**JESSICA ZACHER PANDYA, Ph.D.**

CURRICULUM VITAE

Chair, Academic Senate

Professor, Departments of Liberal Studies & Teacher Education

College of Education

California State University, Long Beach

jessica.pandya@csulb.edu

ORCID: <https://orcid.org/0000-0001-7125-4006>

http://www.ced.csulb.edu/people/jessica-zacher-pandya

# EDUCATION

**University of California, Berkeley**

Ph.D. Education, Language, Literacy, and Culture, 2005

M.A. Education, Language, Literacy, and Culture, 2000

**The New College of California, San Francisco**

CLAD Multiple Subject Teaching Credential, 1996

**The University of Chicago**

B.A. Tutorial studies, independent and interdisciplinary humanities program, 1994

Honors for thesis and General Honors in the College

# PROFESSIONAL POSITIONS

**Chair, Academic Senate, CSU Long Beach,** 7/19 – 6/21

Lead the Academic Senate in creating and revising policies; guide the implementation of the Senate’s strategic plan to strengthen community, increase compassion, and streamline communication; work with constituents and campus community members on a variety of policies.

**Department Chair, Department of Liberal Studies, CSU Long Beach,** 8/14 – 1/20

Provide leadership and direction for undergraduate teacher education; foster productive communication within the department and with our many partners and facilitate the department’s goals. Manage the department’s human, fiscal, and physical resources. Achievements: Liberal Studies approved as an Elementary Subject Matter Waiver Program; Expansion of program learning outcomes to include intersectionality and inclusive pedagogies; New Bilingual Pathway with a Chicano/Latino Studies emphasis with 250K grant; CSULB Data Fellow engaging in analysis of student data to foster student success

**Departments of Teacher Education & Liberal Studies, CSU Long Beach**

**Professor,** 8/15 – present

**Associate Professor,** 8/10 – 7/15

**Assistant Professor,** 8/05 – 7/10

# Graduate Student Instructor of Record, University of California, Berkeley, Graduate School of Education, Language, Literacy, & Culture, 8/02-6/03, 8/04 – 6/05

**Master Teacher**, University of San Francisco Teacher Education Department, 8/98-12/98

**Kindergarten Teacher**, San Francisco Unified School District, 8/96-6/99

**Language Arts Teacher,** Pleasant Street Elementary School, Chicago, 8/94 – 12/94

# HONORS AND DISTINCTIONS

CSULB Office of Research and Sponsored Projects Multidisciplinary Grant, 2020-21

Awarded to G. Shaffer & J.Z. Pandya for Teachers’ use of apps and platforms: Examining practices, concepts, and data privacy awareness, 15K

[Divergent Award for Excellence in 21st Century Literacies](http://www.initiativefor21research.org/the-divergent-award.html), 2020

Awarded to Pandya, J.Z. (2018). [*Exploring critical digital literacy practices: Everyday video in a dual language context*](https://www.routledge.com/Exploring-Critical-Digital-Literacy-Practices-Everyday-Video-in-a-Dual/Pandya/p/book/9781138103573). New York, NY: Routledge.

Outstanding Faculty Impact Accomplishment in Research, Scholarly and Creative Activity, 2019

 CSU Long Beach University Achievement Award

Project HOGAR Summer Faculty Grant, CSULB, 2019

Teachers’ use of apps and platforms: An empirical study, 4K Grant

[Divergent Award for Excellence in 21st Century Literacies](http://www.initiativefor21research.org/the-divergent-award.html), 2018

Awarded to Mills, K. A., Stornaiuolo, A., Smith, A. & Pandya, J.Z. (Eds.) (2018). *Handbook of Writing, Literacies and Education in Digital Cultures*. New York, NY: Routledge.

Leadership Fellow, [CSULB President’s and Provost’s Leadership Fellows Program](http://web.csulb.edu/sites/leadershipfellows/cohort-ii-fellows/), 2014-16

 Worked on the AASCU-supported CSULB “Reimagining the First Year” Project

[Edward B. Fry Book Award](https://www.literacyresearchassociation.org/edward-b-fry-book-award), Literacy Research Association, 2014

Awarded to Ávila, J. & Zacher Pandya, J. (Eds.) (2012). *Critical Digital Literacies as Social Praxis: Intersections and Challenges*. New York, NY: Peter Lang.

