration Grant, University of Minnesota. PI: Orewiekz, M. Co-PIs: **Panos, A.**, Vagle, M., Cavanaugh, C., Buturian, L., Hermes, M., Clements, C., Beach, R., Phillipon, D., Marran, C., Kleese, N., & Webb, A. (\$25,000).

Battling Climate Crisis in the Devil’s Armpit: Mapping Community-Based Open Educational Resources for Climate Justice and Action in the Rural United States. (invited internal submission, unfunded). Andrew Carnegie Fellowship, Carnegie Corporation of New York, 2022. PI: **Panos, A.** (\$200,000).

Hearts and Mind Campaign for Equity Hub. (unfunded, 2021). Spencer Research Practice Partnership Grant. PI: Wessel-Powell, C. Co-PIs: **Panos, A.**, Croom, M., & Skoby, A.*** (\$399,985).

Anti-Racist Teacher Preparation: Evaluating Literacy Programs to Improve Black Student Achievement***. (unfunded, 2020). University of South Florida Internal Grant. PI: Schneider, J. & Co-PIs: Hadley, E., **Panos, A.**, & Smith, P. Amount Requested: \$50,000.

Partnering Around the Decoding and Dyslexia Dilemma: Supporting Equitable, High Quality Literacy Learning and Instruction***. Spencer Foundation Research Practice Partnership Grant, National Academy of Education. (unfunded, 2020). PI: Schneider, J. & Co-PIs: Hadley, E., Panos, A., & Smith, P. (\$495,000).

USF Literacy Center***. USF Strategic Investment Pool Awards 2019. (unfunded, 2020). Co-PIs: Schneider, J.J., Hadley, E., & Smith, P., & **Panos, A.** (\$99,250).

Collaborative Catchment Zone Mapping: Place, Space and Inequity in a Segregated School District***. Spencer Foundation Small Grant, National Academy of Education. (unfunded, 2019). Co-PIs: Wessel-Powell, C., **Panos, A.**, Weir, R. (\$50,000).

Online Scholarly Activity & Media Mentions

2021

13. Engasser, E. (September 9, 2021). What’s the connection between literacy and climate change? How teachers can introduce eco-justice literacies into their classrooms. *USF College of Education Blog*. Retrieved from:

<https://www.usf.edu/education/blog/2021/the-connection-between-literacy-climate-change-teachers-eco-justice-literacies.aspx>

12. Persohn, L. (2021, *invited*). A conversation with Alexandra Panos [Audio Podcast]. *Classroom Caffeine*. Podcast Link: <https://www.buzzsprout.com/1338925/8754110>. (161 unique downloads)

11. Lang, M. (2021, *invited*). Less than One Percent is not Enough: How Leading Literacy Organizations Engaged with Climate Change from 2008 to 2019 [Audio Podcast], *JoLLE Podcast*. Podcast Link: <https://podcasts.apple.com/us/podcast/less-than-one-percent-is-not-enough-how-leading-literacy/id1174618197?i=1000519031309>.
- 2020
10. **Panos, A.** (podcast host.) with Paulus, T. & Lester, J.N. (December 18, 2020). Qualitative research in a digital world. *Qualitative Conversations Podcast* (Podcast by the Qualitative Research Special Interest Group of the American Educational Research Association). Podcast Link: <http://bit.ly/2KP3qqR>.
- 2019
9. **Panos, A.** (2019, *invited*). 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>. (*181 unique downloads*)
8. **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>.
- 2018
7. **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>.
- 2015
6. **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>.
5. **Panos, A.** (2015, *invited*). *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/>
- 2013
4. **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>.
3. **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>.
2. **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>.

2012

1. **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>.

Book Contributions

Published

2023

8. **Panos, A.** & Sherry, M. B. (2023). Storying climate change: Discursive possibilities for teaching climate justice. In S. Kerkhoff & H. Spires (Eds) *Critical Perspectives on Global Literacies: Bridging Research and Practice*. Routledge.

7. **Panos, A.**, Hull, K.*, & Geren, K.* (2023). Critical equity literacies for moving beyond state and national standards. In A. Gunn & S. Bennet (Eds.), *Teaching Multicultural Children's Literature in a Diverse Society: From a Historical Perspective to Instructional Practice*. New York, NY: Teachers College Press.

2022

6. Bennet, S., Gunn, A., **Panos, A.**, Hart, S. & Schneider, J. (2022). Culturally Sustaining Literacy Practices Enacted in K-12 Classrooms. In, (S. Chambers Cantrell, D. Walker-Dalhouse, & A. Lazar, Eds.) *Culturally Sustaining Pedagogy: Developing Socially Just Literacy Teaching Practices*. Language & Literacy Series. New York, NY: Teachers College Press.

2021

5. **Panos, A.** (2021, *invited*). Using Google Docs to write. In T. Paulus & J. N. Lester (Authors) *Doing qualitative research in a digital world*. SAGE Publications, Incorporated.

