

# Nathan Wood

Associate Professor, NDSU School of Education  
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## EDUCATION

PhD – Curriculum & Instruction / Science Education, The University of Minnesota (2006)  
MS – Chemistry, The University of Minnesota (2001)  
BS – Chemistry, Montana State University (1999)

## EMPLOYMENT EXPERIENCE

7/14 – present **Associate Professor** – North Dakota State University, School of Education  
8/08 – 6/14 **Assistant Professor** – North Dakota State University, School of Education  
9/06 – 7/08 **Assistant Professor (Temporary)** - University of Idaho, Department of Curriculum and Instruction  
6/02 - 8/02 **Instructor** - University of Minnesota, Department of Chemistry

## SCHOLARSHIP - SELECTED

### Publications

Thompson, E. L. B., Ray, C., & Wood, N. (2018). Perceptions and Practice: A Social Ecological Approach to Investigating Assessment Culture in Student Affairs. *The Journal of Student Affairs Inquiry*, 4(1), 4288.

Nyachwaya, J.M., & Wood, N.B. (2014). Evaluation of chemical representations in physical chemistry textbooks. *Chemistry Education Research and Practice*, 15(4), 720-728.

Wood, N.B.; Erichsen, E.A.; & Anicha, C.L. (2013). Cultural emergence: Theorizing culture in and from the margins of science education. *Journal of Research in Science Teaching*, 50: 122–136. doi: 10.1002/tea.21069.

Kern, A.L.; Wood, N.B.; Roehrig, G.H; & Nyachwaya, J.M. (2010). A report of high school chemistry students' representations of a chemical equation. *Chemistry Education: Research and Practice*, 11, 165-172.

Roehrig, G.H; Kern, A.L.; Wood, N.B.; & Nyachwaya, J.M. (2010) Assessing Students' Knowledge of Molecular Representations. In (J. Ryan, T. Clark, & A Collier Eds.) *Assessment in the Disciplines Volume 5: Assessment in Chemistry*, Tallahassee, FL: The Association for Institutional Research.

Lawrenz, F.; Wood, N.; Kirchoff, A.; Kim, N.; & Eisenkraft, A. (2009) Variables Affecting Physics Achievement. *Journal of Research in Science Teaching* 46 (9), 961-976.

Wood, N. B.; Lawrenz, F.; & Haroldson, R. (2009) A Judicial Look at the Culture of Dealing. *Journal of Research in Science Teaching* 46(4), 421-441.

Wood, N. B.; Lawrenz, F.; Huffman, D; & Schultz, M. (2006) Viewing the School Environment Through Multiple Lenses: Toward a Model of Effective Reform *Journal of Research in Science Teaching*, 43(3), 237-254.

### Presentations

Beleser Thompson, E.L.; Wood, N.B.; Klamann, D. (2019). Be(com)ing Scholars: Re-orienting the Graduate Classroom as Empowerment Process. Paper presented at the International Congress of Qualitative Inquiry, May 15-18, 2019, Champaign, IL.

Behl, J.; Wood, N.; Shume, T. (2019). Complexity Theory based methodological advancement for qualitative researchers. Paper presented at the International Congress of Qualitative Inquiry, May 15-18, 2019, Champaign, IL.

Wood, N. (2018). i.hate.style-guides. Paper presented at the annual meeting of Science Education at the Crossroads Conference, Alta, UT, October 11-14.

- Wood, N.; Beseler Thompson, E.; Klamann, D. (2018). The Classroom as Soft Landing Site. Paper presented at the International Congress of Qualitative Inquiry, May 17-19, 2018, Champaign, IL.
- Wood, N. (2017). Craftwork as a Language for Teaching. Paper presented at Science Education at the Crossroads, San Antonio, TX, April 25-26.
- Wood, N. (2015). Pondering Academic Culture. Paper presented at the annual meeting of Science Education at the Crossroads Conference, Cleveland, OH, October 1-3.
- Beseler Thompson, E.; Henry, A.; Olson, P.; Ntivu-Bisimwa, R.; Wood, N.B. (2013). CBPR update, feedback, and future directions. Presentation at the 2013 NDSU Education Doctoral Programs annual fall conference, September, 2013.
- Rook, B. & Wood, N.B (2013). Let your guard down. Presentation at the 2013 NDSU Education Doctoral Programs annual fall conference, September, 2013.
- Martinez-Freeman, A.; Wood, N.B.; Erichsen, L. (2012) Negotiating Scholarly Identity Against the Norm(ative). Roundtable presentation at the American Educational Research Association International Meeting, April 2012.
- Wood, N.B.; Kern, A.; & Roehrig, G. (2009). A Report of the Ways in Which High School Chemistry Students Attempt to Represent a Chemical Reaction At The Atomic/Molecular Level. Paper presented at the National Association for Research in Science Teaching International Meeting, April, 2009.