# Undergraduate Research Opportunity Program Faculty Sponsor, CSULB

2013-14 (2 students); 2014-15 (2 students); 2015-16 (3 students); 2016-17 (4 students)

Foundation for Child Development [New American Children Young Scholar](https://www.fcd-us.org/about-us/young-scholars-program/profiles/), 2012-15

 150K grant for “Multimodal Digital Composition with English Language Learners”

Scholarly and Creative Activities Committee, California State University, Long Beach

Course Releases (2020, 2016, 2015, 2014, 2010, 2008, 2007, 2006), 3.5K Grant (2011)

John Randolph Haynes and Dora Haynes Foundation Faculty Fellow, 2007, 2008

 12K Research Stipend for Social Science Research in the Los Angeles Area

Promising Researcher Award

 National Council of Teachers of English, 2006

Division G Outstanding Dissertation Award Honorable Mention, American Educational Research Association, 2006

# FUNDED EXTERNAL GRANTS

**Partner Investigator, Centre of Excellence for the Digital Child**

Funded by the Australian Research Council; Queensland University of Technology, **35M**, 2019-2026

**Researcher, Caminos Project, HSI Teacher Preparation Grant: CSU Long Beach**

Funded by the U.S. Department of Education, **2.75M**, 2017 – 2022

**Co-PI, Bilingual Urban Education for All Students (BUENAS): Building a Four-Year Integrated Bilingual Program with Chicano and Latino Studies and Education @ CSULB**

Funded by the California Commission on Teacher Credentialing, **250K**, 2017 – 2018

**Co-PI, Transformative Clinical Practice for Developmental Educator Preparation**

Funded by the S.D. Bechtel, Jr. Foundation, **230K**, 2015 – 2016

**PI, Multimodal Digital Composition with English Language Learners**

Funded by the Foundation for Child Development New American Children Young Scholars Program, **150K**, 2011 – 2015

**PI, English Language Learners & Structured Language Arts Curricula**

Funded by John Randolph Haynes and Dora Haynes Foundation Faculty Fellowships, **12K**, 2007; **12K,** 2008

### PUBLICATIONS

**BOOKS**

**Pandya, J.Z**., Mora, R.A., Alford, J., Golden, N.A. & deRoock, R.S. (Eds.) (forthcoming, 2021). *The critical literacies handbook.* Routledge.

**Pandya, J.Z.** (2018). [*Exploring critical digital literacy practices: Everyday video in a dual language context*](https://www.routledge.com/Exploring-Critical-Digital-Literacy-Practices-Everyday-Video-in-a-Dual/Pandya/p/book/9781138103573). Routledge. Winner: [2020 Divergent Book Award for Excellence in 21st Century Literacies](http://www.initiativefor21research.org/the-divergent-award.html).

Mills, K. A., Stornaiuolo, A., Smith, A. & **Pandya, J.Z.** (Eds.). (2018). *Handbook of writing, literacies and education in digital cultures*. Routledge. Winner: 2018 Divergent Book Award for Excellence in 21st Century Literacies.

Wyse, D., Hayward, L. & **Pandya, J.Z.** (Eds.) (2016). [*The SAGE handbook of curriculum, pedagogy, and assessment*.](https://www.sagepub.com/hi/nam/the-sage-handbook-of-curriculum-pedagogy-and-assessment/book242832) Sage.

**Pandya, J.Z.** & Ávila, J. (Eds.) (2014). [*Moving critical literacies forward: A new look at praxis across contexts*](https://www.routledge.com/Moving-Critical-Literacies-Forward-A-New-Look-at-Praxis-Across-Contexts/Pandya-Avila/p/book/9780415818148)*.* Routledge.

Ávila, J. & **Pandya, J.Z.** (Eds.) (2013). [*Critical digital literacies as social praxis: Intersections and challenges*](https://www.peterlang.com/view/title/21974). Peter Lang. In the *New Literacies and Digital Epistemologies* Series (M. Knobel & C. Lankshear, Eds.). Winner: [2014 Edward B. Fry Book Award](https://www.literacyresearchassociation.org/edward-b-fry-book-award), Literacy Research Association.

**Pandya, J.Z.** (2011). [*Overtested: How high-stakes accountability fails English language learners*](https://www.tcpress.com/overtested-9780807752470)*.* Teachers College Press.

**ARTICLES (student authors underlined)**

**Pandya, J.Z**. (2021). The uses of writing for digital video. *Theory Into Practice.* <https://doi.org/10.1080/00405841.2020.1857138>.

**Pandya, J.Z.** & Sefton-Green, J. (2021). Reconceptualizing the teaching and learning of digital writing: This Issue. *Theory Into Practice.* <https://doi.org/10.1080/00405841.2020.1857141>.

Stewart, O., Hsieh, B., **Pandya, J.Z.** & Smith, A. (forthcoming, 2021). What more can we do?: Examining critical digital literacies in teacher education across scales. *Pedagogies: An International Journal.*

**Pandya, J.Z.**, & Low, D.E. (2020). Theorizing the addressive audience in children's digital video production. *Written Communication, 37*(1), 41-68.<https://doi.org/10.1177/0741088319880509>

DiGiacomo, D., Sefton-Green, J. & **Pandya, J.Z.** (2019). Research on educational platforms in public school classrooms: A call to action (Commentary). *Teachers College Record.* <https://www.tcrecord.org/Content.asp?ContentID=23134>

**Pandya, J.Z.** & Mills, K. (2019).Bakhtin and the carnival: Humour in school children’s film making. *Language & Education, 33*(6), 544-559*.* <http://dx.doi.org/10.1080/09500782.2019.1629954>

