

ELIZABETH ELLSWORTH

Associate Provost for Curriculum and Learning
Professor, Media Studies, Department of Media and Film
The New School University

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CURRENT POSITIONS

Associate Provost for Curriculum and Learning

Professor, Media Studies, Department of Media Studies and Film, The New School University

Member of the Faculty for the Documentary Studies Graduate Certificate Program, Department of Media Studies and Film, The New School University

Consultant, providing user experience studies, observational research, and content-based experience design to improve and inform museum exhibits, online learning environments, and new communications media. Previous clients include EyeQuilt, Inc., Chicago's Museum of Science and Industry, Institute of Design at Illinois Institute of Technology, Columbia University Health Services, Sarah Lawrence College, Richard P. Keeling & Associates. Vermeer Pictures (for NASA's online professional development program).

Co-Director and Co-Founder, smudge studio, Inc., a non-profit media arts studio for research, development, and dissemination of innovative mediated learning environments.

www.smudgestudio.org

EDUCATION

Ph.D. (1984) Communication Arts, University of Wisconsin-Madison.
Concentration in theory and criticism of film and mass media. Conducted research on the relationship between audience interpretive strategies and social change.

M.A. (1975) Communication. University of Wisconsin-Milwaukee.
Concentration in history and criticism of documentary film.

B.A. (1972) Mass Communication, University of Wisconsin-Milwaukee.

TITLE OF THESIS

The Power of Interpretive Communities: Feminist Appropriations of *Personal Best*

PREVIOUS POSITIONS

2004-2005

Acting Director of Graduate Studies, Media Studies Program, The New School, New York.

Summer 2005

Invited Lecturer in Residence. Massachusetts College for the Liberal Arts, Teacher Leadership Institute.

Summer 2004

Invited Noted Scholar, Centre for Cross-Faculty Inquiry. The University of British Columbia, Vancouver, July.

2002-2003

Julius and Rosa Sachs Distinguished Lecturer, Teachers College, Columbia University.

1984-2002

Full Professor, Department of Curriculum and Instruction, Educational Communications Technology Program, and Member of the Women's Studies Program, University of Wisconsin-Madison.

2001-2002

Director of Educational Programs, Teachers College Innovations, Teachers College, Columbia University.

Developed a media-enhanced professional development program for new teachers in urban school districts.

Designed integrated online/off line learning environments and experiences.

Innovated new pedagogies for new media.

Summers 2001 and 2002

Visiting Professor, Teachers College, Columbia University, Department of Arts and Humanities.

2000-2001

Vice President for Research and Development and Senior Consultant, Rethinking.

Designed and conducted user experience research and designed media-enhanced pedagogies to support the development of educational media capable of integrating health, life, and learning in higher education through www.98six.com.

Consultant to faculty and administrators at Sarah Lawrence College, University of Colorado, and Columbia University on how to enhance learning and campus community through new communication technologies.

HONORS AND AWARDS

2010 Research Residency, Center for Land Use Interpretation, Wendover, UT, May.

NYSCA (New York State Council for the Arts) Grant for the project: Geologic City: Field Guide the GeoArchitecture of New York, 2010-11.

2009

Parson's School of Design Social Science and Design Committee grant to research "Infrastructure as Civic Pedagogy" and continue to develop www.ExtremeMediaStudies.org as an innovative online learning environment

Invited participant, "Landscapes of Quarantine" studio and Storefront for Art and Architecture 2010 exhibition, facilitated by BLDG BLOG (Geoff Manaugh) and Edible Geography (Nicola Twilley)

2008

Provost's Faculty Development Grant, with Kit Laybourne, in support of an innovative online learning environment: www.ExtremeMediaStudies.org.

Parsons Design and Social Science Committee Award, in support of an innovative online learning environment: www.ExtremeMediaStudies.org.

2007

Sabbatical Leave, spring.

2006

Provost's Faculty Development Grant, The New School, for a year-long Cross-Divisional Collaborative Curriculum Innovation Project: Media Space/Public Space.

Invited co-facilitator for "Dancing the Virtual," a multidisciplinary exploration of new modes of collaboration and social relationality. Montreal, University of Montreal, May

2005

Invited Keynote Speaker, Prairie Learning Center Teacher's Institute, Val Marie, SK (Canada), October.