### **Evaluation Reports**

- Wood, N.B.; Beseler Thompson, E.L. (2019). 2019 Education Scholars' Fall Conference Evaluation, report prepared for the NDSU Education Doctoral Programs.
- SoE Evaluation Team. (2019). The ways and extent to which the scholarship of engagement is (or might be) fostered in the NDSU, School of Education, report prepared by the Spring 2019, EDUC884 class, for the NDSU School of Education.
- Kern, A., Pegg, J., & Wood, N.B. (2010). Idaho Science and Literacy in the Elementary Schools (ISLES) 2010 Final Evaluation Report, for Idaho Department of Education and US Department of Education – Math Science Partnership Program, August, 2010.
- Wood, N.B. & Martin, W. (2010). Examining Mathematics Coaching (EMC) Annual Evaluation Report, for David Yopp (PI), Beth Burroughs (Co PI), John Sutton (CoPI) and Marc Brodersen (Co PI), EMC project, funded via NSF, MSP program, August, 2010.
- Wood, N.B. (2009). Idaho Science and Literacy in the Elementary Schools (ISLES) 2009 Summer Workshop Evaluation Report, for Idaho Department of Education and US Department of Education – Math Science Partnership Program, July, 2009.
- Wood, N.B. & Lawrenz, F. (2007). Summer Leadership Institute Workshop, for Its About Time Publishing, July, 2007.
- Lawrenz, F., Wood, N.B., Haroldson, R., Dupuis, D., Kim, N.K. (2007). Summative Report: Active Physics Revision Curriculum Evaluation, for Its About Time Publishing, January, 2007.
- Wood, N.B., Lawrenz, F., Haroldson, R. (2005). Summative Report: Active Chemistry Curriculum Evaluation, for Its About Time Publishing, October, 2005.

## **TEACHING**

**EDUC702, Statistics in Educational Research.** (Sp09, Su09, Sp10, 2 Credits) This course addresses basic theory; techniques for using descriptive and inferential statistics; application in educational research designs.

**EDUC703, Research, Measurement, and Program Evaluation.** (F08, F09, F10, 3 Credits) Methodology and design of research studies; organization, reporting analysis, and interpretation of research.

**EDUC749, Case-Based Educational Research and Statistics.** (Sp09, Sp10, 3 Credits) The purpose of this course is to have graduate students understand statistical meanings and concepts that will provide the professional expertise needed to serve schools and institutions with their contemporary research and accountability needs.

**EDUC801 (formerly 706), Philosophical Foundations of Scholarship.** (F13, F14, 3 Credits) The course develops the expectations and responsibilities of scholars in the field of Education. The course will develop an understanding of the doctorate and the transformational process of becoming a member of the scholarly community.

**EDUC802 (formerly 707), Foundations of Educational Research.** (S11, F11, F12, F15[co-teacher with Hill and Roumell], F16[co-teacher with Hill], F17, F18, F19, 3 Credits) This course examines various and diverse philosophical/theoretical frameworks, methodologies, strategies/techniques, and designs for educational research. It explores the nature of research/inquiry and the underpinnings of positivism/post-positivism, interpretive/constructivist and orientational/emancipatory paradigms with an emphasis on reflective planning/design of educational studies.

**EDUC803, Philosophical Foundations of Education.** (Sp17, Sp19 3 Credits) Through the examination of historical contexts and differing philosophical traditions within the field of education, students will reflect on and shape an informed and critical philosophy for their own scholarship and educational praxis.

**EDUC808, Empowerment and Transformative Education.** (Su18, 3 Credits) An examination of theory, research and practice in individual and group transformation, empowerment, and advocacy development within multicultural and diverse learning contexts.

**EDUC884 (formerly 745), Program Evaluation Research.** (F10, F11, Sp13, F13, F15, Sp19, Sp 20, 3 Credits) Major theoretical approaches to the evaluation of educational programs are reviewed, analyzed, and critiqued. Pragmatic implications for educational and social policy are addressed, as well as constructive impact on program decision-making.

**EDUC872 (formerly 773), Qualitative Research Methods.** (Sp13, Sp14, Sp15, Sp16, Sp17 [with Erika Beseler Thompson as Graduate Teaching Fellow], Sp20, 3 Credits) Introduces foundational theories and approaches to qualitative research for education settings, including the identification and critique of various types of qualitative research, data collection techniques, approaches to coding and content analysis, interpretation, representation, and write-up.

**EDUC886, Advanced Qualitative Research.** (Sp18, 3 Credits) Examines diverse philosophical/theoretical frameworks, methodologies, techniques and designs for qualitative research. Further expands requisite knowledge and analysis skills needed for the completion of research projects employing qualitative methods and research procedures.

**EDUC890 (formerly 790), Capstone Seminar.** (Su12, Su13, Sp14, Su14, Sp15, F15, F16, 3 Credits) The purpose of this course is to have doctoral students rigorously reflect on their coursework to properly prepare for the written and oral comprehensive examinations. Students will begin to develop topics for the dissertation.