4. Lamb, D. & **Panos, A.** (2021, *invited*). Geographic narratives using ArcGIS Online. In T. Paulus & J. N. Lester (Authors) *Doing qualitative research in a digital world*. SAGE Publications, Incorporated.

2018

3. 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 (Eds) *Best Practices in Teaching Digital Literacies*, in (series) *Literacy Research, Practice and Evaluation*. West Yorkshire, UK: Emerald Publishing Ltd.

2017

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

1. **Panos, A.** (2014/2017, *invited*). 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.

Book Contributions

Invited/Accepted

3. Werthwine, K.** & **Panos, A.** (*invited/accepted*). Arguing in Place: Transdisciplinary Literacy Inquiries for Our Climate. In R. Beach, J. Share, & A. Webb (Eds.) *Teaching Climate Change in English Language Arts: Inquiry, Justice, & Action*. New York: NY: Teachers College Press.
2. Hull, K.* & **Panos, A.** (*invited/accepted, not yet published*). Critical discourse analysis. In J. Ulmer & J. Salvo (Eds.), *Routledge Encyclopedia of Qualitative Research Methods*. Routledge.
1. Anders, A. & **Panos, A.** (*invited/accepted, not yet published*). Postcritical ethnography. In J. Ulmer & J. Salvo (Eds.), *Routledge Encyclopedia of Qualitative Research Methods*. Routledge.

Scholarly Presentations

*Student co-presenter. **Community collaborator co-presenter

Invited Presentations

^^=Pedagogical Focus, ^=Community Focus

2023

20. **Panos, A.** [panelist] (September 19, 2023). The importance of eco-literacy. ECOLitAct Webinar in collaboration with SwIdeas and the European Union.
20. **Panos, A.** (June 7, 2023). *Where* is my question? Participatory, ethical, and justice-oriented education research. Undergraduate Summer Research Academy, College of Education, University of South Florida.
19. **Panos, A.** & Damico, J. (February 10, 2023). Charting Pathways from Climate Denial to Ecological Justice. Center for Climate Literacy, University of Minnesota.

2022

18. **Panos, A.** (September 9, 2022). Climate justice literacies: Where you are. [Fall Kick Off: Flash Scholarship Showcase](#). Center for Climate Literacy, University of Minnesota.
18. **Panos, A.** (June 15, 2022). Bringing together postcritical ethnography and mediated discourse analysis: Personal lessons in criticality, reflexivity, and social action. Indiana University, Bloomington.
17. **Panos, A.** (April 11, 2022). Literacy has a role in climate and ecological crisis, advocacy, and justice. And we want to step up. *Research Lightning Talks*. University of South Florida St. Petersburg.
16. **Panos, A.** (March 29, 2022). But what should I do, Dr. Panos? Sharing future LGBTQ+ teacher stories (panel presentation), in (Sears, R., Organizer), with (Denton, M., Iceton, J., & Rogers, M., panelists), Standing united to address anti-LGBTQ+ views, policies and practices: Creating inclusive spaces for all!, *Enlightenment Series Workshop*. Black Employee Steering Committee Professional Development Team, University of South Florida.

2021

15. **Panos, A.** (November 16, 2021). Eco and Place-focused orientations to literacy research. Purdue University, West Lafayette, IN.

2020

14. **Panos, A.** (December 9, 2020). Spatial approaches to critical qualitative methodologies. Indiana University, Bloomington, IN.

13. **Panos, A.** (October 10, 2020). Orientations to critical whiteness in postcritical research in the rural rustbelt Midwest. Panelist. California State University, East Bay.
12. **Panos, A.** (invited, cancelled due to the Covid 19 pandemic). Sitting with stuckness: A writing workshop for graduate students. College of Education Graduate Student Council, College of Education, University of South Florida, Tampa, FL.
11. **Panos, A.** (March 13, 2020). Spatial approaches to critical qualitative research: Theory, methodology, method, and explorations in public-facing practice. Qualitative Advisory Group, University of South Florida, Tampa, FL.
- 2018**
10. **Panos, A.** (November 1, 2018). Postcritical ethnography and mediated discourse analysis: Design and connected approaches. Indiana University, Bloomington, IN.
- 2017**
9. **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/>.
- 2016**
8. 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, Bloomington, IN.
7. **Panos, A.** (September 26, 2016). An issue of equity: Responding with poverty as teachers. School of Education, Indiana University, Bloomington, IN.
6. **Panos, A.** (February 4, 2016). Inquiry into digital poetry for the middle school ELA classroom. School of Education, Indiana University, Bloomington, IN.
5. **Panos, A.** (February 24, 2015; February 1, 2016). Thinking through qualitative research software for literacy research. School of Education, Indiana University, Bloomington, IN.
- 2015**
4. **Panos, A.** (December 11, 2015). Inquiry into the refugee crisis: Literacy pedagogy for complex issues. Inspire Living & Learning Center, Indiana University, Bloomington, IN.
3. **Panos, A.** (October 12, 2015). Thinking pedagogically about the impacts of poverty in the ELA classroom. School of Education, Indiana University, Bloomington, IN.
2. **Panos, A.** (October 1, 2015). Making space for transcultural and translingual practice in a 'mono' classroom. School of Education, Indiana University, Bloomington, IN.
- 2014**
1. **Panos, A.** & Khikmatillaeva, U. (March 29, 2014). Here I am! Integrating professional identity through ePortfolios. Techie Women Have More...Indiana University, Bloomington, IN.

