

Joshua Hunter, PhD
Associate Professor
University of North Dakota
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I. EDUCATIONAL BACKGROUND

Ph.D. History, Philosophy, and Policy Studies (2012)

Dept: **Education Leadership and Policy Studies**, School of Education, Indiana University, Bloomington, IN

Concentration: International and Comparative Education

Minor: Anthropology

Dissertation Title: *A Pedagogy of emplacement: Experiential storytelling and sense of place education in park interpretive programs*

M.P.A. Environmental Policy and Studies (2001)

School of Public and Environmental Affairs, Indiana University, Bloomington, IN

B.A. History (with Honors) (1994)

Butler University, Indianapolis, IN

II. PROFESSIONAL EXPERIENCE

Certified Interpretive Trainer (2021- current) National Association for Interpretation

Associate Professor (2020- current) **Assistant Professor** (2014-2020), University of North Dakota, Educational Foundations and Research

Instructional Fellow (2017) U.S. Army Cadre and Faculty Development Course in the Educational Leadership, Evaluation, and Organizational Development Department (ELEOD) at the College of Education and Human Development (CEHD), University of Louisville.

Clinical Assistant Professor (2013-2014) University of North Dakota, Educational Foundations and Research

Adjunct Instructor (2010) Hiram College, Hiram OH

Certified Interpretive Guide (1995-2010) National Association for Interpretation

III. PUBLICATIONS * denotes mentored student publication

PEER REFEREED JOURNALS (10)

Romsdahl, R.J., Felege, C., **Hunter, J.E.**, Hunter, C., Ellis-Felege, S. (2021) Americans support for renewable energy is disconnected from their understanding of powerline infrastructure as a mechanism to mitigate climate change. *Journal of Energy and Environment Research*, 11(1).

*de Silva, R., **Hunter, J.E.** (2021) Unlocking the metaphor in Native and Indigenous Hawaiian storytelling: Puhi in the Tree and other stories. *The Qualitative Report*, 26(6), 1932-1961. DOI: <https://doi.org/10.46743/2160-3715/2021.4109>

***Hunter, J.E.**, Syversen, K., Graves, C., & Bodensteiner, A. (2020) Balancing outdoor learning and play: Adult perspectives of teacher roles and practice in an outdoor classroom. *International Journal of Early Childhood Environmental Education*, 7(2), 34-50.

Felege, C., Romsdahl, R., **Hunter, J.E.**, Hunter, C., & Ellis-Felege, S. (2019) Immersive field experiences lead to higher level learning and more translational impact on students. *Journal of Environmental Studies and Sciences*, 9(3), 286-296.

Felege, C., Hunter, C., **Hunter, J.E.**, & Felege, S. (2018) Pedagogy and practice in STEM field experiences:

Intersections of student and mentor identity and impacts upon student outcomes. *Journal of Education for Teaching*, 44(4) DOI: 10.1080/02607476.1450818

- ***Hunter, J.E.**, Graves, C., & Bodensteiner, A. (2017) Adult perspectives on structured vs. unstructured play in early childhood environmental education. *International Journal of Early Childhood Environmental Education*, 5(1), 89-92.
- Hunter, J.E.** (2016). Naturalists and meaning making: An ethnographic report from the field. *Journal of Interpretation Research*, 21(1), 37-40.
- Hunter, J.E.** (2015) Intersubjective sensibilities: memory, experience, and meaning in natural history interpretation. *The Qualitative Report*, 20(7), 1046-1061.
- Hunter, J.E.** (2014) A walk in the woods: *Re-membling* a place to teach preservation. *Ethnography and Education*, 10(2), 154-169.
- Hunter, J.E.** (2012) Towards a cultural analysis: The need for ethnography in interpretation research. *Journal of Interpretation Research*, 17(2), 47-58.
- Jones, M.A. and **Hunter, J.E.** (2004) Enshrining Indigenous Knowledge as a public good: Indigenous education and the Maori *Sense of Place*. *Indilinga: African Journal of Indigenous Knowledge Systems*, 3(2), 103-113.

