

## ELIZABETH ELLSWORTH

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### APPOINTMENTS

- 2003- present     **Professor**, Media Studies Program, Department of Media Studies and Film, The New School, New York
- 2004-2005     **Co-Director and Co-Founder**, smudge studio, inc., a non-profit media arts studio.  
**Acting Director of Graduate Studies, Media Studies Program**, The New School, New York
- 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&2002     **Visiting Professor**, Teachers College, Columbia University, Department of Arts and Humanities.
- 2000-2001     **Vice President for Research and Development and Senior Consultant, Rethinkinc.** 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](http://www.98six.com). Consultant to faculty and administrators at Sarah Lawrence College, university o Colorado, and Columbia University on how to enhance learning and campus community through new communication technologies..

### PROFESSIONAL PREPARATION

#### Ph.D. (1984)

##### Communication Arts.

University of Wisconsin-Madison.  
Concentration in theory and criticism of film and mass media.  
Conducted research on the relation of film viewing to 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.

## RELEVANT PUBLICATIONS (mediated learning environments and pedagogy)

*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.

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.

## OTHER SIGNIFICANT PUBLICATIONS, LECTURES AND AWARDS

2008

In progress: "Passing through' as emergent documentary practice.

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

"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 Kruse, J., *Performance Paradigm #4*, 2008.

Provost's Faculty Development Fund Grant, with Kit Laybourne, in support of an innovative online learning environment: [www.ExtremeMediaStudies.org](http://www.ExtremeMediaStudies.org).

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

2007

"Limit Cases," with Kruse, J., *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*.

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.

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

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.

2003

Ellsworth, E. “Around and About the Limits of Education: Re-orienting Pedagogy,” Sachs Lecture, Teachers College, Columbia, February

Ellsworth, E. “Around and About the Limits of Education: Time, Place, and Space in Teaching and Learning,” Sachs Lecture, Teachers College, Columbia, January.

Ellsworth, E. “Places of Learning: Media, Architecture, Pedagogy, Meeting of the Deans and Directors, The New School, April.

2002-03

Named the John and Rosa Sachs Distinguished Lecturer, Teachers College, Columbia University.

2001

Ellsworth, E. Developed and facilitated the “Faculty Institute on Innovative Pedagogies for Higher Education,” Bates College, July 23-25.

## SYNERGISTIC ACTIVITIES

**Co-designer and co-writer** (with Kruse, J. and Laybourne, K.) of a transmedia learning experience/online textbook entitled: [www.ExtremeMediaStudies.org](http://www.ExtremeMediaStudies.org), 2007-8.

**Advisor and qualitative evaluation design (documentary video studies) for Phoebe’s Field**, a pending NSF proposal for a traveling exhibition designed to make the abstract physics of fields concrete and relevant to middle school boys and girls.

**Media Arts Research and Practice** in collaboration with Jamie Kruse as **smudge studio, inc.** Work samples online: [www.smudgestudio.org](http://www.smudgestudio.org), [www.earthshapes.org](http://www.earthshapes.org), [www.ExtremeMediaStudies.org](http://www.ExtremeMediaStudies.org).

## COLLABORATORS AND OTHER AFFILIATIONS

**Partner**, Oracle Foundation, [www.think.com](http://www.think.com), 2006-8.

**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. 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).