Refereed Presentations

International

2023

16. **Panos, A.** (May 4, 2023). Positionalities as Practicing Place in Postcritical Ethnography, in Symposium, *Reclaiming Positionality as Methodological Praxis for Truth-Telling in Education Research*, American Educational Research Association, Virtual Conference.

2022

15. **Panos, A.** (May 21, 2022). Place as practiced positionalities in postcritical ethnography. Invited (M. Moses & F. Williamson, session organizers), More than Identity: Positionality as Relations in Qualitative Inquiry. *Eighteenth International Congress of Qualitative Inquiry*, Champaign-Urbana, Illinois (Virtual).

14. **Panos, A.**, Lester, J.N., & Uttamchandani, S. (April 2022). Saddle Points for Anonymization and Masking: Stillness as a Social Practice for New Qualitative Researchers. Paper presented in Symposium at the *American Educational Research Association*, San Diego, CA.

13. Wessel-Powell, C., & **Panos, A.** (April 2022). Parents Advocating for an “F” School in an “A” District: Recognizing Low-Income Mothers’ Equity Literacies. Paper presented at the *American Educational Research Association*, San Diego, CA.

2020

12. **Panos, A.** (April 21, 2020). Stories of Public, Stories of Good: Scaled Approaches to Educational Research in the Rural Rustbelt. In symposium at American Education Research Association Annual Convention, San Francisco, CA.
https://convention2.allacademic.com/one/aera/aera20/index.php?%obf_var=5895840%PHPSESSID=vtnl9acrh5gmh8naalbb6g6sk3. (Conference cancelled)

11. **Panos, A.**, Lester, J. & Uttamchandani, S.* (April 21, 2020). Socialization into serving public good in educational research: A dialogue around representation and masking. In symposium at American Education Research Association Annual Convention, San Francisco, CA.
https://convention2.allacademic.com/one/aera/aera20/index.php?%obf_var=5895840%PHPSESSID=vtnl9acrh5gmh8naalbb6g6sk3. (Conference cancelled)

10. **Panos, A.** (April 21, 2020). Food access stories III: Learning from teachers how to place equity literacy in the rural rustbelt. Paper presented at the American Education Research Association Annual Convention, San Francisco, CA.
https://convention2.allacademic.com/one/aera/aera20/index.php?%obf_var=5895840%PHPSESSID=vtnl9acrh5gmh8naalbb6g6sk3. (Conference cancelled)

9. **Panos, A.**, Wessel-Powell, C., Pennington, C.*, & Weir, R.*** (April 20, 2020). Routes, histories, maps: Spatial approaches to equity literacy across two longitudinal publicly engaged ethnographic studies. Paper presented at the American Education Research Association Annual Convention, San Francisco, CA.
https://convention2.allacademic.com/one/aera/aera20/index.php?%obf_var=5895840%PHPSESSID=vtnl9acrh5gmh8naalbb6g6sk3. (Conference cancelled)

2019

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

7. **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, Ontario, Canada.

2018

6. **Panos, A.** (April, 13 2018). (Im)mobilizing emotions in confrontational times: Teachers and the media producing deficit and distance. Paper presented in Symposium at American Education Research Association Annual Convention, New York, NY.

2017

5. **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.

4. 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.

3. **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.

2016

2. **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.

2015

1. 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.

National

2023

39. Schneider, J.J., **Panos, A.**, Geren, K., & Hull, K. (*future, November 2023*). De-mappable texts: Analytical adaptations for understanding place in ecojustice stories-to-live-by. National Council of Teachers of English, Columbus, OH.

38. **Panos, A.** (March 19, 2023). Bringing Climate Justice Literacies to School in Ecologically and Politically Vulnerable Places, in Special Invited Session, “*Finding the Right Words...*”: *Eco-literacies, Cross-Coastal Collaborations, and Climate Justice*, American Association of Applied Linguistics, Portland, OR.

37. **Panos, A.** & Sherry, B. (February 25, 2023). Storying Climate Change. In, S. Kerkhoff & H. Spires (Organizers), *Toward a Definition of Global Literacies*, American Association of Colleges of Teacher Education, Indianapolis, IN.

2022

36. **Panos, A.** (December 1, 2022). Ecomedia analysis for climate justice literacy in Florida, Caribbean and Gulf Region, in (A. Panos, chair) Symposium, Place-Resonant Explorations of Climate Justice Literacies. Literacy Research Association Annual Conference, Phoenix, AZ.

