Stanford



Elizabeth Finlayson Harris

- Ph.D. Student in Education, admitted Autumn 2023
- Other Tech - Graduate, Krist Program
- Other Tech - Graduate, Stanford Teacher Education Program (STEP)

Curriculum Vitae available Online

Bio

BIO

Elizabeth Finlayson Harris is a PhD candidate in Curriculum and Teacher Education at Stanford University, specializing in science, engineering, and technology education with a minor in Feminist Science and Technology Studies. Her research examines epistemology, affect, and feminist perspectives in science education, with particular attention to pre-service teacher learning. She has published in Science Education, Emotion, Space and Society, and Studying Teacher Education, and her current projects explore the sociopolitical and affective dimensions of teaching and learning in science classrooms. A former high school physics teacher and instructional designer, Liz brings a commitment to equity, joy, and critical inquiry in both her teaching and scholarship.

HONORS AND AWARDS

- Joyful Learning Grant Recipient, Stanford Accelerator for Learning (2025)
- Stanford Graduate Fellowship in Science & Engineering, Office of the Vice Provost for Graduate Education (2024)

EDUCATION AND CERTIFICATIONS

- M.A., Brigham Young University , Teacher Education Thesis: “Physical Place and Online Space: Permeability, embodiment, and gender in two online, synchronous critical multicultural teacher education courses” (2022)
- B.S., Brigham Young University , Physics Education (2020)

LINKS

- Google Scholar Profile: https://scholar.google.com/citations?user=idC1VRoAAAAJ&hl=en

Publications

PUBLICATIONS

- **Words as Data: Integrating Data Visualizations and English Language Arts for Classrooms with Multilingual Students** *JOURNAL OF STATISTICS AND DATA SCIENCE EDUCATION*
  Lee, V. R., Harris, E., Chen, R., Levine, S.
  2026
- **"I'm still kind of not buying it": Negotiating authority and resistance in five critical multicultural education courses** *EQUITY & EXCELLENCE IN EDUCATION*
  Bybee, E. R., Whiting, E., Cutri, R. M., Harris, E.
  2026; 59 (1): 115-128
- **Examining online university classrooms through emotion work and feeling currencies** *DISTANCE EDUCATION*
  Harris, E., Whiting, E., Cope, M. R.
  2024

- **Embodied place in disembodied space: The emotional geography of online classrooms** *EMOTION SPACE AND SOCIETY*
  Harris, E., Whiting, E.
  2024; 50
- **'Will This Build Me or Break Me?': The Embodied Emotional Work of a Teacher Candidate** *STUDYING TEACHER EDUCATION*
  Finlayson, E., Whiting, E., Cutri, R.
  2021; 17 (1): 82-99