

Noah Weeth Feinstein, *curriculum vitae*

Education

2008 PhD in Science Education, Stanford University
2006 MS in Biological Sciences, Stanford University
1998 AB in Biology, Harvard University

Title of doctoral thesis: *Coming to Grips with Autism: Parents engaging with science*

Positions Held

2010 – Assistant Professor, Community & Environmental Sociology – University of Wisconsin-Madison
2008 – Assistant Professor, Curriculum & Instruction – University of Wisconsin-Madison
2008-2010 Assistant Professor, Agronomy – University of Wisconsin-Madison
2004-2008 Research/Teaching Assistant – Stanford University School of Education
2002-2004 Research Assistant – Stanford Education Assessment Lab
2001-2002 Assistant Project Evaluator – The Exploratorium, San Francisco, CA
1999-2001 Senior Research Assistant – Sociometrics Corporation, Los Altos, CA
1997 Research Intern (summer) – National Museum of Natural History, Smithsonian Institution, Washington, DC
1996 Research Intern (summer) – Marine Biological Institution, Woods Hole, MA

Special Honors and Awards

2008 New Scholars Fellowship for Best Multi-Authored Paper, Canadian Society for Studies in Education
2007 Lieberman Graduate Fellowship, Stanford University
2006 Selected for Doctoral Consortium, International Conference of the Learning Sciences
2002 Stanford Graduate Fellowship, Stanford University

Research and Publication

(* indicates peer review, Δ indicates research based on work completed prior to arrival at UW-Madison)

Research and other scholarly papers

1. * Feinstein, N.W., and Meshoulam, D. (accepted). Science for What Public? Equity-Oriented Work in American Science Museums and Science Centers. *Journal of Research in Science Teaching*.
2. * Feinstein, N.W., Allen, S., and Jenkins, E. (2013). Outside the pipeline: Re-imagining science education for non-scientists. *Science* 340(6130): 314-317.
3. * Læssøe, J., Feinstein, N.W., and Blum, N. (2013). Environmental Education Policy Research: Challenges and ways research might cope with them. *Environmental Education Research* 19(2): 231-242.
4. * Feinstein, N.W., Læssøe, J., Blum, N., and Chambers, D. (2013). Challenging the premises of international policy reviews: An introduction to the review symposium. *Environmental Education Research* 19(2): 198-205.
5. * Feinstein, N.W., Jacobi, P., and Lotz-Sisitka, H. (2013). When does a nation-level analysis make sense? ESD and educational governance in Brazil, South Africa, and the United States. *Environmental Education Research* 19(2): 218-230.

6. * Kleinman, D., Feinstein, N.W., and Downey, G. (2013). Beyond commercialization: Science, higher education, and the culture of neoliberalism. *Science and Education* 22: 2385–2401
7. *Δ Feinstein, N.W. (2012). Making Sense of Autism: Progressive engagement with science among parents of young, recently diagnosed autistic children. *Public Understanding of Science*. Advance online publication, doi:10.1177/0963662512455296
8. Feinstein, N., and Carlton, G. (2012). Education for sustainability in the US K-12 educational system, in R. McKeown and V. Nolet (Eds.), *Schooling for Sustainable Development in Canada and the United States*, New York: Springer.
9. * Halverson, R., Feinstein, N., and Meshoulam, D. (2011). School Leadership for Science Education. Research in Science Education: Vol. 5, G. DeBoer (Ed.), *The Role of Public Policy in K-12 Science Education*. Greenwich, CT: Information Age Publishing.
10. * Feinstein, N. (2011). Salvaging Science Literacy. *Science Education* 95(1): 168–185.
11. * Feinstein, N., Fielding, K., Udvari-Sollner, A., and Joshi, S.V., (2009). The Supporting Alliance in Child and Adolescent Treatment: Enhancing Collaboration between Therapists, Parents and Teachers. *American Journal of Psychotherapy*, 63(4): 319-344.
12. Δ Feinstein, N. (2009) Prepared for What? Why teaching “everyday science” makes sense. *Phi Delta Kappan*, 90(10): 762-766.
13. *Δ Card, J.J., Benner, T., Shields, J.P., and Feinstein, N. (2001). The HIV/AIDS Prevention Program Archive: a collection of promising prevention programs-in-a-box. *AIDS Education and Prevention* 13(1): 1-28
14. *Δ Feinstein, N., and Cairns, S. (1998). Learning from the Collector: A survey of azooxanthellate corals affixed by Xenophora (Gastropoda: Xenophoridae), with an analysis and discussion of attachment patterns. *The Nautilus* 112(3): 73-83
15. *Δ Feinstein, N., Yelenik, Y., Maclelland, J., and Valiela, I. (1996). Growth Rates of Ribbed Mussels in Six Estuaries Subject to Different Nitrogen Loads. *Biological Bulletin* 191: 327-328
16. *Δ Yelenik, S., Maclelland, J., Feinstein, N., and Valiela, I. (1996). Changes in N and C Stable Isotope Signatures of Particulate Organic Matter and Ribbed Mussels in Estuaries Subject to Different Nutrient Loading. *Biological Bulletin* 191: 329-330