Low, D.E. & **Pandya, J.Z.** (2019). Issues of validity, subjectivity, and reflexivity in multimodal literacy research and analysis. [*Journal of Language and Literacy Education, 15*(1)*.*](http://jolle.coe.uga.edu/wp-content/uploads/2019/04/LowPandya_JoLLE2019.pdf)

**Pandya, J.Z.** (2019). Critical literacy conversations with Allan Luke. *Curriculum Inquiry, 49*(2), 191-202*..* <https://doi.org/10.1080/03626784.2019.1584732>

Aguilera, E., & **Pandya, J.Z.** (2018). Critical Digital Literacies. *LSLP Micro-Papers, 54*. <https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-58-critical-digital-literacies.pdf>

**Pandya, J.Z.**, Hansuvadha, N., & Pagdilao, K. (2018). Digital literacies through an intersectional lens: The case of Javier. *English Teaching: Practice & Critique,* 17(4), 387-399. https://doi.org/10.1108/ETPC-11-2017-0158

Golden, N. A. & **Pandya, J.Z.** (2018). Understanding identity and positioning for responsive critical literacies. *Language & Education, 33*(3), 211-225. DOI: 10.1080/09500782.2018.1497648

**Pandya, J.Z.** & Ávila, J. (2017). Inequitable variations: A review of research in technology, literacy studies, and special education. *Literacy, 51*, 12-130*.* 10.1111/lit.12099

**Pandya, J.Z.**, Hansuvadha, N., & Pagdilao, K. (2016). Multimodal, digital composition for children with autism: Lessons on process, product, and assessment. *Language Arts, 93*, 415-428*.*

**Pandya, J.Z.**, Pagdilao, K., Kim, A.E., & Marquez, E. (2015). Transnational children orchestrating competing voices in multimodal, digital autobiographies. *Teachers College Record, 117*(7). <http://www.tcrecord.org/Content.asp?ContentId=17946>

**Pandya, J.Z.** & Pagdilao, K. (2015). “It’s complicated”: Children learning about other peoples’ lives through a critical digital literacies project. *Australian Journal of Language & Literacy, 38*(1), 38-45*.*

**Pandya, J.Z.** & Aukerman, M. (2014).  Research and policy: A four resources analysis of technology in the CCSS. *Language Arts, 91*(6), 429-435.

Aukerman, M.& **Pandya, J.Z.** (2013).  Research and Policy: Rethinking common answers to critical questions about classroom discourse. *Language Arts, 91*(1), 41-47*.*

**Pandya, J.Z.** (2012). A scale analysis of the effects of US federal policy. *Pedagogies: An International Journal, 7*(2), 115-131*.* [doi.org/10.1080/1554480X.2012.655886](http://dx.doi.org/10.1080/1554480X.2012.655886)

**Pandya, J.Z.** (2012). Unpacking Pandora’s box: Issues in the assessment of English language learners’ literacy skill development in multimodal classrooms. *Journal of Adolescent & Adult Literacy*, 56(3), 181-85. [doi.org/10.1002/JAAL.00124](http://dx.doi.org/10.1002/JAAL.00124)

**Pandya, J.Z.** (2012). Mandating and standardizing the teaching of critical literacy skills: A cautionary tale. *Theory into Practice, 51*(1), 20-26. [doi.org/10.1080/00405841.2012.636330](http://dx.doi.org/10.1080/00405841.2012.636330)

Ávila, J. & **Pandya, J.Z.** (2012). This Issue. The future of critical literacies in US schools: An introduction. *Theory into Practice, 51*(1), 1-3*.*

Wyse, D., **Pandya, J.Z.** & Doecke, B. (2012). Editorial: English teachers’ work in an era of standardisation. *English Teaching: Practice and Critique, 11*(3), 1-13. http://edlinked.soe.waikato.ac.nz/research/journal/view.php?view=true&id=67&p=1

Ávila, J., **Pandya, J.Z**., Benson, V.B. & Pearson, P.D. (2011). Conducting instructional intervention research in the midst of a state takeover. *Pedagogies: An International Journal*, 6(1), 30-45. DOI: 10.1080/1554480X.2011.532085.

**Zacher, J.** (2009). Christina’s worlds: Negotiating childhood in the city. *Educational Studies, 45*, 1-18. [doi.org/10.1080/00131940902910966](http://dx.doi.org/10.1080/00131940902910966)

Hull, G., **Zacher, J.** & Hibbert, L. (2009). Youth, risk, and equity in a global world. *Review of Research in Education,* 33(1), 117-159. [doi.org/10.3102/0091732X08327746](http://dx.doi.org/10.3102/0091732X08327746)

**Zacher, J.** (2009). The over-testing of English language learners and their teachers (Commentary). *Teachers College Record*. http://www.tcrecord.org ID Number: 15605.

**Zacher, J.** (2008). Analyzing children’s social positioning and struggles for recognition in a classroom literacy event. *Research in the Teaching of English, 43*, 12-41.

