

Elizabeth C. Reynolds
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Academic Appointments

Postdoctoral Associate 2026 – Present
Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park

Education

Ph.D. Teaching and Learning, Policy and Leadership 2026
University of Maryland, College Park, MD
Dissertation: *Civic learning in a digital world: Supporting students to reason about controversial public issues on the internet*

M.S.Ed. Teaching, Learning, and Leadership 2021
University of Pennsylvania, Philadelphia, PA

B.A. Politics, Secondary Social Studies Teaching Certification 2015
Ursinus College, Colledgeville, PA
Summa cum laude with distinguished honors, Phi Beta Kappa

Honors & Awards

\$5,000 Graduate School Summer Research Fellowship, University of Maryland (2024)
\$25,000 Graduate School Dean’s Fellowship, University of Maryland (2021 – 2024)
\$15,000 Penn GSE Merit Scholarship, University of Pennsylvania (2020 – 2021)

Experience

Research

Civic Online Reasoning Research Group, University of Maryland 2021 – Present

- Design and assess curricula on digital media literacy and civic literacy skills
- Research effective pedagogies for teaching students to evaluate online sources on relevant issues
- Create and analyze professional learning opportunities for in-service social studies, ELA, and science teachers
- Funded by the Spencer Foundation, the U.S. Department of Education, and the University of Maryland College of Education

Lateral Reading-Model Evidence Link Project, University of Maryland 2026 – Present

- Analyze how students learn to evaluate sources and claims in middle grades social studies, ELA, and science classes
- Funded by the National Science Foundation

Maryland Democracy Initiative, University of Maryland

2023 – 2026

- Design and analyze semi-structured interviews where young students reason about the credibility of digital sources
- Train undergraduate research assistants on qualitative analysis
- Develop professional development for middle grades (3-8) educators on teaching for civic engagement across disciplines
- Funded by the University of Maryland Grand Challenges Grant Program

Penn Project-Based Learning Program, University of Pennsylvania

2020 – 2021

- Analyzed teacher educators' practice-based pedagogies during video coaching sessions with in-service social studies, ELA, and science teachers
- Funded by Lucas Education Research

Teaching & Curriculum Development

Instructor of Record, College of Education, University of Maryland

- TLPL686: Secondary Social Studies Pedagogy (Fall 2026)
 - M.Ed. social studies teacher candidates
- TLPL471: Curriculum, Teaching, and Assessment in Secondary Social Studies (Fall 2023)
 - B.A./B.S. social studies teacher candidates

Teaching Assistant, College of Education, University of Maryland

- TLPL471: Curriculum, Teaching, and Assessment in Secondary Social Studies (Fall 2022)
- TLPL686: Secondary Social Studies Pedagogy (Fall 2022)

University Supervisor, College of Education, University of Maryland (2022 – Present)

- 13 social studies teacher candidates in B.A./B.S. and M.Ed. certification programs

Curriculum Developer

- Project Digital Civic Inquiry, University of Maryland (2023 – Present)
- Stanford History Education Group/Digital Inquiry Group (2022 – Present)
- Office of the State Superintendent of Education, Washington, DC (2023 – Present)
- Institute for Middle East Studies, The George Washington University (2025)

Middle School Humanities Teacher

- Frankford Friends School, Philadelphia, PA (2015 - 2020)

Publications

Refereed Journal Articles

McGrew, S. & Reynolds, E. C. (2026). Discussing credibility and corroboration: Differences in students' reasoning about digital sources and claims. *American Education Research Journal*.
<https://doi.org/10.3102/00028312261426323>

Reynolds, E. C. (2025). Embedding online evaluations in social studies: A comparative case study of teachers' goals and approaches. *Theory and Research in Social Education*. 1–29.
<https://doi.org/10.1080/00933104.2025.2472785>

Reynolds, E. C. & McGrew, S. (2025). “From personal experience, it’s true!”: Students’ digital evaluations on relevant issues. *Journal of the Learning Sciences*, 1-44.
<https://doi.org/10.1080/10508406.2025.2495214>

Reynolds, E. C. & McGrew, S. (2025). Developing reliable epistemic processes for civic life: A response to “Beyond ‘yelling at them’: Exploring the impact of a political simulation in polarized times.” *Democracy and Education*, 33(1), Article 6.
<https://democracyeducationjournal.org/home/vol33/iss1/6>

McGrew, S., **Reynolds, E. C.**, & Glass, A. (2024). The problem with perspective: Students’ and teachers’ reasoning about credibility during discussions of online sources. *Cognition & Instruction*, 42(3). <https://doi.org/10.1080/07370008.2024.2340981>

Book Chapters

Clark, C.H. & **Reynolds, E. C.** (2025). In AI we trust? In C. H. Clark & C. Van Kessel (eds.) *AI in Social Studies Education: Tools for Thoughtful Practice with Generative Artificial Intelligence*. Teachers College Press.

