



Elizabeth Finlayson Harris

Ph.D. Student in Education, admitted Autumn 2023

 Curriculum Vitae available Online

Bio

BIO

Elizabeth Finlayson Harris is a PhD student in Curriculum and Teacher Education at Stanford University, specializing in science, engineering, and technology education with a minor in Feminist, Gender, and Sexuality 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 humor, laughter, and epistemic affect 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

- **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