# Zacher, J. (2007). Talking about difference and defining social relations with labels. *Language Arts,* *85*(2), 115-124.

Hull, G. & **Zacher, J.** (2007). Enacting Identities: An ethnography of a job training program. *Identity*: *An International Journal of Theory and Research, 7*(1), 71-102. [doi.org/10.1080/15283480701319708](http://dx.doi.org/10.1080/15283480701319708)

# Zacher, J. (2006). White girls constructing abstract and embodied racial identities in an urban elementary school. *Urban Learning, Teaching, and Research Journal*, 2, 19-30.

**Zacher, J.** (2006). “I know about the holocaust!”: Reading and identity work in a diverse urban classroom. *The California Reader*, *40*(1), 26-32*.*

Hull, G., & **Zacher, J.** (2004). What is after-school worth? Developing literacies and identities out-of-school. *Voices in Urban Education, 3* (Winter/Spring), 36-44.

**Zacher, J.** (2003). “So is it a noun or a verb?”: Examining discourses of classroom language teaching and development. *Educational Practice and Theory, 25*(2), 35-52*.* [doi.org/10.7459/ept/25.2.03](http://dx.doi.org/10.7459/ept/25.2.03)

**BOOK CHAPTERS**

McLean, C., Lewis, C. & **Pandya, J.Z**. (forthcoming, 2021). Critical literacy in the United States of America: A focus on inquiry, everyday cultural forms, and disrupting normative texts. In **Pandya, J.Z**., Mora, R.A., Alford, J., Golden, N.A. & deRoock, R.S. (Eds.), *The critical literacies handbook.* Routledge.

**Pandya, J.Z**., Mora, R.A., Alford, J., Golden, N.A. & deRoock, R.S. (forthcoming, 2021). Introduction. In **Pandya, J.Z**., Mora, R.A., Alford, J., Golden, N.A. & deRoock, R.S. (Eds.), *The critical literacies handbook.* Routledge.

Mora, R.A., **Pandya, J.Z**., Alford, J., Golden, N.A. & deRoock, R.S. (forthcoming, 2021). Conclusion. In **Pandya, J.Z**., Mora, R.A., Alford, J., Golden, N.A. & deRoock, R.S. (Eds.), *The critical literacies handbook.* Routledge.

**Pandya, J.Z.** & Aukerman, M. (2020). [Ethical literacy education](https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-821). In G. Noblit (Ed.), *Oxford Research Encyclopedia of Education.* Oxford University Press. <http://dx.doi.org/10.1093/acrefore/9780190264093.013.821>

**Pandya, J.Z.** & Golden, N. (2018). Fostering impossible possibles through critical media literacies. In Mills, K. A., Stornaiuolo, A., Smith, A. & Pandya, J.Z. (Eds.). *Handbook of Writing, Literacies and Education in Digital Cultures* (pp. 50-60). Routledge.

Wyse, D., Hayward, L. & **Pandya, J.Z.** (2016). Introduction. In Wyse, D., Hayward, L. & **Pandya, J.Z**. (Eds.), *The SAGE Handbook of Curriculum, Pedagogy, and Assessment* (pp. 1-26). Sage.

**Pandya, J.Z.** (2014). Towards critical participatory literacies through digital video composition in an elementary teacher education literacy course. In Brass, J. & Webb, A. (Eds.) *Reclaiming English Language Arts Methods Courses: Critical Issues and Challenges for Teacher Educators in Top-Down Times* (pp. 40-53)*.* Routledge.

**Pandya, J.Z.** (2014). Standardizing, and erasing, critical literacy in high-stakes settings. In Zacher Pandya, J. & Ávila, J. (Eds.) *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts.* Routledge.

**Pandya, J.Z.** & J. Ávila. (2014). Introduction: Making the road by talking: Moving Critical Literacies Forward. InZacher Pandya, J. & Ávila, J. (Eds.) *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts* (pp. 160-173)*.* Routledge.

Ávila, J. & **Pandya, J.Z.** (2013). Traveling, textual authority, and transformation: An introduction to critical digital literacies. In J. Ávila & J. Zacher Pandya, (Eds.). *Critical Digital Literacies as Social Praxis: Intersections and Challenges* (pp. 1-12). Peter Lang.

**Zacher, J.** (2008). Social Hierarchies and Identity Politics: What a Bourdieuian analysis adds to our understanding of literacy practices and multicultural curricula. In A. Luke & J. Albright (Eds.), *Bourdieu and Literacy Education* (pp. 477-528). Lawrence Erlbaum.

Leander, K. & **Zacher, J.** (2007). Literacy, identity, and the changing social spaces of learning. In A. Berger, L. Rush, & J. Eakle (Eds.) *Secondary School Reading and Writing: What Research Reveals for Classroom Practices* (pp. 138-164). National Council of Teachers of English.

Hull, G., & **Zacher, J.** (2007). Identity formation and literacy development within vocational education and work. In L. Farrell & T. Fenwick (Eds.), *Educating the global workforce:  Knowledge, knowledge work, and knowledge workers. World Yearbook of Education 2007* (pp. 212-222). Kogan Page.