35. **Panos, A.**, Boczar, A., Schneider, J.J., Hull, K.* & Geren, K.* (November 30, 2022). Placing and Developing an Open Educational Resource for Ecojustice Literacies, (A. Panos, chair & organizer) Alternative Format Session. Literacy Research Association Annual Conference, Phoenix, AZ.

34. **Panos, A.** & Geren, K.* (November 30, 2022). The Role of Geography and Mapping in Literacy Studies: An Integrative Critical Literature Review. Paper presented at Literacy Research Association Annual Conference, Phoenix, AZ.

2021

33. **Panos, A.** & Wessel-Powell, C. (December 3, 2021). Questioning Critical Spatial Analysis and Forming Careful, Thoughtful Connectivities for the Work of Public Scholarship in the LRA Community, in (C. Colvin, chair) Study Group, Public Engagement and Literacy Research. Literacy Research Association Annual Conference, Atlanta, GA.

32. **Panos, A.,** Damico, J., Sherry, M., & Perry, E. (December 3, 2021). High Stakes Environmental Literacy Events: Dancing with an Intersectional and Transdisciplinary Climate Feminism, In (R. Beach, chair) Adopting Critical, Transdisciplinary Perspectives for Teaching About the Climate Crisis in Methods Courses and K-12 Schools. Literacy Research Association Annual Conference, Atlanta, GA.

31. Lund, V.K., **Panos, A.,** Beymer, A.* , McClane, M.* , Colvin, C., & Phillips, N. (December 2, 2021). Geographies and Literacies, Intermingled and Illuminated, In Panos, A. (Discussant), Alternative Format Session presented at the Literacy Research Association Annual Conference, Atlanta, GA.

30. Valle, K.* , Hull, K.& & **Panos, A.** (December 1, 2021). Reading public facing school policy: Applying critical literacies and language analysis to public texts affecting teachers during the COVID-19 pandemic. Paper presented in roundtable at the Literacy Research Association Annual Conference, Atlanta, GA.

29. Beach, R., Damico, J. & **Panos, A.** (December 1, 2021). Integration of Transdisciplinary Sustainability Education into Teacher Education Curriculum and Instruction, in (R. Woodward, chair) Study Group, Science Literacies, Sustainability, and Climate Justice. Literacy Research Association Annual Conference, Atlanta, GA.

28. **Panos, A.** & Werthwine, K.* (November 3, 2021). Through the sea and the swamp: Navigating water narratives of Florida, in (R. Mayo, chair) symposia, Water Is Life: Engaging Hydronarratives for Ecological Literacy and Environmental Justice. National Council of Teachers of English, hybrid conference.

27. **Panos, A.** & Sherry, M.B. (March 22, 2021). Social distancing: How teachers' instructional narratives story distance from and engagement with climate change, in (Mayo, R. & Everett, J., chairs) Ecomposition in the anthropocene: Deepening engagement with the public and environmental contexts of writing. Conference on College Composition and Communication, Virtual.

2020

26. **Panos, A.** (December 3, 2020). Spatial positionalities: The wheres we bring with us and the wheres that make us. Paper presented in (Panos, A., organizer, discussant) Alternative Format Session, Let us all be from somewhere, let us tell each other everything we can: Spatial positionalities in literacy research at Literacy Research Association Annual Conference (virtual).

25. **Panos, A.,** Wessel-Powell, C., Pennington, C.* , & Weir, R.*** (December 3, 2020). Forging new links: Routes, histories, and maps in literacy research. Paper presented at Literacy Research Association Annual Conference (virtual).

24. **Panos, A.** & Damico, J. (December 3, 2020). Transdisciplinary stories to live by: Climate justice literacy in teacher education. In Alternative Format Session, Fostering preservice teachers critical literacies through transdisciplinary methods instruction for teaching about the climate crisis at Literacy Research Association Annual Conference (virtual).

23. **Panos, A.**, Damico, J., & Hull, K.* (December 2, 2020). A troublesome reality in literacy research about climate change. Paper presented at Literacy Research Association Annual Conference (virtual). [Paper awarded the Area 4 Chair Outstanding Paper]

22. **Panos, A.**, Werthwine, K.*, Goodson, J.*, & Rogers, A.* (November, 2020). Creating sustaining texts with disciplinary literacy inquiries: Climate crisis approaches to middle grade english language arts, In (Webb, A. & Beach, R., Organizers) Responding to the climate crisis in english language arts. National Council for Teachers of English Annual Convention (virtual).

21. **Panos, A.** (January 15, 2020). A postcritical spatial approach to interrogating un/masking: Practices of reading geography. Paper presented at The Qualitative Report Conference, Fort Lauderdale, FL.

2019

20. **Panos, A.** (December 6, 2019). Tender, strategic, damaging? Discursive spatialities of public school and Christian church. Paper presented at Literacy Research Association Annual Conference, Tampa, FL.

19. **Panos, A.**, Damico, J., & Baildon, M. (December 6, 2019). Conducting Research on Use of Digital Tools for Addressing Climate Change. Paper presented at Literacy Research Association Annual Conference, Tampa, FL.