BOOK CHAPTERS (6)

- *Hunter, C., Hoffer, T., **Hunter, J.E.** Using Intentionality and Interactivity to frame how we teach research methods online. In Nind, Melanie (editor), *Handbook of Teaching and Learning Social Research Methods*. University of Southampton, National Center for Research Methods, UK (Invited chapter, forthcoming 2022).
- Robinson, J., **Hunter, J.E.**, Mackey, H. Creating bridges instead of borders: Fostering student resilience through integrated, play-based watershed curriculum. In Upadhyay, B., Otulaja, F., & Chinn, P. (editors), *Stories for sustainable and resilient communities: STEM education from Indigenous perspectives*. ISK Book Series (Invited chapter, forthcoming 2022).
- Hunter, J.E.** (2016) Farming grass upon the prairie sea. *Voices of the Valley Collection*, UND Writers' Conference publication. [This publication is a form of essential public scholarship that bridges the university and the broader public]
- Hunter, J.E.** (2009) Researching as if Place Mattered: Towards a Methodology of Emplacement. In Winkle-Wagner, R., Hunter, C.A., and Ortloff, J.D. *Bridging the Gap between Theory and Practice in Educational Research: Methods at the Margins*. New York, NY: Palgrave MacMillan.
- Hunter, J.E.** (2009) Engaging the Margins: Challenging the Relationships Between Researched and Researchers. In Winkle-Wagner, R., Hunter, C.A., and Ortloff, J.D. *Bridging the Gap between Theory and Practice in Educational Research: Methods at the Margins*. New York, NY: Palgrave MacMillan.
- Hunter, J.E.** (2007) Environmental Education. In Borman, K.M., Cahill, S.E. and Cotner, B.A. (Eds.) *The Praeger Handbook of American High Schools*, Vol.2. Westport, CT: Praeger.

VI. PROFESSIONAL PRESENTATIONS *denotes mentored student publication

PEER-REFEREED NATIONAL / INTERNATIONAL AND REGIONAL CONFERENCE PRESENTATIONS

- * **Hunter, J.E.**, Robinson, J., Bladow, J., Schlenker, J. (2021) Collaborative learning gardens: Establishing community connections between UND's College of Education and Human Development and Valley Middle School (Poster Presentation). Place-Based Symposium, Hosted by Teton Science Schools. Virtual, April 19-23, 2021. (Author and Presenter).
- Robinson, J., **Hunter, J.E.**, Gourneau, B., Bonson, A. (2021) Developing Indigenous students' STEM identities through a phenomenon-based approach: Integrating STREAM curriculum in the elementary classroom.

- National Association for Research in Science Teaching (NARST). Virtual, April 7-10, 2021. (Author and Presenter).
- Felege, C., Hunter, C.A., **Hunter, J.E.**, Felege, S. (2019). Immersive field experiences as part of the curriculum. Wildlife Society and American Fisheries Society. Reno, NV. September 29-October 3, 2019. (Author Only)
- *de Silva, R., & **Hunter, J.E.** (2019) Unlocking the metaphor in Native (Kānaka ‘Ōiwi) and Indigenous (Kānaka Maoli) Hawaiian women’s storytelling. Qualitative Research Study (Paper). Roundtable Session, *Setting the Record Straight in the Post-Truth Era: The Importance of Indigenous Research and Praxis*, American Educational Research Association (AERA), Annual Meeting. Toronto, Ontario. April 5-9, 2019. (Author Only)
- Hunter, J.E.** (2018) Habitats for children and outdoor learning. National Association for Interpretation, Annual Conference. New Orleans, LA. November 26-December 1, 2018. (Author and Presenter)
- *Graves, C., Syversen, K., & **Hunter, J.E.** (2018). Engagement and risk: A study of one outdoor classroom and early childhood experiences learning in nature. Ethnographic and Qualitative Research Conference. Las Vegas, NV. February 25-28, 2018. (Author and Presenter)
- *de Silva, R., & **Hunter, J.E.** (2018) How narrative research resounds with Native and Indigenous ways of knowing to de-colonize education. Ethnographic and Qualitative Research Conference. Las Vegas, NV. February 25-28, 2018. (Author Only)
- Butz, N. T., & **Hunter, J.E.** (2017) Microhistories, knowledge acquisition, and experience upon the ice: Lessons from polar expeditions for outdoor education. Paper presented at the University of Wisconsin – Stevens Point Annual Teaching Conference. Stevens Point, WI. January 18, 2017. (Author Only)
- Hunter, J.E.** (2017) Interpretation in the heart of the wilderness: Ethnographic research and wilderness education on Isle Royale National Park. National Association for Interpretation, International Conference. Los Cabos, Mexico. March 17-23, 2017. (Author and Presenter)
- Hunter, J.E.** (2015) Intersubjective sensibilities: Memory, experience, and meaning in natural history interpretation. American Anthropological Association Annual Meeting. Denver, CO. November 19-22, 2015. (Author and Presenter)
- Hunter, J.E.** (2013) Race to the bottom: Lessons on sustainability, experience, and technology in education. Comparative International Education Society, Annual Conference. New Orleans, LA. March. 10-15, 2013. (Author and Presenter)