Policy Reports, book reviews, and practitioner publications

1. Feinstein, N. (2011). Book Review: Diversity and Equity in Science Education: Research, Policy and Practice. *Science Education* 95(3): 571-573
2. Læssøe, J., Schnack, K., Breiting, S., Rolls, S., Feinstein, N., Goh, K.C., and Jensen, B.B. (2009). *Climate Change and Sustainable Development: The Response from Education*. Copenhagen, Denmark: International Alliance for Leading Education Institutes. (<http://www.intlalliance.org/alliance.html>)
3. Feinstein, N. (2009). *Education for Sustainable Development in the United States of America*. Copenhagen, Denmark: International Alliance for Leading Education Institutes. (<http://www.dpu.dk/edusud/documents/>)
4. Δ Feinstein, N., and Davis, R. (2006). *Hawaiian Ecosystems in Flux: A research-based environmental science unit for grades 7-8*. Stanford, CA: Woods Institute for the Environment.
5. Δ Feinstein, N., Card, J.J., Shields, J.P., Benner, T., and Hamner, K. (eds). (2001). *Case Studies in Effective HIV/AIDS Prevention*. Los Altos, CA: Sociometrics Corporation.
6. Δ Bunch, M., Feinstein, N., & Prentice, B. (eds.). (2001). *Gender and AIDS Almanac*. Geneva, CH: UNAIDS.

7. Δ Feinstein, N., Card, J.J., Spreng, B. & Codispoti, F. (2001). Teacher Housing in the Palo Alto Unified School District: Problems and solutions. Palo Alto, CA: Sociometrics Corporation & Palo Alto Foundation for Education.

Research and publications in progress

1. Feinstein, N.W., and Kirchgasser, K. L. (in review). Too narrow a vision? The risks of including sustainability in science education. (for *Science Education*)
2. Feinstein, N.W., Kleinman, D., Downey (in preparation). Hybrid or chimera? Singular and plural organizational identity in contemporary science.
3. Feinstein, N.W., Wendland, C., & Sulzer, S. (in preparation). Empathy, medical socialization, and the internet-savvy patient.
4. Sulzer, S.H., Feinstein, N.W., & Wendland, C. (in preparation). A Systematic Review of Empathy Development in Medical Education
5. Feinstein, N., Ellis, A., Newman, A., Hess, D., Juzwik, M., Osborne, J. (in preparation). Finding common ground: Pedagogies of discussion and argumentation across the disciplines.

Research Support

1. PI: Helping science teachers be better judges of scientific credibility. Reid Bryson Exploratory Research Grant, Center for Climatic Research, University of Wisconsin-Madison. (9/1/2013-6/1/2014) \$4000.
2. Co-PI: A Systematic Review of Empathy Development in Medical Education. Arnold P. Gold Foundation Research Institute. (7/26/2013-2/27/2015) \$6,000
3. PI: Testing the competent outsider hypothesis in public engagement with science. The University of Wisconsin-Madison Graduate School Fall Research Competition. (8/2013 – 6/2014) \$31,050.
4. Co-PI: Understanding Innovative Science: The Case of the Wisconsin Institutes for Discovery. The National Science Foundation, STS/SciSIP programs. (8/2012 – 7/2014) \$371,271.
5. Co-PI: A Mixed-Methods Study of Clinician Empathy in the Context of Patient Self-Advocacy. The University of Wisconsin-Madison Graduate School Fall Research Competition. (8/2011 – 6/2012) \$34,045.
6. Co-PI: CALS-Milwaukee Collaboration for Agriscience and Urban Sustainability Education., Reilly Baldwin Wisconsin Idea Endowment, Morgridge Center for Public Service. (9/2010 – 6/2013) \$140,974.
7. Co-PI: Understanding Innovative Science – An Investigation of the Wisconsin Institutes of Discovery. The University of Wisconsin-Madison Graduate School Fall Research Competition. (6/2010 – 6/2011) \$71,872.
8. Co-PI: STS and Science Education – proposal for integrating STS scholars into university courses. Holtz Center for Science and Technology Studies, University of Wisconsin-Madison (6/2010 – 12/2010) \$5000.
9. PI: Public Engagement with Science at the Bleeding Edge of Climate Change – How Wisconsin Farmers Conceptualize and Respond to the Challenges of Farming in a Warmer and Less Predictable World. The University of Wisconsin-Madison Graduate School Fall Research Competition. (8/2009 – 7/2010) \$37,610, The University of Wisconsin-Madison Graduate School. (2009-10)
10. PI: Spencer Foundation Research Training Grant. Spencer Foundation. (9/2007 – 6/2008) \$6500.