18. Damico, J., Baildon, M., & **Panos, A.** (November 22, 2019). Can I teach about climate change? Let me count the ways. Paper presented at National Conference of Social Studies, Austin, TX.

2018

17. **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.

16. **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.

15. **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.

14. **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.

2017

13. **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.

12. **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 at Literacy Research Association Annual Conference, Tampa Bay, FL.

11. 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.

10. **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.

2016

9. **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.

8. **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.

7. 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.

6. **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.

5. **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.

2015

4. **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.

3. **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.

2. 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.

2014

1. Lewison, 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.

State & Local

2019

2. ^Myerson, D.**, **Panos, A.**, Pennington, C., Skoby, A.***, Weir, R.***, & Wessel-Powell, C. (November, 19, 2019). Creating a geography of opportunity: Connecting the dots among neighborhoods, schools, and housing to increase equity. Monroe County Childhood Conditions Summit.

2013

1. **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.

Teaching Experience

2019-

Assistant Professor of Literacy Studies & Affiliate Faculty of Measurement & Research, University of South Florida

Courses Taught

1. IND Study: Mediated Discourse Analysis (Doctoral/Online) (2023-)
2. EDG 7931: Ecojustice Literacies (Doctoral/Hybrid) (2022-)
3. EDG 7931: Qualitative Spatial Methodologies (Doctoral/Hybrid) (2021-)
4. EDG 7931: Qualitative Methodologies for Literacy Research (Doctoral/Online) (2021-)
5. IND Study: Inquiries for Critical Literacy (Doctoral/Online) (2020-)
6. EDG 7938: Advanced Graduate Seminar: Writing Workshop (Doctoral/Hybrid) (2020-)
7. RED 6699: Ecojustice Literacies (Masters/Online) (2022-)
8. RED 6068: Adolescent Literacy (Masters/Online) (2020-)
9. RED 6365: Disciplinary Literacy (Masters/Online) (2020-)
10. RED 4333: Content Area Reading (Undergraduate/Online) (2020-)
11. RED 6749: History & Foundations of Literacy Studies (Masters/Hybrid) (2019-)
12. LAE 6738: Teaching Reading in the English Curriculum (Masters/Online) (2019-)

Graduate Certificate Development & Design

1. Digital & Transdisciplinary Literacies Certificate (2021-)

Program & Course Development & Design

1. EDG 7931: Qualitative Spatial Methodologies (2021-)
2. EDG 7931: Qualitative Methodologies for Literacy Research (2021-)
3. EDG 7938: Advanced Graduate Seminar: Writing Workshop (2020-)
4. RED 6339: Eco-Justice Literacies (Masters/Online) (2021-)
5. RED 6698: Critical Media Literacies (Masters/Online) (2021-)
6. RED 4333: Content Area Reading (Undergraduate/Online) (2019-)
7. RED 6365: Disciplinary Literacy (Masters/Online) (2019-)

Graduate Teaching Supervision

1. RED 4333: Content Area Reading (Undergraduate/Online) (2020-: Katharine Hull)

Study Abroad Leadership

1. Cambridge Schools Experience (2019-2020) (cancelled due to Covid 19 pandemic)

2018-2019

Assistant Professor of Elementary Literacy, University of Nebraska at Omaha

1. TED 2400: Effective Instruction & Culturally Responsive Teaching (Undergraduate) (2018–2019)

2013–2018

Graduate Teaching Assistant, Indiana University

1. L 601: Theoretical Foundations in Literacy, Language & Culture (Doctoral/Online) (2018)
2. Y 611: Introduction to Qualitative Methods (Doctoral) (2017)
3. Y 599: Research Workshop in Ethnographic Methodology (Doctoral/Online) (2017)
4. X 460: Children's Literature (Undergraduate) (2014)
5. M 428: Inquiry into Middle School English Language Arts (Undergraduate) (2014)
6. E 340: Teaching Intermediate Reading & Writing Methods (Undergraduate) (2013–2014)

Research Supervision & Academic Advising

2019–

Assistant Professor of Literacy Studies & Affiliate Faculty of Measurement & Research, University of South Florida

Doctoral Student Major Professor

1. Kristin Valle Geren (2020–: Qualifying Exams)
2. Katharine Hull (2020–: Qualifying Exams)

Doctoral Student Outside Chair

1. Jenise Gorman (2021–: Completion of Coursework to Completion of Dissertation Proposal)
2. Trevor Joensen (2022–: Completion of Coursework to Completion of Qualifying Examination)

Doctoral Student Committee Member

1. Gretchen Dodson (2019–: Completion of Coursework to Completion of Qualifying Exams)
2. Karyn Mendez (2020–: Completion of Coursework to Completion of Qualifying Exams)
3. Mellissa Teston (2021–: Coursework)
4. Anna Bahvala (2021–: Completion of Coursework to Completion of Qualifying Examination)
5. Jenise Gorman (2021–: Completion of Coursework to Completion of Dissertation Proposal)
6. Trevor Joensen (2022–: Completion of Coursework to Completion of Dissertation Proposal)
7. Erika Watts (2022: Dissertation Proposal)
8. Anna Gonzalez (2022–: Dissertation Proposal)