VII. GRANTS SUBMITTED

FEDERAL FUNDED

U.S. Department of Education (2021) Office of Indian Education. Indian Education Professional Development. Indigenous Teacher Education (ITE) Program, Co-PI; Renuka de Silva, Julie Robinson. (\$1.4 million).

INTERNAL FUNDED

UND Office of Research and Development (2018) Evaluation of Energy Infrastructure and Natural Resource Concerns; EES Grand Challenge,; Co-PI. (\$6000)

UND College of Arts and Sciences (2018) ND@125 Digital Atlas Project; Co-PI. (\$28,500)

College of Education (2018) Research and Development; Faculty Travel Award (\$500)

College of Education (2017) Research and Development; College Resource Council Travel Grant (\$700)

Lowe’s Toolbox for Education Grant (2011) University Heights Public School, Cleveland, Ohio (\$5000)

IN PROGRESS

National Science Foundation, DRK-12 Grant (2021) River of Dreams: Developing teachers' STEAM self-efficacy through a phenomenon-based approach to exploring local watersheds, Co-PI; Julie Robinson, Bonni Gourneau, Kathy Smart. (\$490,000). Revisions requested.

UNFUNDED

National Institutes of Health (2015) Research Education Program Grants for Curriculum. Grant submitted to develop STEAM focused school-age programs that integrates science, art, and environmental education, Co-PI; Lars Helgesen. (\$540,000)

Dakota Medical Breakthrough Idea Challenge Grant (2015) Grant to develop community outdoor learning gardens, Co-PI; Lars Helgesen, David Whitcomb. (\$50,000)

Department of Education, SEED Grant (2013) Grant to develop and implement outdoor education and plant science curricular training for in-service and pre-service teachers, Co-PI; Lars Helgesen. (\$300,000)

VIII. PROFESSIONAL DEVELOPMENT

Wilderness First Responder (2017) Wolf Ridge Environmental Learning Center.

Alice T. Clark Faculty Mentoring Program, (2015-2016) Office of Instructional Development.

Teaching with Technology Workshops (2014, 2015, 2016) Center for Instructional Learning Technologies.

COURSES TAUGHT

REGULAR ASSIGNMENTS

University of North Dakota: Teach between 12 and 18 credits per year in Foundations of Education and Research Methods graduate courses, plus undergraduate courses in Outdoor Leadership and Environmental Education minor.