Hull, G., Jury, M. & **Zacher, J.** (2007). Possible selves: Literacy, identity, and development in work, school, and community. In A. Belzer (Ed.), *Toward Defining and Improving Quality in Adult Basic Education* (pp. 299-318). Lawrence Erlbaum.

**Zacher, J.** (2005). Effects of a multicultural curriculum in a racially and socioeconomically diverse 5th-grade classroom. In D. McInerney & S. Van Etten (Eds.), Council on Anthropology & Education’s *Research on Sociocultural Influences on Motivation and Learning: Focus on Curriculum* (Vol. 5, pp. 77-99)*.* Information Age Publishing.

**BOOK REVIEWS**

**Pandya, J.Z.** (2012). Review of *Preparing Every Teacher to Reach English Learners: A practical guide for teacher educators,* Joyce W. Nutta, Kouider Mokhtari, & Carine Strebel, Eds. *Teachers College Record* [http://www.tcrecord.org](http://www.tcrecord.org/) ID Number: 16833.

**Pandya, J.Z.** & J. Ávila. (2012). Review of *Literacy with an attitude: Educating working-class children in their own self-interest.* Second Edition. By Patrick Finn. In *Urban Education, 47*(6), 1209-1213*.* DOI: 10.1177/0042085912463859

**Zacher, J.** (2008). From theory to practice: Vygotsky, sociocultural research, and classroom assessment. *Language Arts*, *86*(1), 66-69.

**Zacher, J.** (2007). Professional resources for expanding spaces of learning. *Language Arts*, *85*(1), 78-83.

**Zacher, J.** (2006). Review of *Travel notes from the new literacy studies*,K. Pahl & J. Rowsell, Eds. *Teachers College Record*, 2006, Date Published: June 07, 2006. http://www.tcrecord.org ID Number: 12534.

**MANUSCRIPTS UNDER REVIEW and IN PREPARATION**

**Pandya, J.Z.,** Gallego, E., Choi, V., Lopez, E. & Shaffer, G. (under review, 2020). Teachers’ use of apps and platforms: Examining practices, concepts, and data privacy awareness.

Low, D.E. & **Pandya, J.Z.** (in preparation, 2020). Children as multimodal theorists.

Aguilera, E. & **Pandya, J.Z.** (in preparation, 2020). Redefining critical literacies in a digital age (Introductory Essay).

# SELECTED CONFERENCE PRESENTATIONS (student authors underlined)

**Pandya, J. Z.,** Gallego, E., Choi, V. & Lopez, E. (2020). Teachers' Use of Apps and Platforms: Examining Practices, Concepts, and Data Privacy Awareness [Symposium]. AERA Annual Meeting, San Francisco, CA <http://tinyurl.com/snd4b7w> (Conference Canceled)

**Pandya, J. Z.** & Golden, N. A. (2020). The Social Responsibility of Critical Literacy Researchers in Today's World [Working Group Roundtable]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/yygptoh5> (Conference Canceled)

**Pandya, J. Z.** (2020). Writing for Digital Video Composition: Examining Child and Teacher Practices and Perceptions [Symposium]. AERA Annual Meeting. San Francisco, CA <http://tinyurl.com/txpxn54> (Conference Canceled)

Gallego, E., Lopez, E. & **Pandya, J.Z.** (2020). Teachers’ use of technological platforms: Examining critical data literacy practices. CSULB Educational Leadership Research Symposium. Long Beach, CA.

Low, D. & **Pandya, J.Z.** (2019). Children as multimodal theorists. Paper accepted at the Literacy Research Association. Tampa, FL.

DiGiacomo, D., Shaffer, G., **Pandya, J.Z.** & Sefton-Green, J. (2019). Platforms, pedagogies, and privacy: How the “platformization” of education is pedagogicizing home-school relations (poster). Connected Learning Summit. Irvine, CA.

**Pandya, J.Z.** (2019).Teachers’ use of apps and platforms: An empirical study. The Association of Internet Researchers. Brisbane, Australia.

Alford. J., **Pandya, J.Z.** &Hsieh, B. (2019). Keeping critical literacy afloat in literacy teacher education. Australian Literacy Educators’ Association Annual Conference. Melbourne, Australia.

Brownell, C., Woods, A. & **Pandya, J.Z.** (2019). Children living critically literate lives yesterday, today, and tomorrow: Exploring the transformational possibilities of critical literacies. Australian Literacy Educators’ Association Annual Conference. Melbourne, Australia.

**Pandya, J.Z.** (2019). The image as material, digital artifact in children’s digital videos. American Educational Research Association. Toronto, CA.

Smith, A., Stewart, O. & **Pandya, J.Z.** (2019). Critical Digital Literacy Pedagogies: Challenges and Possibilities. American Educational Research Association. Toronto, CA.

