

Elisabeth Johnson

RESEARCH INTERESTS/EXPERTISE

Critical Socio-cultural Perspectives on Literacy, Ethnographic Research Methods, Post-structural Theories of Identity, Classroom Research

EDUCATION

Ed.D. - Teachers College, Columbia University (2009)

Curriculum Studies & Literacy Education

Dissertation: *Pop culture, literacy, and identity: Performative politics in a high school English classroom*

M.S. - The University of New Haven (2003)

Elementary Education

B. A. - The University of Chicago (1997)

English Language and Literature

Diploma – Kalamazoo Central High School

UNIVERSITY TEACHING EXPERIENCE

St. Edward's University

Associate Professor, Education (Fall 2014-Present)

READ 4343, Content Area Literacy (Secondary Field Block)

READ 4343, Content Area Literacy (Elementary Field Block)

ENGL 3334, Children's Literature (Blended)

EDUC 2332, Integrating Educational Technology (Blended)

City University of New York, College of Staten Island, Department of Education

Assistant Professor, English Education (Fall 2009-Summer 2014)

EDS 692, Advanced Methods in Secondary English Teaching

EDP 630 and EDE 610, Seminar in Student Teaching

EDE 652, Teaching Children's Literature (Online)

EDE 605, Language, Culture and Literacy Development

EDS 654, Reading in the Content Areas

EDE 302, Reading and Language Arts Across the Elementary Classroom

EDD 630, Seminar in Educational Research: Narrative Inquiry, Literacies and Identities

Teachers College, Columbia University

Part-time Instructor (Spring 2009)

CT 5037, Literacy, Culture, and the Teaching of Reading

City College New York, City University of New York

Part-time Instructor (2008-2009)

2900I, 2204I Seminar in Educational Research

Teachers College, Columbia University Pre-service Elementary Education Program
Instructor/Supervisor (2005-2006)
CT 4726, Professional Lab Experience – Student Teaching: Elementary School

Teachers College, Columbia University
Teaching Assistant (Fall 2005)
CT 5000, Theory and Inquiry in Curriculum and Teaching

RESEARCH EXPERIENCE

National Center for Restructuring Education, Schools, and Teaching (NCREST)
Research Assistant (2004-2007)

K-12 PROFESSIONAL EXPERIENCE

Eastside Settlement House, The After School Corporation Program – Bronx, NY
Curriculum Consultant & Staff Developer (2005)

Roberto Clemente Leadership Academy - New Haven, Connecticut
Middle Grades/Fourth Grade Teacher (2002-2004)

Colegio de la Ciudad - Buenos Aires, Argentina
Secondary School English Teacher (2001)

Willard Elementary School - Los Angeles, California
Fourth Grade/ Accelerated Learning Program Teacher (1997-2000)

AWARDS AND HONORS

Presidential Excellence Summer Grant, 2015
Faculty Center for Professional Development Conference Travel Award, 2012, 2014
Stewart Travel Award, 2012
Professional Staff Congress/City University of New York Research Grant, 2012
Teaching with Technology Grant, 2011
Writing Across the Curriculum Teaching Grant, 2011
Faculty Fellowship for Publication, 2010
Spencer Research Training Grant, 2007
Policy and Research Fellowship, Teachers College, 2007
Dean's Grant for Diversity and Community, Teachers College, 2006
Departmental Scholarship, Teachers College, 2004-2007
Yale New Haven Teachers' Institute Fellowship, 2003-2004

GRANT PROPOSALS (Submitted)

Teachers Navigating Digital Literacies Across Contexts (Co-Principal Investigator)
Spencer Foundation Small Grants \$49,903
Digital Literacies and Identities (Co-Principal Investigator)
CUNY Collaborative Incentive Research Grant \$28,232