Undergraduate Research Supervision

1. Kelsie O'Connor (2020–2021: Research Project Supervision)
2. Baylie Gerlinger (2020–2021: Research Project Supervision)

Editorial Service

Editorial Leadership

2022– Founding & Associate Editor, Journal of Climate Literacy in Education
2014–2016 Associate Editor. Working Papers in Literacy, Language & Culture

Editorial Boards

2020– Florida Journal of Educational Research
2020– Literacy Practice & Research Journal

Book & Book Proposal Review

2023 Book Reviewer. Book focusing on post-critical qualitative research. Oxford University Press.
2020 Book Reviewer. Proposal focusing on rural English and literacy Education. Rowan & Littlefield.
2020 Book Proposal Reviewer. Proposal focusing on public scholarship. Routledge.

Awards Review

2021 Awards Reviewer. Florida Educational Research Association.

Convention Proposal Review

2016– American Educational Research Association (AERA)

- Division G: Social Context of Education
- Language & Social Processes SIG
- Qualitative Research SIG
- Writing & Literacies SIG

2014– Literacy Research Association

Ad-hoc/Invited Journal Review

2023– World Languages
2022– Human Resource Development Review
Linguistics & Education
International Journal of Qualitative Studies in Education
2021– European Journal of Social and Behavioural Sciences
Journal of Canadian Association for Curriculum Studies
2020– Florida Journal of Educational Research
2019– Literacy Research: Theory, Method, and Practice
Literacy UKLA
2018– Journal of Curriculum, Teaching, Learning, and Leadership in Education
Journal of Children's Literature
2016 Education Policy Analysis Archives
2013 Language Arts

Leadership & Professional Service

Organizational Boards & Directorships

- 2023– Director of Research, Center for Climate Literacy, University of Minnesota
2020– Board Member, Virtual Congress of Qualitative Inquiry

Program Chair

- 2023– Proposal Review Committee Co-Chair, Florida Educational Research Association
2020–2023 Elected, Program Co-Chair, Qualitative Research Special Interest Group,
American Educational Research Association
2016–2017 Invited Program Chair, Working Conference on Discourse Analysis in Education,
School of Education, Indiana University [Rotating Conference: University of Wisconsin,
Madison & The Ohio State University]

Conference Session & Webinar Organizing & Facilitation

- 2022 *Alternative Format Session Organizer*, Placing and Developing an Open Educational Resource for Ecojustice Literacies. Literacy Research Association Annual Conference, Phoenix, AZ.
Symposium Organizer, Place-Resonant Explorations of Climate Justice Literacies. Literacy Research Association Annual Conference, Phoenix, AZ.
Symposium Organizer, (April 23, 2022). Interrogating (un)masking in qualitative inquiry at the intersections of critical geographies and spatial justice. American Educational Research Association, San Diego, CA.
Webinar Co-Facilitator, (April 14, 2022). Critical reflections on Sense of Place, the IRB, and what it means to stand strength-to-strength with beloved community (Marie Veal, presenter; Jennifer Wolgemuth, co-facilitator). Co-Sponsors: Qualitative Advisory Group, David C. Anchin Center, and College of Education Graduate Student Council, University of South Florida.
Webinar Co-Facilitator, (February 2, 2022). Queering the Narrative: The Importance of Stories in Resisting/Rejecting Oppressive Legislation (Stephanie Anne Shelton, presenter; Jennifer Wolgemuth, co-facilitator). Co-Sponsors: Qualitative Advisory Group, David C. Anchin Center, and College of Education Graduate Student Council, University of South Florida.
- 2021 *Alternative Format Session Organizer*. (December 3, 2021). Geographies and Literacies, Intermingled and Illuminated. Literacy Research Association Annual Conference, Atlanta, GA.
Webinar Co-Facilitator, Racial Justice in Literacy. (Smith, P., organizer & panelist, Willis, A., Kim, J., & Hsieh, B., panelists; Bennett, S., Gunn, A., & Schneider, J., co-facilitators). Literacy Studies Program & David C. Anchin Center, University of South Florida.
- 2020 *Alternative Format Session Organizer*, (December 3, 2020). Let us all be from somewhere, let us tell each other everything we can: Spatial positionalities in literacy research. Literacy Research Association Annual Conference (virtual).
Webinar Facilitator, (May 19, 2021). Doing qualitative research in times of physical

- distancing (Jessica Nina Lester, presenter, Indiana University). Co-Sponsors: Graduate Student Council & Student Organization for Qualitative Methodologies.
Symposium Organizer, (April 21, 2020). For what public and whose good? Critical reflections on research practices for advancing “public good”. American Educational Research Association Annual Convention, Toronto, Ontario, Canada.
- 2019 *Symposium Organizer*, (April 8, 2019). (Un)Masking Ruralities: By Whom and For What?. American Education Research Association Annual Convention, Toronto, Ontario, Canada.
- 2018 *Symposium Organizer*, (April 13, 2018). Possible and (Im)Possible Futures: Public Education in Diverse Rural Americas, American Education Research Association Annual Convention, New York, NY.
- 2017 *Working Group Round Table Organizer*, (April 30, 2017). Reconciving Rural Education: An Examination of Meaning and Equal Educational Opportunity. American Educational Research Association Annual Convention, San Antonio, TX.
Symposium Organizer, (December 1, 2017). Critical Approaches to Social Media and Literacy Practices of Popular Culture, Literacy Research Association Annual Conference, Tampa Bay, FL.