<b>STUDENT</b>	<b>DEFENSE DATE</b>	<b>DEGREE</b>	<b>DISSERTATION TITLE</b>
<b>Valarie Anderson</b>	<b>10/18/10</b>	PhD	Defining the EdD And PhD in Education: A Delphi Study
<b>Lane Azure</b>	<b>2/15/13</b>	PhD	Counting Coup with Western Education In a Contemporary Post-Assimilated Paradigm? a Qualitative Research Study On American Indian Success
<b>Josh Behl</b>	<b>6/26/18</b>	PhD	Education is too Complex to Simply be Complicated: Repellers, Attractors, and the Interconnectedness of Things
<b>Katherine Bertolini</b>	<b>9/30/11</b>	PhD	The Starfish Project: A Mixed Methods Study of Student Achievement and Teacher Efficacy Following Sustained Professional Development Mentorship Training.
<b>Lizzy Crowston</b>	<b>4/27/18</b>	PhD	A Heuristic Inquiry: Examining the Negotiations of Identity, Self and Border Crossings of Rural Female Teachers in North Dakota
<b>Carla Gross</b>	<b>11/14/11</b>	PhD	Development of an Instrument to Measure Collaborative Competencies in Interprofessional Health Care Education
<b>Sara Johnson</b>	<b>3/7/16</b>	PhD	Fatherhood and the “Inside American Joke”: The Perseverance of Single Fathers in College
<b>Andrea Ramstad</b>	<b>5/29/18</b>	PhD	"Can We Help?": Students' Reflections on Their Public Speaking Anxiety and Teacher Immediacy
<b>Michele Reid</b>	<b>7/7/16</b>	PhD	The Boundaries of Social Entrepreneurship in Higher Education: A New Framework
<b>Miriam Tobola</b>	<b>10/5/2015</b>	EdD	Utilizing the Concerns-Based Adoption Model in a Professional Development Series for Teachers Implementing New Technologies
<b>Jamie Wirth</b>	<b>1/22/14</b>	PhD	Perceptions of Secondary Mathematics Teachers Concerning Influences on Pedagogical Practices
<b>Dina Yamileth Zavala-Petherbridge</b>	<b>9/28/16</b>	PhD	Re/braiding Catrachanness: The Testimonios of Subversive Voices

## **SERVICE-SELECTED**

Member, NDSU, School of Education, Awards Committee, 2020-  
 Member, NDSU, IRB Board (Alternate) 2017-  
 Member, NDSU, School of Education, PTE Committee, 2016--17, 2018-20  
 Member, NDSU, School of Education, Executive Committee, 2015/16, 2017/18, 2019/20  
 Member, NDSU, School of Education, Ad Hoc Department Head Evaluation Committee, 2012, 2020  
 (Co)Coordinator, School of Education, Education Scholars Fall Conference, 2012, 2013, 2017, 2019  
 Co-Chair, NDSU, School of Education, Executive Committee (*Co-Chair with Jodi Tangen*) 2018/19  
 Judge - ND State FFA Competition 2010-19  
 Editorial Board Member for the Journal of Research in Science Teaching 2009-12, 2015-18.  
 Panelist, NDSU, HDE Graduate Student Advisory Council, 9/17, 10/18  
 Coordinator, NDSU, School of Education, Coordinator, Education Doctoral Programs, 2017-2018  
 Panelist, NDSU, Graduate Student Council, Navigating the Relationship with your Advisor, 10/17  
 Judge - White Earth Science Fair 2008-15  
 Member, NDSU, University, Research and Consulting Committee, 2012-2015  
 Chair, NDSU, School of Education, Executive Committee, 2014/15  
 Editorial Board Member for the Mellon Tribal College Research Journal 2013  
 Member, NDSU, University, HDE Listening Group, 2010  
 Member, NDSU, STEM Education PhD Program Steering Committee, 2008-09

## **HONORS AND AWARDS**

NDSU, College of Human Development and Education - HDE Research Support Award. June 2016.  
 NDSU, College of Human Development and Education - The James Lebedeff Endowed Professorship,  
 May 2016.  
 NDSU, College of Human Development and Education - The James Lebedeff Endowed Professorship,  
 May 2013.  
 NDSU, College of Human Development and Education - HDE Research Support Award. June 2011.  
 NDSU, College of Human Development and Education - The James Lebedeff Endowed Professorship,  
 May 2011.  
 NDSU, College of Human Development and Education - Exceptional Contributions as an Emerging  
 Researcher (Mabel Wenzel Debing Memorial Endowment), May 2010.  
 NDSU, FORWARD, Climate and Gender Equity Research Award, September 2010.

## **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

The American Indigenous Research Association  
 The American Educational Research Association, Division G  
 The American Homebrew Association