PUBLICATIONS AND ACCEPTED MANUSCRIPTS

- Enriquez, G., Johnson, E., Kontovourki S. and Mallozzi, C. (Eds.). (forthcoming). *Literacies, learning and the body*. London, Routledge.
- Johnson, E. and Kontovourki, S. (forthcoming). Introduction: Assembling research on literacies and the body. In G. Enriquez, E. Johnson, S. Kontovourki, and C. Mallozzi (Eds.) *Literacies, Learning and the Body: Bringing Research and Theory into Pedagogical Practice*, London, Routledge, 27 manuscript pages.
- Johnson, E. and Enriquez, G. (forthcoming). Conclusion. In G. Enriquez, E. Johnson, S. Kontovourki, and C. Mallozzi (Eds.) *Literacies, Learning and the Body: Bringing Research and Theory into Pedagogical Practice*, London, Routledge, 10 manuscript pages.
- Johnson, E. (2015). Sex in the English classroom: Texts, counter texts and social texts. *English Journal*, 104(3), 61-67.
- Johnson, E. (2014) Reconceptualizing vulnerability in personal narrative writing with youth. *Journal of Adolescent and Adult Literacy*, 57:7, 575-583.
- Johnson, E. & Vasudevan, L. (2014) Looking and listening for critical literacy: Recognizing ways youth perform critical literacy in school. In J. Zacher-Pandya and J. Avila (Eds.) *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts*, 98-112.
- Johnson, E. (2013) Embodying English: Performing and positioning the White Teacher in a High School English Class. *English Education*, 5-33.
- Johnson, E. and Vasudevan, L. (2012). Seeing and hearing students' lived and embodied critical literacy practices: Rendering the undetected, drawing on the demonized. *Theory into Practice*, 34-41.
- Johnson, E. (2012). Performative politics and radical possibilities: Re-framing pop culture text work in schools. *Journal of Curriculum Theorizing*, 27 manuscript pages.
- Johnson, E. (2011). Pop culture conflict in the classroom. *Academic Exchange Quarterly*, 15(1), 48-55.
- Johnson, E. (2011). "I've got swag": Simone performs and produces space for critical literacy in a high school English classroom. *English Teaching Practice and Critique*, 10(3), 26-44.
- Randi, J., Corno, L., and Johnson, E. (2011). Transitioning from college classroom to teaching career: Self-regulation in prospective teachers. *New Directions for Teaching and Learning*. Jossey-Bass, 2011(126), 89-98.
- Johnson, E., Oppenheim, R., Suh, Y. J. (2009). "Would that be social justice?" A conceptual constellation of social justice curriculum in action. *The New Educator*, 5(4), 293-310.

IN-PROCESS MANUSCRIPTS

- Johnson, E. (In Preparation) Sex and excess: Embodied, emotional responses to reading in the English classroom. *Targeted Journal: Changing English*, 25 manuscript pages.
- Johnson, E. (In Preparation) The post-structural racist: Complicating cross-racial member-checking with adolescents. *Targeted Journal: Discourse: Studies in the Cultural Politics of Education*, 32 manuscript pages.

INTERNATIONAL RESEARCH PRESENTATIONS

Johnson, E., Kontovourki, S., Oppenheim, R. (2009, March) *Plunging necklines and orange jumpsuits: Unbuttoning gender and propriety in the classroom*. Paper symposium at the meeting of the Gender in Education Association, London, England.

NATIONAL and REGIONAL RESEARCH PRESENTATIONS

Johnson, E. (2015). Reviewing the literature on literacies and the body. Paper presentation as part of a symposium: Pedagogical Possibilities: Literacies, Learning and the Body at the Journal of Language and Literacy Education Conference, Athens, Georgia.

Johnson, E. (2015). Literacies and embodiment. Video presentation as part of a symposium: A Second Look: Using Visual and Other Modes to Re-present Findings on the Body and Literacy at the Journal of Language and Literacy Education Conference, Athens, Georgia.

Johnson, E. (2014, April), *Looking and listening for critical literacy: Recognizing ways youth perform critical literacy in school*. Paper to be presented as part of symposium Moving Critical Literacies Forward: A Look at Praxis Across Contexts at the upcoming meeting of the American Educational Research Association, Philadelphia, PA.

Johnson, E. (2012, April), *Embodying English: Living and teaching with pop culture texts*. Paper presentation as part of symposium: Turning toward the body in educational theory and justice-oriented pedagogy at the meeting of the American Educational Research Association, Vancouver, Canada.

Johnson, E. (2011, November). *"I'm not sure if you'll like it": Embodying and Confounding Canonical Text Connection*. Paper to be presented as part of symposium: Toward an Embodied Theory of Reading Print and Teaching Reading at the meeting of the Literacy Research Association, Jacksonville, FL.

Johnson, E. (2011, April). *Seeing and hearing students' lived and embodied critical literacy practices: Rendering the undetected, drawing on the demonized*. Paper presented as part of symposium The Future of Critical Literacies in US Schools at the meeting of the American Educational Research Association, New Orleans, LA.

Johnson, E. (2010, November). *Impossible youth: Performative and pedagogical dimensions of member-checking with adolescent participants*. Paper presented as part of symposium Confounding Bodies: Reading and Misreading Bodies Across Educational Spaces at the meeting of the Consortium for Anthropology and Education at the American Association of Anthropology, New Orleans, LA.

Johnson, E. (2009, December). *Performing and positioning critical literacy in and beyond the English classroom*. Paper presented as part of symposium Beyond Critical Literacy Practices: Considering the Embodied for Teaching and Research at the meeting of the National Reading Conference, Albuquerque, NM.