Refereed Conference Proceedings

McGrew, S. & **Reynolds E. C.** (2025, June). Social studies teachers’ goals for teaching online evaluations. Proceedings of the International Society of the Learning Sciences. Helsinki, Finland.

Public Scholarship

McGrew, S., Merroth, L., Zuspan, S., Buhrman, S., & **Reynolds, E. C.** (2022). Teaching students to evaluate online information through current events. *Social Education*, 86(6), 386-391.

In Process

Reynolds, E. C. & McGrew, S. (In press). Teaching who to trust: Preparing students to make decisions about credible digital sources. In C.H. Clark and C. Van Kessel (eds.) *Teaching Democracy Now*. Teachers College Press.

Reynolds, E. C., McGrew, S., Alton, J., Lombardi, D., & Butler, L.P. (Under review). Children’s digital source evaluations: Attempting to investigate but struggling to succeed.

Alton, J., **Reynolds, E. C.**, McGrew, S., Butler, L., Lombardi, D. (Under review). Authentic online tasks reveal fragility in children’s credibility reasoning.

Presentations

Refereed Conference Presentations

Reynolds, E. (2026, April). Preparing teachers to lead digital source credibility discussions about contentious civic issues. American Educational Research Association Annual Meeting. Los Angeles, CA.

Reynolds, E. & McGrew, S. (2026, April). Teaching democracy now: Building trust in diverse, credible sources. American Educational Research Association Annual Meeting. Los Angeles, CA.

Reynolds, E. (2025, December). Civic inquiries on social media: An exploration with social studies pre-Service teachers. College and University Faculty Assembly of the National Council of the Social Studies Annual Conference, Washington, DC.

McGrew, S., **Reynolds, E.**, Gans, N. (2025, December). Middle-level teachers' responses to misinformation during civic inquiry. College and University Faculty Assembly of the National Council of the Social Studies Annual Conference, Washington, DC.

Alton, J., **Reynolds, E.**, McGrew, S., Lombardi, D., Butler, L.P. (2025, May). Children's evaluations of the expertise and trustworthiness of online sources. Society for Research in Child Development Biennial Meeting, Minnesota, MN.

Reynolds, E. (2025, April). Who bears responsibility?: Students' perspectives on the responsibility to evaluate and regulate social media content. American Educational Research Association Annual Meeting, Denver, CO.

Reynolds, E., McGrew, S. & Jovanovic, A. (2025, April). Considering personal resources amidst credibility judgments: Preparing teachers to discuss digital sources with students. American Educational Research Association Annual Meeting, Denver, CO.

Clark, C. & **Reynolds, E.** (2025, April). AI in social studies education: Tools for thoughtful practice with generative artificial intelligence. American Educational Research Association Annual Meeting, Denver, CO.

Alton, J., **Reynolds, E.**, McGrew, S., Lombardi, D., Butler, L.P. (2025, February). Children's evaluations of the expertise and trustworthiness of online sources. Misinformation and Belief Science Preconference, Society for Personality and Social Psychology Annual Convention, Denver, CO.

Alton, J., **Reynolds, E.**, McGrew, S., Lombardi, D., Butler, L.P. (2025, January). Children's evaluations of online sources. Budapest CEU Conference on Cognitive Development, Budapest, Hungary.

McGrew, S. & **Reynolds, E.** (2024, November). Supporting teachers to teach online evaluations as part of civic inquiry. College and University Faculty Assembly of the National Council of the Social Studies Annual Conference, Boston, MA.

Reynolds, E. & McGrew, S. (2024, April). Embedding online evaluations in social studies: A comparative case study of teachers' goals and approaches. American Educational Research Association Annual Meeting, Philadelphia, PA.

McGrew, S. & **Reynolds, E.** (2024, April). Discussing credibility, facilitation, and students: Opportunities for learning in rehearsal debriefs. American Educational Research Association Annual Meeting, Philadelphia, PA.

Reynolds, E. & McGrew, S. (2023, December). How students evaluate online information on topics they care about: The role of personal resources. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Nashville, TN.