Conference Discussant | Chair

- 2022 **Panos, A.** Chair. (December 1, 2022). Place-Resonant Explorations of Climate Justice Literacies. Literacy Research Association Annual Conference, Phoenix, AZ.
Panos, A. Chair. (December 1, 2022). Navigating Legislation that Seeks to Limit Discussion of Race, Gender, and Sexual Identity. Literacy Research Association Annual Conference, Phoenix, AZ.
Panos, A. Discussant. (November 30, 2022). Critical Discourse Analysis: Teacher Perceptions, Parents, and Classroom Interactionnd. Literacy Research Association Annual Conference, Phoenix, AZ.
Panos, A. Chair. (November 30, 2022). Navigating Information: Finding What You Need in a Vast Online Environment. Literacy Research Association Annual Conference, Phoenix, AZ.
Panos, A. & Lester, J.N. Co-Chairs & Co-Discussants. (April 23, 2022). *Symposium*. Interrogating (un)masking in qualitative inquiry at the intersections of critical geographies and spatial justice. American Educational Research Association, San Diego, CA.
- 2021 **Panos, A.**, Discussant. (December 3, 2021). Alternative Format Session. Geographies and Literacies, Intermingled and Illuminated. Literacy Research Association Annual Conference, Atlanta, GA.
Panos, A., Discussant (April 8, 2021). Paper Session, Tales and Texts: Approaches to Qualitative Work. American Educational Research Conference, Virtual.
- 2020 **Panos, A.**, Chair. (April 21, 2020). For what public and whose good? Critical reflections on research practices for advancing “public good”. Conference Cancelled due to Covid 19 Pandemic.
Panos, A., Discussant. (December 3, 2020). Alternative Format Session, Let us all be from somewhere, let us tell each other everything we can: Spatial positionalities in literacy research at Literacy Research Association Annual Conference (virtual).

- 2019 **Panos, A.**, Chair. (April 8, 2019). Symposium, (Un)Masking Ruralities: By Whom and For What?. American Education Research Association Annual Convention, Toronto, Ontario, Canada.
- 2018 **Panos, A.**, Chair. (April 13, 2018). Working Round Table. Possible and (Im)Possible Futures: Public Education in Diverse Rural Americas, American Education Research Association Annual Convention, New York, NY.
- 2017 **Panos, A.** Chair. (December 1, 2017). Symposium, Critical Approaches to Social Media and Literacy Practices of Popular Culture, Literacy Research Association Annual Conference, Tampa Bay, FL.

University Service

University of South Florida

University

- 2021-2023 Co-Chair, Qualitative Advisory Group
- 2021 Substitute Representative, University Senate
- 2020-2021 Secretary, Qualitative Advisory Group
- 2019-2020 Member, Qualitative Advisory Group

College

- 2022- Member, Diversity Committee
- Member, Dean's Ad Hoc Committee STEM Department Development
- Alternate Representative, Graduate Policy Council
- Alternate Representative, Undergraduate Policy Council
- 2021 Member, Ad Hoc Committee on Research Infrastructure and Sustainability, Faculty Policy Council

Department

- 2022- Chair, Institutional Review Board Committee
- Member, Governance Committee
- 2021- Elected Member, Institutional Review Board Committee
- 2019-2022 Elected Member, Digital Ecosystem Committee

Program

- 2021- Program Development: Masters Certificate Programs
- 2019- Program Revision: Literacy Studies Doctoral Program
- Program Revision: Disciplinary Literacy for Secondary Teacher Training Programs (English, Math, Science, Social Sciences), Language Education, Counselor Education, Physical Education, and Music/Art Education
- Liaison, Secondary Education

University of Nebraska at Omaha

University

2018–2019 Member, Social Sciences Research Council Steering Committee
Member, Social Sciences Research Community of Practice

College

2018–2019 Member, CAEP Review Committee
Member, Diversity, Equity, and Inclusion Faculty Committee
Sponsor, Student-Led Teacher Education Diversity Organization

Program

2018–2019 Program Development: Masters in Literacy Program

Indiana University Bloomington

University

2015 Co-Founder & Facilitator (with Dr. Francesca Williamson), Discourse Analysis Reading Group

College

2013–2016 Graduate Student Member, Grievance Committee
2015 Graduate Student Member, Learning & Teaching with Technology Committee
2014–2015 Reviewer, EdTPA Review Committee