Graduate courses taught (*Online in additional to Face-to-Face)

*Introduction to the Foundations of Education (**EFR 500**) 3 Credits

*Historical Foundations of Education (**EFR 503**) 3 Credits

*Multicultural Education: Native American Perspectives (**EFR 506**) 3 Credits

*Anthropological Foundations of Education (**EFR 508**) 3 Credits

Qualitative Research Methods (**EFR 510**) 3 Credits

Advanced Qualitative Research Methods (**EFR 520**) 3 Credits

Mixed Methods Research (**EFR 522**) 3 Credits

Foundations of Ecological Literacy (**EFR 590**) 3 Credits

Undergraduate courses taught (*Online in additional to Face-to-Face)

*Outdoor Recreation, Nature and Society (**OLEE 201**) 3 Credits

*Outdoor Education Methods (**OLEE 271**) 3 Credits

*Practicum in Outdoor Leadership (**OLEE 370**) 4 Credits

Foundations of Environmental Education (**OLEE 362**) 3 Credits

*Environmental Interpretation (**OLEE 470**) 3 Credits

Outdoor Pursuits: Camping (**KIN 232**) 1 Credit

Multicultural Education (**T&L 433**) 3 Credits

Home, School, and Community Relations (**T&L 388**) 3 Credits

Hiram College

Undergraduate courses taught: Conservation Biology (**EVST 380**); Education, Society, and Culture

(EDUC 203)

Indiana University

Graduate courses taught: Anthropology of Education (**H525**)

Undergraduate courses taught: Elementary Education for a Pluralistic Society (**E300**); Teaching in a Pluralistic Society (**M300**); Education and American Culture (**H340**); Managing Resources for Learning (**X150**)

Doctoral students graduated (chaired in bold)

Schmidt, Mundi. (2021). Teaching on the prairie: Narrative lived experiences of self, belonging, and place from two beginning teachers in rural North Dakota schools.

Quintus, Amanda. (2021). Bridging the transition gap: Student perceptions of middle to high school transition practices and school connectedness.

Diederich, Elisa. (2021). Educator's perceptions of youth behavioral health training in schools across North Dakota.

Larson, Holly. (2021). North Dakota elementary school counseling programs: Implications for policy and practice.

Bartman, Troy. (2021). Perspectives of beginning teachers from Generation Z: A narrative study.

Atteberry, Ashley. (2021). The evolution of an institution and student misconduct policies: A study of Minnesota State University Moorhead (MSUM), 1887-2007.

Batool, Neha Simron. (2021). Mental health impact of forced marriages.

Ross-Hain, Lisa. (2020). Transitions in tumultuous times: Teachers' experiences with distance learning amidst the Covid-19 Pandemic.

Mehrhoff, Joni. (2020). Influences on the development of ethical decision-making in Speech-Language Pathology students: A phenomenological study of graduate students and clinical supervisors.

Favela, Elena. (2020). A critical race examination of the lived experiences of persistent African American students at a predominantly white community college.

Runnels, Joel. (2020). Dr. Andrew Foster's contributions to deaf education in Africa, the Ghana years (1957-1965).

Syversen, Kristina Brodal. (2020). School-aged children with severe disabilities and limited verbal language: Exploring the importance of social interactions and friendships, and its application in practice.

Volk, Aimee. (2020). Instructional coaching: A qualitative study in efficacy, resilience, and joy.

Solem, Thomas. (2020). Examining college students' emotions and alcohol usage on a college campus: Student Chemical Assessment and Review Program (SCARP).

Alshaya, Khalifa. (2020). ELL teachers' perceptions of digital games on student learning.

Izzo, Allison. (2019). Experiencing foundational literacy: A phenomenological study of preservice teachers' preparation to teach literacy.

Hill, Emily. (2019). Twice-exceptional college students' narratives: When giftedness and mental health intersect.

Champagne, Alicia. (2019). Welcome to the neighborhood: Communities of practice and identity development of athletic training students.

Berosik Matthew. (2019). Curators of place: Farmers' narratives of sense of place and learning.

Graves, Cherie. (2019). Integrating best practice into fieldwork: A narrative inquiry into the Level II experiences of occupational therapy students.

de Silva, Renuka. (2019). Native and indigenous women of Hawai'i: Exploring the importance of indigenous narratives and storytelling to understand ancestral knowledge systems.

Farnsworth, Bruce. (2019). Photography methods to understand rural resilience and environmental literacy: The

example of fracking in the Bakken.

Wild, Brandon. (2019). A historical perspective on aviation flight training and education.