Clark, C. & **Reynolds, E.** (2023, December) Can artificial intelligence aid in online information evaluation? College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Nashville, TN.

Crawford, J., **Reynolds, E.**, Carlan, V., & Sierra Mejia, A. (2023, April). Noticing "that teacher pull:" Collaborative self-study and identity development in novice university supervisors. American Educational Research Association Annual Meeting, Chicago, IL.

McGrew, S. & **Reynolds, E.** (2023, April). Discussing beliefs and emotions as students evaluate social media posts. American Educational Research Association Annual Meeting. Chicago, IL.

McGrew, S. & **Reynolds, E.** (2022, December). Teaching online evaluations in more authentic contexts: A pilot study. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference, Philadelphia, PA.

Presentations and Workshops

Digital Literacy across the Curriculum in Middle School. (2026, July 28 – 29). Civic Education Across the Curriculum K-12 Professional Development Program, University of Maryland, College Park, MD.

Supporting Students to Evaluate Digital Information in Higher Ed: Strategies for Civic Engagement. (2026, July 15). Civic Education Across the Curriculum Faculty Professional Development Program, Teaching and Learning Transformation Center, University of Maryland, College Park, MD.

Evaluating Digital Sources and Claims: Teaching Lateral Reading in ELA and Social Studies. (2026, June 24 – 25). Lateral Reading-Model Evidence Link (LR-MEL) Project. Philadelphia, PA.

AI Literacy for Social Studies Teachers Workshop Series. (2026, March – June). Institute for Trustworthy AI in Law & Society (TRAILS), College Park, MD and Washington, DC.

Teaching Digital Civic Inquiries Workshop Series (December 2025 – February 2026). Office of the State Superintendent of Education, Washington, DC.

Building Responsible Digital Lives on Social Media. (2025, August 26). The Inclusion Institution of the Department of Residence Life, University of Maryland, College Park, MD.

Digital Inquiries on Social Media. (2025, August 18). Howard County Public Schools, Ellicott City, MD.

Teaching Geographic Thinking in Social Studies (2025, August 18). Howard County Public Schools, Ellicott City, MD.

Teaching Digital Civic Inquiries in Action Civics (2025, August 4 – 8). Office of the State Superintendent of Education, Washington, DC.

Community-Engaged Learning Strategies: Evaluating Online Political and Social Information. (2025, June 26). Civic Education Across the Curriculum Faculty Professional Development Program, Teaching and Learning Transformation Center, University of Maryland, College Park, MD.

Building Digital Literacy in K-12 Schools. (2025, February 11). Center for Social Justice Research, Teaching and Service, Georgetown University, Washington, DC.

Teaching Digital Civic Inquiries (2024, July 8 – 12). Office of the State Superintendent of Education, Washington, DC.

Evaluating Digital Sources and Teaching Lateral Reading in ELA. (2024, June 3 – 6). Lateral Reading-Model Evidence Link (LR-MEL) Project. Forsyth County Schools, Cumming, GA.

Civic Online Reasoning in Social Studies. (2023, August 7 – 9). Office of the State Superintendent of Education, Washington, DC.

Tackling Disinformation in the Classroom. (2023, February 15). Leadership in Schoolwide Reading Program, University of Maryland, College Park, MD.

Teaching Students to Make Better Online Evaluations. (2022, May 16). Montgomery County Public Schools, Silver Spring, MD.

Project-Based Learning for Civic Action. (2021, November 10). Preparing to Teach Middle and High School Students to Take Informed Action Workshop, University of Maryland, College Park, MD.

Service & Professional Membership

Team Member, Social Studies Education Pathway Team, University of Maryland (2021 – Present)

Graduate Student Representative, Graduate Research and Education Committee, Department of Teaching and Learning, Policy and Leadership, University of Maryland (2024 – 2026)

Co-Chair, Graduate Student Association, Department of Teaching and Learning, Policy and Leadership, University of Maryland (2024 – 2026)

Team Member, Membership Working Group, Maryland Civic Education Coalition (2025 – 2026)

Writing Fellow, Graduate School Center for Writing and Oral Communication, University of Maryland (2023 – 2025)

Reviewer:

Theory and Research in Social Education

Member:

American Educational Research Association
International Society of the Learning Sciences
National Council for the Social Studies

Certifications:

Secondary Social Studies (7 – 12), Pennsylvania State Teaching Certification
Secondary English (7 – 12), Pennsylvania State Teaching Certification