Department

2015–2016 Co-Founder (with Dr. YooYoung Ahn & Dr. Carmen Medina) & Facilitator, LCLE Professional & Personal Mentoring Colloquia
2015–2016 Treasurer, LCLE Graduate Student Organization
2015–2016 Member, LCLE Student Led Education Symposium

Program

2013–2014 Program Development: Middle Grades English Language Arts Methods

Community-Focused & Professional Development Activities

2023 Climate Literacy across the Disciplines: Teachers as Mangroves in Climate Justice Education. **A. Panos**, Organizer & Speaker; K. Burns**, Speaker. Co-Sponsored by Literacy Studies at USF, The Cleo Institute & The David C. Anchin Center. University of South Florida (November 4th, 2023)

2022–
Advisory Board, Friends of the Tampa Bay Area Refuges, Tierra Verde, FL.

- Tampa Housing Authority Children’s Center Field Trip to Egmont Key (October 16, 2023)
- Educational & Grant Opportunities Webinar (May 13, 2022)

2020 Climate change and activism panel: Ideas for young people. The Archer School

- for Girls. (virtual) (December 1, 2020)
- Building a Thriving and Compassionate Community Organization Invited Presentation: Creating a geography of opportunity: Connecting the dots between neighborhoods, schools, and housing to increase equity. Monroe County Public Library, Bloomington, IN. (February 20, 2020)
- 2015-2017 Fayette County School Corporation, Professional Development Activities, Connersville, IN:
- School community partnership committee (August 2016-May 2017)
 - Self-guided inquiry: Professional learning community for reflection and goal-setting. (August 2016-May 2017)
 - What changes communities? Professional development session on place-based and critical approaches to school-community interactions. (February 20, 2016)
 - Technology integration study group. (January - May, 2015).
 - What changes communities? Professional development session on place-based and critical approaches to school-community interactions. (January 16, 2015)
- 2016 USAID A Library for All Workshop, Discussing context-based challenges and resources in constructing local libraries: A focus on rural Paraguay. Bloomington, IN. (April 2, 2016)
- 2013 Institute Day: Using New Technologies to Engage Readers & Encourage Student Voices by the International Reading Association: Reflexive thinking: Connecting tools for multimodal reading response. San Antonio, TX (April 19, 2013)
- Ace Educator Forum, Critical literacies across the curriculum. Chicago, IL. (April 19, 2013)
- 2011 Archdiocese of Chicago: Latching on to natural curiosity: Critical literacy. Chicago, IL (August 17, 2011)
- 2010 Rockwood School District: Motivating struggling learners. St. Louis, MO (July 21, 2010)

Selected Community Outreach

- 2023- Elected Board Member, Friends of the Tampa Bay National Wildlife Refuges
- 2022- Education Committee Lead, Friends of the Tampa Bay National Wildlife Refuges
- Volunteer, St. Pete Youth Farm, St. Petersburg, FL
- 2021- Member, Communications Cohort, Innovation District, St. Petersburg, FL
- Member, St. Pete Science Fest School Day Committee, St. Petersburg, FL
- Volunteer, US Fish & Wildlife Refuges, Florida Keys National Wildlife Refuge, FL
- 2020- Volunteer, Tampa Bay Watch, Tierra Verde, FL
- Volunteer, Friends of Tampa Bay & Egmond Key, St. Petersburg, FL
- Volunteer Consultant, Equity Literacy & Training in Environmental Organizations, Portland Audubon Society, Portland, OR
- 2020 Volunteer Consultant, Hoosier Action Network Response to Covid 19, Bloomington, IN
- Volunteer, Passport2Literacy, Caribbean Community Association, Tampa, FL
- 2019 Invited Judge, Louder Than a Bomb Poetry Slam, Omaha, NE
- 2017-2019 Member, Indiana Coalition for Public Education
- Member, Literacy Coalition, Connersville, IN

2016–2019 Member, Food Policy Council, Connersville, IN
2015 Organizer, Literacy Camp, Jovenes Unidos Coratei, Coratei, Paraguay
 Organizer, Library Development Project, Jovenes Unidos Coratei, Coratei,
 Paraguay
2013– Volunteer & Fundraiser, American Federation for Suicide Prevention
2006–2012 Tutor, Mercy Home for Boys

Professional Memberships

American Educational Research Association (AERA)

Divisions & Special Interest Groups

- Critical Educators for Social Justice
- Critical Examination of Race, Ethnicity, Class & Gender in Education
- Division D: Measurement & Research Methodologies
- Division G: Social Contexts of Education
- Language & Social Processes SIG
- Qualitative Research SIG
- Writing & Literacies SIG

Literacy Research Association (LRA)

National Council for Teachers of English (NCTE)

Research Software &

Learning Management Systems Experience

ArcGIS Online Suite (Applications: Survey123, StoryMap) | Canvas | Google Suite | NVivo | MaxQDA
Transana | AtlasTI | Dedoose | InqScribe | Excel | VideoANT | iMovie | Zoom | Microsoft Suite

Languages

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