**Pandya, J.Z.** (2018). Children’s perceptions of writing for digital video composition: A humanizing approach. Literacy Research Association Annual Meeting. Indian Wells, CA.

**Pandya, J.Z.,** & Low, D. (2018). Theorizing the addressive audience: Children’s conceptions of viewers in digital video production. Literacy Research Association Annual Meeting. Indian Wells, CA.

**Pandya, J.Z.** (2018). 3rd Annual Young Creative Connected (YCC) Research Network Seminar: *Changing Family Cultures: The Politics of Learning with Digital Media,*Madison, WI.

**Pandya, J.Z.,** Kaplinsky, M., Davis, E. & Garnica, A. (2018). The College Promise Realized: How partnering with community colleges and PK-12 districts can supply diverse teacher candidates and help meet workforce demands. Poster at the California Council on Teacher Education. San Diego, CA.

**Pandya, J.Z**. (2018). “I guess it helped”: The complexities of writing for digital video composition. American Educational Research Association. New York, NY.

**Pandya, J.Z.,** Cardenas, N., Lopez, P., Merlos, O. & Santos, A. (2017).Activism and Audience in School Video Projects. The 47th Annual meeting of the Jean Piaget Society. San Francisco, CA.

**Pandya, J.Z.** (2017). Tracing the functions of the blooper reel in children’s digital videos. American Educational Research Association Annual Meeting. San Antonio, TX.

**Pandya, J.Z.** (2017). “Save Our School”: Children’s critical digital literacy work in an embattled school. American Educational Research Association Annual Meeting. San Antonio, TX.

Golden, N. A. & **Pandya, J.Z.** (2016). A Framework for Understanding the Roles of Literacy in the Identity Enactments of Marginalized Youth. Literacy Research Association Conference. Nashville, TN.

Low, D. & **Pandya, J.Z.** (2016). Seeking More Productive Approaches to Multimodal Analysis. Literacy Research Association Conference. Nashville, TN.

**Pandya, J.Z.,** Carlos, L., Salguero, Y., & Castellanos, M. (2016). The Transformative Power of Choice in Multimodal, Digital Composition. Literacy Research Association Conference. Nashville, TN.

Golden, N. A. & **Pandya, J.Z.** (2016). A Framework for Understanding the Roles of Literacy in the Identity Enactments of Marginalized Youth. American Educational Research Association Annual Meeting. Washington, D.C.

Golden, N. A. & **Pandya, J.Z.** (2015). Improvisation and Equity: Roles of Literacy in the Identity Enactments of Marginalized Youth. Literacy Research Association Conference. San Diego, CA.

Bennett, L., Nelson, F., Yun, C. & **Pandya, J.Z.** (2015). Reform, Reflection, and Transformation: Cross-Campus Collaborations. California Council on Teacher Education. San Diego, CA.

**Pandya, J.Z.** (2015). Theory and Policy Clashes in the US Language Arts Classroom since 1980. Paper accepted for presentation at the British Educational Research Association. Belfast, Ireland.

**Pandya, J.Z.** (2015). Where are the children and youth with special needs in DML? Ignite Presentation at the Digital Media & Learning (DML) Conference. Los Angeles, CA.

**Pandya, J.Z.** (2015). Towards Critical Participatory Literacies through Digital Video Composition in an Elementary Literacy Capstone Course. American Educational Research Association Annual Meeting. Chicago, IL.

**Pandya, J.Z.** & Pagdilao, K. (2015).“It’s complicated”: Fourth Grade Students Representing Other Peoples’ Lives in a Critical Digital Literacies Project. American Educational Research Association Annual Meeting. Chicago, IL.

**Pandya, J.Z.,** Hansuvadha, N., Pagdilao, K., & Ortiz, M. (2015).Digital Video Composition with Children with Special Needs as Redistributive Social Justice: Javier’s Case. American Educational Research Association Annual Meeting. Chicago, IL.

**SELECTED INVITED PRESENTATIONS**

**Pandya, J.Z.** (2020). Inclusive critical digital literacies in a dual-language school. Divergent Award-Initiative for 21st Century Literacies Research [Lecture series](http://www.initiativefor21research.org/the-divergent-award.html).

**Pandya, J.Z.** (2019). Empowering all student voices in digital video: Critical digital literacy in an inclusive context. Australian Literacy Educators’ Association, Melbourne, Australia.

**Pandya, J.Z.** (2019). Using apps in the classroom: Their impact on teaching and learning, behavior management, and home-school communications. [Victorian Association for the Teaching of English Curriculum Committee Forum](https://www.vate.org.au/events/vate-curriculum-committee-forum). Melbourne, Australia.

**Pandya, J.Z.** (2018). Exploring critical digital literacy practices: Everyday video in a dual language context**.**  Literacies, Language, Texts and Technologies Research Group & Digital Media Research Centre, Queensland University of Technology, Brisbane, Australia.

**Pandya, J.Z.** (2018). Exploring critical digital literacy practices: Everyday video in a dual language context**.**  Learning Sciences Institute of Australia, Australian Catholic University, Brisbane, Australia.