Invited lecturer in residence, Educational Leadership Academy, Massachusetts College for the Liberal Arts, Summer

- 2004
Invited Noted Scholar, Centre for Cross-Faculty Inquiry. The University of British Columbia, Vancouver, July.
Named the John and Rosa Sachs Distinguished Lecturer, Teachers College, Columbia University.
- 2000
Awarded a Graduate School Summer Research Grant to conduct research on the Pedagogy of the U.S. Holocaust Memorial Museum in Washington, D.C.
- 1999
American Educational Studies Association Critic's Choice Award for *Teaching Positions: Difference, Pedagogy, and the Power of Address*.
- 1998-99
Awarded a Research Grant from the Memorial Foundation for Jewish Culture. Project Title: The U.S. Holocaust Memorial Museum as a Scene of Address.
- 1997
Nominated for a University Outstanding Teaching Award.
- 1997
Faculty Development Grant: "Pedagogy and Interaction Design".
- 1996
Sabbatical Leave: "Making Meaning an Issue: Interpretive Methods in Educational Research."
- 1996-98
University-wide Vilas Associate Award to further research and scholarly activity, in recognition of research accomplishments and promise of further contributions.
- 1990-01
Awarded a Fulbright Teaching Fellowship to the University of the Azores for Academic Year 1990-91. Award declined.
- 1989
Received the Critics Choice Award, American Educational Studies Association, Review for Outstanding Books in Education, for *Becoming Feminine: The Politics of Popular Culture*.
Nominated for The Woman Educators Curriculum Award, American Educational Research Association, March, 1989.

GRANTS

- 2010 NYSCA (New York State Council for the Arts) Grant for the project: Geologic City: Field Guide the GeoArchitecture of New York.
- 2009 Parson's School of Design Social Science and Design Committee grant to research "Infrastructure as Civic Pedagogy" and continue to develop www.ExtremeMediaStudies.org as an innovative online learning environment
- 2008
Provost's Faculty Development Grant, with Kit Laybourne, in support of an innovative online learning environment: www.ExtremeMediaStudies.org.

Parsons Design and Social Science Committee Award, with Kit Laybourne, in support of www.ExtremeMediaStudies.org.

(pending) National Science Foundation Grant to fund documentation of the collaborative media design process for Phoebe's Field, a mediated learning environment for middle school girls.
- 2005-6
Provost's Faculty Development Grant (with Shannon Mattern), in support of Project Media Space][Public Space, a cross-divisional, interdisciplinary curriculum project.
- 2000
Summer Graduate School Research Grant to study the pedagogy of the U.S. Holocaust Memorial Museum in Washington, D.C.

PUBLICATIONS

Books:

Making a Geologic Turn: Contemporary Artists Plumb the Geologic Depth of "Now," edited collection with Jamie Kruse, in progress.

Places of Learning: Media, Architecture, and Pedagogy, Routledge, 2005.

Teaching Positions: Difference, Pedagogy, and the Power of Address, Teacher's College Press, 1997.

The Ideology of Images in Educational Media: Hidden Curriculums in the Classroom, Elizabeth Ellsworth and Mariamne Whatley, eds., Teacher's College Press, N.Y., 1990.

Becoming Feminine: The Politics of Popular Culture. Edited by Leslie Roman and Linda K. Christian-Smith with Elizabeth Ellsworth. London: The Falmer Press, 1988.

Frederick Wiseman: A Guide to References and Resources. Boston: G.K. Hall & Co., 1979.

Book Chapters:

"We are Instantaneous with Past and Future Landscapes," in *Landscapes Futures*, Nevada Museum of Art and Future Plural, edited by Geoff Manaugh, in progress.

"Touring the Nevada Test Site" Sensation-al Public Peadgogy," in *Public Pedagogy: Education and Learning Beyond Schooling*, Jennifer Sandlin, ed., Routledge. 2010.

Shelters of Exposure: Giving Form to Interdisciplinary Exchange, with Jamie Kruse, *Chris Drury: Mushrooms | Clouds—The Book*, University of Chicago Press, 2009.

The U.S. Holocaust Memorial Museum as a Scene of Pedagogical Address, in *If Classrooms Matter,*" Jeffrey Di Leo and Walter Jacobs, eds., Routledge, 2004.

Why Doesn't this Feel Empowering? Working through the Repressive Myths of Critical Pedagogy, in *The Social Worlds of Higher Education: Handbook for Teaching in a New Century*, Bernice Pescosolido, ed., Indiana University Press, 1999.