Johnson, E. (2009, November). *"Tough girls," "tough jokes," and the teaching of English: How one teacher performs and positions identities to pop culture texts in her high school classroom.* Paper presented at the meeting of the National Council for Teachers of English, Philadelphia, PA.

Johnson, E. (2009, April). *Performing, positioning, and producing race in educational research: Considering the pedagogical effects of an ethnographic interview.* Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Johnson, E. (2009, February). *Critical media literacy: Performed, positioned, produced.* Paper presented at the meeting of the National Council for Teachers of English Assembly for Research, Los Angeles, CA.

Johnson, E. (2008, November). *Pop culture is a verb: How pop culture texts come to mean in a high school English classroom.* Paper presented at the meeting of the American Anthropological Association, Council on Anthropology and Education, San Francisco, CA.

Johnson, E., Kontovourki, S., Oppenheim, R., Quinn, M., Tocci, C. (2008, March). *How does this impact students and teachers? Exploring the "significance" of educational research in relation to curriculum.* Paper presented at the meeting of the American Association for the Advancement of Curriculum Studies Annual Conference, New York, NY.

Johnson, E. (2007, November). *Pop culture as a performed and embodied text: Race and the earrings: "Why'd you say I'm trying to be white? Why do you think I'm racist?"* Paper presented at the meeting of the National Council for Teachers of English, New York, NY

Johnson, E., Kontovourki, S., Oppenheim, R., Quinn, M., Schmier, S., Tocci, C. (2007, October). *Solution is the problem? Exploring the provision of educational solutions and the conceptualization of change in educational research.* Paper presented at the meeting of the Journal of Curriculum and Pedagogy, Austin, TX.

Johnson, E. (2007, April) *Politics of performative pleasures: How a teacher and her students negotiate pop culture pleasure in a critical curriculum.* Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Johnson, E., & Tocci, C. (2007, April). *It takes a nexus: Supporting inquiry-based instruction in small high schools.* Paper presented at the meeting of the American Educational Research Association, Chicago, IL

Johnson, E., Oppenheim, R., Suh, Y. J. (2007, February). *Locating, sustaining, and reflecting on new teachers' social justice conceptions.* Paper presented at the

meeting of the American Association of Colleges of Teacher Education Conference, New York, NY.

Johnson, E. (2006, October). *Strategic subversions: Negotiating pleasure in a critical pop culture curriculum*. Paper presented at the meeting of the Journal of Curriculum and Pedagogy, Austin, TX.

SERVICE TO THE COLLEGE AND FIELD

Reviewer, IRB Committee, Fall 2014 to present
Alternate, College Council Fall 2013 to present
Alternate, College Undergraduate Curriculum Committee, Fall 2013 to present
Discipline Chair, Literacy Education, School of Education, Fall 2013 to present
Secretary/Treasurer, Semiotics in Education SIG of AERA, 2014
Reviewer, Curriculum Inquiry, 2013 to present
Reviewer, English Education, 2012 to present
Reviewer, Language and Literacy Spectrum, 2012 to present
Session Chair, Division B, AERA, 2012
Session Discussant, LRA, 2012
Session Chair, LRA, 2012
Library Search Committee Spring 2012
Library Textbook Liaison 2011 to present
Educational Research Committee, CUNY CSI DOE, Fall 2011 to present
Library Advisory Committee, 2010 to present
Reviewer, The New Educator, 2010 to present
Reviewer, Journal of Curriculum Theorizing, 2009 to present
Member, Graduate Curriculum Committee, CUNY Staten Island Department of Education
Session Chair, Writing and Literacies SIG, AERA, 2009
Proposal Reviewer, Media Culture and Curriculum SIG, AERA, 2008
Proposal Reviewer, Critical Issues in Curriculum and Cultural Studies SIG, AERA, 2008
Co-Organizer, Youth Media Film Festival at the Cultural Studies Conference, 2006 & 2007
Proposal Reviewer, Division B, AERA, 2006
President, TCPiCS, Teachers College Pedagogy in Cinema Society, 2005-2007

SERVICE TO THE COMMUNITY

Co-organizer, Literacy Night at St. Elmo Elementary, Fall 2014
Co-organizer, Math Night at St. Elmo Elementary, Spring 2015
Co-organizer and Presenter, Developing Classroom Management as an Early Career Educator Parts I-IV, Del Valle High School, Spring 2015

PROFESSIONAL ORGANIZATION AFFILIATIONS

Literacy Research Association 2011-present
American Anthropological Association 2008-present
American Association for the Advancement of Curriculum Studies 2008-present
National Council for Teachers of English 2007-present
Film Education Research Association 2005-present
American Educational Research Association 2004-present