List of Presentations (invited and conference)

- Discussant: "Redefining school science to promote public engagement with science." Session for the 2013 annual meeting of the American Educational Research Association. 4/30/13; San Francisco, CA.
- "Responding to the internet-savvy patient: A mixed methods study of physician empathy and patient self-advocacy." Paper presented at the 2013 annual meeting of the American Educational Research Association. 5/1/2013; San Francisco, CA.
- **Invited Presentation:** "Listeria's Tail: Public engagement as the proper context of science education." Virginia Commonwealth University STS colloquium series. February 7, 2014; Richmond, VA.
- **Invited Presentation:** "Science literacy and the competent outsider in higher education." Bard College/HHMI Colloquium on Science Literacy. March 7, 2013; Annandale-on-Hudson, NY.
- **Invited Presentation:** Closing forum - "How do we make Madison a Living Laboratory for Sustainability & Resilience?" Badger Bioneers conference, December 13, 2012; Madison, WI.
- **Invited Presentation:** "Sustainability and the curriculum in higher education." University of Wisconsin System-wide Meeting on Sustainability. November 2, 2012; LaCrosse, WI.
- **Invited Presentation:** "Who and when is private? Exploring the edges of public-ness at an interdisciplinary research institute." NSF Science of Science and Innovation Policy (SciSIP) conference. September 21, 2012; Washington, DC.
- Session organizer and chair: "Science Education for the Competent Outsider: What we already know and do." Session for the 2012 annual meeting of the American Educational Research Association. 4/16/12; Vancouver, BC, Canada.
- "Culture Contact and the Competent Outsider – How should we think about public engagement with science?" Presentation for the History of Science Brown Bag seminar series, University of Wisconsin. 2/24/2012; Madison, WI.
- **Invited Presentation:** "Creating Meaningful and Useful Exams." Presentation at the National Pesticide Applicator Certification and Training Conference. 8/11/11; Portland, OR.
- **Invited presentation:** "Science Education for the Competent Outsider: Lessons from Public Engagement with Science." Presentation at the Joint DFG-NSF conference on Public Understanding and Public Engagement with Science. 6/30/11; New York, NY.
- Session organizer and chair: "Balancing epistemology and empowerment: Discussion, argument, and dialog across the disciplines." Session for the 2011 annual meeting of the American Educational Research Association. 4/10/11; New Orleans, LA.
- **Invited presentation:** "The Trading Zone: Optimizing time with your doctor and building a strong supporting alliance." Presentation at the 4th Annual Autism Spectrum Disorders Update conference. 4/2/11, Stanford, CA.
- Discussant: "Emotional Disability and the Logic of Lobotomy." Panel presentation at Boundaries of Disability: an Interdisciplinary Symposium. 2/25/11; Madison, WI.
- "Climate Change and Education: Where do we begin?" Atmospheric and Oceanic Sciences Symposium, University of Wisconsin-Madison. 11/1/10; Madison, WI.
- **Invited presentation:** "Education for Sustainable Development in the United States." Presentation to US-Japan Fulbright Teacher Exchange program, Institute of International Education, **2010** (repeated in updated form in **2011, 2012, 2013**).
- "Equity in Informal Science Learning: Reconciling Research and Practice." Paper presented at the 2010 annual meeting of the National Association for Research in Science Teaching; Philadelphia, PA.
- Session Organizer and Chair: "Diversity, Equity and Informal Science Learning: New Data and New Directions." Session for the 2010 annual meeting of the American Educational Research Association; Denver, CO.
- Session Organizer and Chair: "Tracing the Influence of Science and Technology Studies on Science Education Research." Session presented at the 2010 annual meeting of the American Educational Research Association; Denver, CO.
- "Trading zones, boundary objects and public engagement with science." Paper presented at the 2009 annual meeting of the Society for the Social Studies of Science, October 31; Washington, D.C.