Holz, Shawn. (2019). Narrative portraiture of American Indian men who persist to completion of doctoral degrees.

Gleditsch, Rebecca. (2019). Campus climate at a predominantly white institution: A narrative study of minority students' experiences.

Spies, Erin. (2018). Exploring student perspectives on elementary to middle school transition practices.

Daniels, Shari. (2018). Teacher-writer perceptions on the essence of writing: Influences, identity and habits of mind to sustain a writing life.

Koriko, Hamzat. (2018). The case of the Missing Girl: Exploring sex-selective abortion through *Ethnodrama*.

Collette Adamsen. (2018). The effects of cultural participation on health outcomes among American Indian/Alaska Native Elders.

Timothy Oneal. (2017). Faculty experiences with instructional innovations: A phenomenological study of faculty use of instructional video.

Anne Bodensteiner. (2017). A phenomenological study of bullying experienced by graduate students and faculty through the lens of power.

Arason, Kristopher. (2017). A Midwest school district's implementation process of a new teacher evaluation model.

Tran, Jesse. (2017). Healthcare provider's perceptions of barriers and facilitators to making recommendation to screen for colorectal cancer.

Martin-Parisien, Terri. (2016). Exploring the impact of self-determination on the political practices of the Turtle Mountain Band of Chippewa Indians: A critical content analysis.

Lord Kunz, Erin. (2016). Ecocomposition as writing curriculum: An ecological approach for writing program administrators and composition instructors.

Fasteen, Daniel. (2016). Factors that influence the adoption of Geographic Information Systems in a professional work environment: A study of the property assessment profession.

IV. SERVICE

COLLEGE SERVICE

Faculty Adviser (2016-2020) Educational Foundations and Research, Graduate Student Organization

Tenure, Promotion, and Evaluation Committee (2020-2023)

Tenure-track Faculty Search Committees (2018 IDT; 2021 EDL)

Teacher and School Professionals Education Committee (2018-2021)

Invited Lecturer (2108) Research Issues in Counseling Psychology (COUN 551). *Qualitative Research: A Primer*.

College Invited Lectureship Committee (2015)

EHD Sustainability Committee (2014-2016)

UNIVERSITY SERVICE

Senator, UND University Senate (2018-2020)

Soaring Eagle Prairie Restoration Advisory Committee (2018-2019)

Judge, UND 3MT Contest (2018-2019)

Co-Chair, UND Climate and Culture Festival (2016-2017)

Undergraduate Fulbright Award Committee (2015-2018)

Undergraduate Boren Scholarship Committee (2016-2018)

Climate and Culture Festival Committee (2015-2017)

PROFESSIONAL SERVICE

Reviewer (2020-2021) Journal of Interpretation Research, Sage Publishing, *Taking stock of interpretation research: Where have we been and where are we going?*

Reviewer (2021) Roman & Littlefield, *Let Nature Be Your Teacher: Integrating Nature-Based Learning in the Elementary Classroom.*

Member (2018-2021) College and University Academics (CUA) Section, National Association for Interpretation

Associate Editor (2018-2020) Journal of Interpretation Research

Reviewer (2014) Sage Publishing, *Qualitative Research in Education: A User's Guide*, by Marilyn Lichtman

COMMUNITY SERVICE

Book Discussion (2020) UND faculty and public-school teachers, Learning Gardens and Sustainability Education

Panelist (2018) Impact of Climate Change; Thirsty for Justice Series. "A yearlong series highlighting issues of justice, we are particularly interested in both the fact behind climate change and the social/cultural impact of it." University of North Dakota, April 26, 2018.

Judge (2016-2018) International Water Institute River Watch Forum.

Board Member (2012-2017) GroundUp Adventures, Grand Forks, ND

Wilderness Inquiry Canoemobile (2016) Red Lake River and Red River, Grand Forks, ND

Advisory Board (2014-2015) Choice Fitness Outdoor Education Project

Advisory Board (2014-2015) University Children's Learning Center Outdoor Learning Environment Advisory Council

Trip Leader, Adventure Camp (2013-2015) Ground Up Adventures, Grand Forks, ND