**Pandya, J.Z.** (2018). Ethnographer Doing: Digital literacies research in a school close to home. Oceania Ethnography and Education Conference, Deakin University, Melbourne, Australia.

**Pandya, J.Z.** (2018). Exploring critical digital literacy practices: Everyday video in a dual language context. Research for Educational Impact (REDI), Deakin University, Melbourne, Australia.

 **Pandya, J.Z.** (2017). Conceptualizing developmental trajectories in digital video production: Questions for teachers and researchers. Invitational seminar supported by the Finnish National Ministry of Education and Culture and the Playful Learning Centre at the University of Helsinki. Rovaniemi, Lapland.

**Pandya, J.Z.** (2016). Digital video composition with children with special needs as restorative social justice. Disability Studies Program and Literacy Program, The Ohio State University.

**CURRICULUM DEVELOPED & REGULARLY TAUGHT**

Liberal Studies 400, Language Arts Capstone: Language Arts Content and Standards for Elementary Classrooms

Elementary Education 100, Introduction to Teaching and Learning in Diverse Contemporary Classrooms

Elementary Education 300, Equity & Justice in Diverse Schools

Liberal Studies 111, Critical Thinking & Public Education (developed w/H. Schillig)

Liberal Studies 100, Introduction to Teaching for Equity in Diverse Contexts (developed w/H. Schillig)

Liberal Studies 211, Theatre/Dance/Movement for Inclusive Elementary Classrooms (developed w/V. Bryan)

Education Studies Minor

Liberal Studies 310, Educational Justice, Education Studies Minor Required Course (developed)

Liberal Studies 320, Intersectionality in Education, Education Studies Minor Required Course (developed)

Minor in Equity & Education Studies (developed)

**CURRICULUM AWARDS**

Professors Around the World Travel Grant, International Education Committee, 2018

1K for travel to Melbourne and Brisbane, Australia to support research and study abroad

Long Beach College Promise/Governor’s Innovation Award, Education pathway member, with CSULB, LBCC and LBUSD faculty & staff, 2015 – 2018

Curriculum Innovation Award, CSULB Liberal Studies Department, 2016-17

Stipends for all faculty to revise learning outcomes for program and all courses to include social justice & critical thinking

Professors Around the World Travel Grant, International Education Committee, 2016

2.5K for travel to Ireland & England to support research and study abroad, to create MOU with Mary Immaculate University in Limerick, Ireland

Ethics Across the Curriculum Stipend, Ukleja Center for Ethical Leadership, 2013-14

1.5K stipend to support ethics in the elementary classroom, CSULB

**STUDENT SUPERVISION**

**PhD Thesis Committee**

Sarah Rapp, UC Santa Cruz, 2019-21

Kuanhathai Kuadnok, Queensland University of Technology, 2017

**Undergraduate Research Opportunity Program Sponsor**

Omar Avalos (2020-21)

Nancy Cardenas, Phillip Lopez, Odaimis Merlos, Aminah Santos (2016-17)

Anais Chatmajian, Katelyn Ngo, Alondra Vivas (2015-16)

Mariana Castellanos, Yesenia Salguero (2014-2015)

Liliana Hernandez, Yoanna Rodriguez (2013-14)

**Student Research Assistants**

Brenda Avalos (2020-21)

Emely Lopez (2019; Student Summer Research Awardee)

Victoria Choi (2018-20; Honors student)

Kathleah Pagdilao (2011-17)

Elizabeth Marquez (2012-15)

Eric Enok Kim (2012-15)

Octavio Gutierrez (2012-14)

**PROFESSIONAL SERVICE**

**Writing and Literacies Special Interest Group,** American Educational Research Association

 Past Chair, April 2017-2019

 Chair, April 2015-2017

 Program Chair, April 2013-2015

 Secretary/Treasurer, April 2011-2013

 Newsletter Editor, April 2009-2011

**Guest Co-Editor**

*Theory Into Practice*, 2021(vol & issue tbd); Topic: Reconceptualizing digital writing. With Julian Sefton-Green

*Pedagogies: An International Journal* 2021 (vol & issue tbd); Topic: Critical literacies in a digital age. With Earl Aguilera

*English Teaching: Practice & Critique*, 2021 (vol & issue tbd); Topic: Theorising multimodality through children's perceptions and experiences. With David E. Low & Lisa Kervin

*Theory into Practice, 51*(1), 2012; Topic:The Future of Critical Literacies in US Schools. With JuliAnna Ávila

*English Teaching: Practice & Critique,* *11*(3), 2012; Topic: How the content knowledge of English/literacy teachers is being constructed by standards and standardized tests. With Dominic Wyse and Brenton Doecke

**Transnational Critical Literacies Network**

 Founding Member, 2018, With Jennifer Alford, Noah Golden, Raúl Mora & Roberto de Roock

**Literacy Research Association**

 Publications Committee Member, December 2017-2020

***Language Arts***

Research and Policy Column Editor (with Maren Aukerman), 2013-16, vols. 91, 92, 93