Multicultural Research in the Making in *Multicultural Research: Reflections on Race, Class, Gender and Sexual Orientation*, Carl Grant, ed., Falmer Press, 1998.

Double Binds of Whiteness in *Constructions and Deconstructions of Whiteness in Psychology and Education*, Michelle Fine, Mon Wong, and Lois Weis, eds., Routledge, 1996.

Representation, Self-Representation, and the Meanings of Difference: Questions for Educators, in Rebecca Martusewicz and Bill Reynolds, eds., *Inside/Out: Contemporary Critical Perspectives in Education*, St. Martin's Press, 1994.

Why Doesn't this Feel Empowering? Working through the Repressive Myths of Critical Pedagogy, in *Teaching for Change: Addressing Issues of Difference in the College Classroom*, Kathryn Geismar and Guitale Nicokau eds., Boston: Harvard Educational Review, 1993.

Why Doesn't this Feel Empowering? Working through the Repressive Myths of Critical Pedagogy, in *Education Feminism*, Lynda Stone, ed., Routledge, 1993.

I Pledge Allegiance: The Politics of Reading and Using Educational Documentaries, in Cameron McCarthy and Warren Crichlow, eds., *Race, Identity and Representation*, Routledge, 1993.

Claiming the Tenured Body, in *The Center of the Web: Women and Solitude*, Deleuse Wear, ed., SUNY Press, 1993.

Why Doesn't this Feel Empowering?, in Carmen Luke and Jennifer Gore, eds., *Feminisms and Critical Pedagogy*, Routledge, 1992.

Journal Articles:

In progress: "Shifting the Photographic Tense."

In progress: "'Passing Through' as Emergent Documentary Practice."

"Spatial Theories of Education: Policy and Geography Matters," Book Review, *Teachers College Record*, June, 2008.

"Becoming Human / Artist: Moving in Accord with the Change that Makes the World," with Jamie Kruse, *Performance Paradigm #4*, 2008.

"Limit Cases," with Jamie Kruse, *Polar Inertia Journal*, Issue #29, August, 2007:
<http://www.polarinertia.com/aug07/limit01.htm>

"What might become thinkable and do-able if we stop treating curriculum/teaching theory and practice as separate domains of academic research?" *Journal of Curriculum and Pedagogy*, 2007.

The United States Holocaust Memorial Museum as a Scene of Pedagogical Address. *Symploke: A comparative theory and literature journal*, special issue on "The Sites of Pedagogy," 2003.

A response to Margery Osborne: Teacher as knower and learner: Reflections on situated knowledge in science teaching. *Journal of Research in Science Teaching*, 35(4), 1998.

Situated Response-ability to Student Papers, *Theory into Practice*, 35(2), Spring 1996, pp. 138-143.

With Miller, J., & Orner, M. Excessive Moments and the Educational Discourses That Try to Contain Them, 1996, *Educational Theory*, 46(1), pp.71-92.

With Miller, J. Working Difference in Education, 1996, *Curriculum Inquiry*, 26(3), pp. 245-264.

Journal Editor:

Ellsworth, E., & Lather, P. guest co-editors of an issue of *Theory into Practice*, 35(2), on the theme of Situated Pedagogies, Spring 1996.

CONFERENCE PRESENTATIONS AND INVITED LECTURES

2010

"Time and Existential Risk," presentation as part of the "Design and Existential Risk" Lecture Series, The New School, Fall 2010, with Jamie Kruse.

"Touring the Nevada Test Site: Crossed Sensations and Perceptions" symposium accepted for presentation with Jamie Kruse, American Educational Research Association annual meeting, Denver, April.

Keynote speaker, "Seminar on Invisible Pedagogies," Thyssen Museum, Madrid, Spain, April.
Invited Lecture, "Emergent Ways of Knowing," Barcelona University, Barcelona, Spain, April.

2009

Invited participant, "Landscapes of Quarantine" studio and Storefront for Art and Architecture 2010 exhibition, facilitated by BLDG BLOG (Geoff Manaugh) and Edible Geography (Nicola Twilley)

Art Education invited scholar, John M. Anderson Endowed Lecture Series, Pennsylvania State University, School of Visual Arts, March.