- **Invited international presentation:** “Governance and Progress in American Education for Sustainable Development.” Paper presented at the 2009 annual meeting of the International Alliance of Leading Education Institutes, 8/19/09; Seoul, Republic of Korea.
- “Trading zones, boundary objects and public engagement with science.” Holtz Center for Science and Technology Studies, 4/30/09; Madison, WI.
- “Coming to grips with autism: parents engaging with science.” Paper presented at the 2009 annual meeting of the American Educational Research Association; San Diego, CA.
- “What parents of autistic children know (and what they discover) about the nature of science.” Paper presented at the 2009 annual meeting of the American Educational Research Association; San Diego, CA.
- “When do you ask a doctor? Parents of autistic children as expert users of scientific and medical expertise.” Poster accepted for the 2008 International Conference of the Learning Sciences; Utrecht, ND.
- “Autism, meaning and action.” Paper presented at the 2007 annual meeting of the Society for the Social Studies of Science; Montreal, Canada.
- “Using what we know: Public engagement with climate change.” Paper presented at the 2007 Science and Technology in Society Graduate Student Conference; Washington, D.C.
- Session Organizer and Chair: “What Does it Mean to You? Making, Merging, and Judging Meaning across Socio-cultural Contexts.” Session for the 2007 annual meeting of the Society for the Social Studies of Science; Montreal, Canada.
- “Silenced by science? Parents of autistic children finding their voices.” Paper presented at the 2006 annual meeting of the Society for the Social Studies of Science; Vancouver, Canada.
- Session Organizer and Chair: “The silent treatment: how patients, parents and practitioners are selectively silenced in mental health encounters.” Session for the 2006 Annual Meeting of the Society for the Social Studies of Science; Vancouver, Canada.
- “Coming to grips with autism: parents engaging with science.” Paper presented at the doctoral consortium of the 2006 International Conference of the Learning Sciences; Bloomington, IN.
- “What scientists get from science outreach in a museum setting.” Poster presented at the 2005 annual meeting of the American Educational Research Association; Montreal, Canada.

Teaching

Public engagement with science

- Science in Daily Life (Graduate Seminar)

Science and Technology Studies

- STS and Science Education (Graduate Seminar)
- Interdisciplinarity and the Modern Research University (Graduate Seminar)

Agriscience Education

- Foundations of Agricultural and Environmental Science Education (Undergraduate Intro Course)
- Signature Pedagogies in Agricultural and Environmental Science (Undergraduate Seminar)
- Program Planning in Agriscience Education (Undergraduate Practicum)

Science Education

- Research Methods in Mathematics and Science Education (Graduate Methods Course)
- General Seminar – Research in Science Education (Graduate Seminar)

Environmental and Sustainability Education

- Sustainability, Democracy, and Education (Mid-level Undergraduate Course)
- Scholarship and Practice in Environmental and Sustainability Education (Graduate Seminar)

Service

Professional

- Editorial Board, *Studies in Science Education* (A Taylor & Francis International Journal). 2013-present

- Editorial Board, *Science Education* (A Wiley International Journal). 2008-2011
- Book Review Co-Editor, *Science Education* (A Wiley International Journal). 2008-2010
- Peer review: *Science, Public Understanding of Science, Science Education, Educational Psychologist, Journal of the Learning Sciences, Cultural Studies in Science Education, Science & Education, Studies in Science Education, Environmental Education Research, Comparative Education Research, The Sociological Quarterly*
- National Science Foundation proposal reviewer and panelist: Informal Science Education; Science, Technology, and Society.
- Advisory Board: “Deliberating the New Energy Economy” (PI Phadke; NSF). 2010-11
- Advisory Board: “SYNERGIES: Understanding and Connecting STEM Learning in the Community” (PI Falk; Noyce Foundation). 2011-13
- Advisory Board: New Models of Science Literacy for Undergraduate Education (PI Keesing, Howard Hughes Medical Institute’s Precollege and Undergraduate Science Education Program). 2012-2014.

University Service

- Faculty Senator – UW-Madison Faculty Senate (2009-present)
- Personnel Committee – Department of Curriculum & Instruction (2012-present)
- Undergraduate Education Committee – Department of Community & Environmental Sociology (2012-present)
- Graduate Programs Committee – Department of Curriculum & Instruction (2008-2012)
- Steering Committee – Agroecology Program (2010-2011)
- Admissions Committee – Agroecology Program (2010-2011)
- Curriculum Committee – Department of Agronomy (2008-2010)
- Coordinator – UW-Madison Program in Agriscience Teacher Education (2008-2010)