Department Editor, Professional Book Reviews Department, 2008-09, vol. 86

**Editorial Review Board Memberships**

 *English Teaching: Practice & Critique,* 2018 *–* present

 *The Curriculum Journal,* 2013 – present

 *Journal of Adolescent & Adult Literacy,* 2011 – present

 *Language Arts,* 2006 – present

 *National Reading Conference 56th and 57th Annual Yearbooks,* 2007-08, 2008-09

*Urban Learning, Teaching, and Research Journal,* 2005 – 2008, 2012

**Journal Reviewer**

 *Pedagogies: An International Journal; Research in the Teaching of English;* *Teaching Education*; *The Modern Language Journal;* *Canadian Journal of Education/Revue Canadienne de L’Education, Anthropology & Education Quarterly, Written Communication*

**External Evaluator,** Promotion and Tenure cases, 2012 – present

University of Pennsylvania; Queensland University of Technology; Bard College; Portland State University; Clemson University; National Research Foundation of South Africa; UMass Boston

# External Reviewer

Loyola Marymount University Liberal Studies Program, Spring 2020

San Francisco State University Liberal Studies Program, Spring 2018

St. Mary’s College Justice, Community, and Leadership Program Review, Fall 2017

**CAMPUS SERVICE & GOVERNANCE ACTIVITIES, CSULB**

**UNIVERSITY SERVICE**

Academic Senate

Chair, 2019 – 2021

Vice Chair, 2016 – 2019

Interim Chair, 10/17 – 12/17

Executive Committee Member at Large, 2014 – 2016

Senator, 2010 – present

President’s Commission on the Status of Women, 2019 – 2021

Campus Climate Committee, 2019 – 2021

WSCUC/WASC Steering Committee, 2018 – present

CSULB 49er Foundation Board of Directors, Faculty Representative, 2018 – 2022

Highly Valued Degree Initiative Communications Task Force Co-Chair, 2017 – 2019

Created the Beach Road Map: http://www.csulb.edu/beach-road-map

Curriculum and Educational Policies Council, 2016 – 2019

Program Assessment and Review Committee, 2018 – 2019

Academic Appeals Committee, 2017 – 2019

Accessible Technology Initiative Steering Committee, 2016 – present

 Accessible Instructional Materials Subcommittee, 2016 – present

Student Fee Advisory Committee, 2016 – 2019

Campus Academic Calendar Committee, Spring 2017

Center for Evaluation and Educational Excellence Advisory Board member, 2016 - 2017

Faculty Advisory Committee on Technology, 2012 – 2017

Chair, 2014 – 2016, Secretary, 2016 – 2017

Provost’s Task Force on Chair Roles and Responsibilities, 2015 – 2016

Leadership Fellow, CSULB President’s and Provost’s Leadership Fellows Program, 2014 – 2016

AASCU-supported CSULB “Reimagining the First Year” Project 2015 – 2016

University Honors Advisory Committee, 2015 – 2020

Teacher Preparation Committee, 2009 – 2011, 2014 – 2015

Panel on Professional Responsibility, 2011 – 2013

Faculty Center for Professional Development, Advisory Board Member, 2009 – 2015

University Resources Council, 2006 – 2009, alternate, 2009 – 2010

**Review Committees:** Associate Vice President for Academic Affairs, 2020-21; Vice Provost for Academic Planning, 2019; Vice Provost for Academic Programs and Dean of Graduate Studies, 2019; Provost, 2011

**Search Committees:** University Honors Director, 2020-21; AVP Budget & University Services, 2019; Faculty Center for Professional Development Director, 2018; AVP for Physical Plant & Facilities Management, 2018; College of Education Dean, 2016-17

**DEPARTMENT & COLLEGE SERVICE**

Reappointment, Tenure & Promotion Committee, 2018 – 2019

College Committee, 2018 – 2019

Curriculum Committee, 2014 – 2019

VMJ Endowment Committee, 2013 – 2015, 2017-2019

Professional Review Committee, 2013 – 2015, 2017 – 2019

Faculty Council, 2005 – 2009, 2013 – 2014

Chair, 2006 – 2008, 2010 – 2011

Chair, Policy & Planning subcommittee, 2013 – 2014

Budget Subcommittee Member, 2007 – 2014

New Faculty Support Group, 2008 – 2011

Coordinated and held biweekly meetings with untenured faculty about teaching, scholarship, and service with Professor Anna Ortiz

Student Affairs Committee, 2009 – 2011, 2013 – 2014, 2016 – 2018

Nominations and Elections Committee, 2005 – 2007, 2014 – 2019

# PROFESSIONAL MEMBERSHIPS

American Educational Research Association

National Council of Teachers of English

National Council of Teachers of English Assembly for Research

Literacy Research Association

California Council on Teacher Education

# LANGUAGES

Spanish: Fair speaking, writing and reading abilities

French: Fair speaking, writing and reading abilities