Design and conduct a day-long Web 2.0 Pedagogy graduate student Workshop, Pennsylvania State University, School of Visual Arts, March.

Invited lecturer, Centre for the Research on Lifelong Learning and Participation, Katholieke Universiteit Leuven, Belgium, April.

2008

Ellsworth, E. and Kruse, J. "Testing Ground," a live blogging virtual field trip production for www.ExtremeMediaStudies.org, from the Nevada Museum of Art Conference "Art + Environment," Reno, October 2008.

Ellsworth, E. and Kruse, J. "Mutual Contamination at the Limits: Becoming Human □Artist," Performance Format American Studies Association Convention, Albuquerque, October, 2008.

2006

Ellsworth, E. and Kruse, J. "Dancing the Virtual." Invited as collaborators to help facilitate a three-day, multidisciplinary exploration of new modes of collaboration and social relationality. Montreal, University of Montreal, May

2005

Ellsworth, E. and Mattern, S. "Teaching the Urban: Space and Place in Interdisciplinary Pedagogy," Panel Presentation, American Studies Association, Washington D.C., November.

Ellsworth, E. Inaugural Keynote Address: "Working Ideas: Designing Times and Places that Invite Learning", Prairie Learning Center Teacher Institute, Saskatchewan, Canada, October.

Ellsworth, E. "Explorations of media constructed identities and education," Educational Leadership Academy, Massachusetts College of Liberal Arts, July.

Ellsworth, E. "Holding Educational Research Accountable to Learning's Open Future", symposium presentation, Division B, AERA Annual Meeting, Montreal, April. 2004

Ellsworth, E. "The Power of What We Can't Know," symposium presentation in Division B, AERA Annual Meeting, San Diego, April.

Ellsworth, E. "Pedagogy's Time and Space," a public lecture presented at the University of Vancouver, July.

TEACHING

2002-present

Professor, Media Studies Program, The New School

ULEC course: Extreme Media Studies;
Integrated Foundations of Media Theory and Design;
Media Design Research; Media Space][Public Space Seminar;
Media Research Methods;
Foundations of Media Theory;
Documentary as Social Practice;
Media and Architecture;
Emerging Media and Documentary Practice;
Mediated Learning Environments.

2001-03

Visiting Professor, Department of Arts and Humanities, Teachers College, Columbia University

Media and Visual Culture: Documentary Forms, Educational Media, and Classroom Practice.
Graduate seminar in the Cultural Studies Program.

Social Philosophy and Education.
Graduate seminar in the Philosophy Program.
Philosophies of Education. In-Step Summer Institute for Middle and High School English Education Teachers.

2001

Visiting Professor, Department of Arts and Humanities, Teachers College, Columbia University, Summer.

Visual Culture: Mediating the Aesthetic and the Social
Pedagogy as a Scene of Address.
Graduate seminar in the Cultural Studies Program.
In-Step Summer Institute for Middle and High School English Education Teachers: "Philosophies of Education."

Websites:

Co-writer of the "Friends of the Pleistocene" blog with Jamie Kruse, <http://fopnews.wordpress.com/>.

Co-designer and co-writer of a blog on Artists + Environments: www.smudgestudio.blogspot.com.

Co-designed and co-wrote a transmedia learning experience/online textbook entitled: www.ExtremeMediaStudies.org, 2007-8.

Co-designed and co-produced the 2004-5 editions of *Immediacy*, a web publication of student and faculty work from the Media Studies Program, The New School, <http://www.nsu.newschool.edu/immediacy/>.

Co-designed and co-produced www.earthshapes.org, a mediated learning environment for grades 3-12; and www.smudgestudio.org, a media-arts portfolio, 2004-5.

Co-designed and co-produced www.98six.com, a portal for college and university students that seeks to integrate health education, college life, and academic achievement in higher education. Launched January 2000.

Co-designed and co-produced www.Pro98six.com, an "online professional conference" for college health practitioners and student affairs leaders. Launched, February 2000.

Wrote and co-designed "*Multiculture in-the-Making*," a 20 minute online learning environment for new teachers about teaching about and across social and cultural difference. Integrates text, images, photography, archival video, and original video. March, 2002.

MEDIA ARTS AND PRODUCTION PRACTICE

smudge studio, inc a non-profit media arts studio

In collaboration with Jamie Kruse

Online Documentation of Work, Publications and Exhibitions: www.smudgestudio.org