
CASSIE QUIGLEY

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Professor of Science Education
Department of Instruction and Learning
School of Education

EDUCATION

Ph.D. Curriculum and Instruction, 2010	Indiana University Bloomington, Indiana
M.S. Science Education, 2003	Indiana University Purdue University at Indianapolis Indianapolis, Indiana
B.S. Biology with Spanish Minor, 2000	Indiana University Bloomington, Indiana

PROFESSIONAL EXPERIENCE

Academic Appointments	Professor of Science Education, 2023- present Department of Teaching, Learning, and Leading, School of Education, University of Pittsburgh
	Chair, 2022- present Department of Teaching, Learning, and Leading, School of Education, University of Pittsburgh
	Associate Chair, 2021 Department of Teaching, Learning, and Leading, School of Education, University of Pittsburgh
	Associate Professor of Science Education, 2018- present Department of Teaching, Learning, and Leading, School of Education, University of Pittsburgh
	Associate Professor of Science Education, 2016- 2018 Department of Teaching and Learning, Clemson University
	Assistant Professor of Science Education, 2010- 2016 Department of Teaching and Learning, Clemson University
K-12 Teaching	Science Teacher, 2005- 2007 Physics, Broad Ripple High School, Indianapolis, IN

Science Teacher, 2003-2005
Grade 6-12 Science, Northbridge International School
Cambodia – Phnom Penh, Cambodia

Science Teacher
Biology and Chemistry, Northwest High School, Indianapolis,
IN

**Related Professional
Experience**

Consultant, 2015-2021
STEAM Integration for Elementary and Middle School
Teachers, Berkeley County School District

Consultant, 2014-2016
STEAM Integration for Science and Math Middle School
Teachers, Greenville County School District

Faculty-in-Residence, 2014-2015
Penny J. Fisher STEAM Middle School,
Greenville County School District

Consultant, 2011-2012
Wakanyeja “Sacred Little Ones” Early Childhood Education
Initiative, American Indian College Fund

Licensure

Indiana Licensure Science
Physics, Chemical, and Biological Sciences Grades 5-12

PUBLICATIONS

**International/National
Refereed Journal Articles (* denotes graduate student)**

Holland, W*. & Quigley, C.F. (2022) Experiential Wilderness-based Professional Development: Beliefs and Confidence of Participant Educators. *The Journal of Experiential Education*, 45:2, 117-135
DOI:10.1177/10538259211045385

Herro, D., Quigley, C.F., Plank, H*. Abimbade, D.*, & Owens, A. (2022) Instructional Practices Promoting Computational Thinking in STEAM Elementary Classrooms. *Journal of Digital Learning and Teacher Education*. 38:4, 158-172. DOI: 10.1080/21532974.2022.2087125

Herro, D., Quigley, C.F., Plank, H*. Abimbade, O.* (2021). Understanding Students’ Peer Interactions During Making Activities Designed to Promote Computational Thinking. *Journal of Education Research*. 114:2, 183-195,
DOI: [10.1080/00220671.2021.1884824](https://doi.org/10.1080/00220671.2021.1884824)

Herro, D., Quigley, C.F., Abimbade, O*. (2021) Assessing Elementary Students’ Collaborative Problem-Solving in Makerspace Activities, *Information and Learning Sciences*. 112: 11/12, 774-794,
DOI: [10.1108/ILS-08-2020-0176](https://doi.org/10.1108/ILS-08-2020-0176)

Quigley, C.F., Herro, D., King, E., and Plank, H*. (2020) STEAM Designed & Enacted: Understanding the Process of Design and Implementation of

STEAM Curriculum in an Elementary School. *Journal of Science and Technology Education*. 29, 499-518, DOI: [10.1007/s10956-020-09832-w](https://doi.org/10.1007/s10956-020-09832-w)

Quigley, C.F., Herro, D., Shekell, C.*, Cian*, H., & Jacques*, L (2020) Connected Learning in STEAM Classrooms: Opportunities for Engaging Youth in Science and Math Classrooms. *International Journal of Science and Mathematics Education*. 18, 1441-1463, DOI: [10.1007/s10763-019-10034-z](https://doi.org/10.1007/s10763-019-10034-z)

Jacques*, L., Cian,* H., Herro, D., & Quigley, C.F. (2019) The Impact of Questioning Techniques on STEAM Instruction. *Action in Teacher Education*. 42:3, 290-308. DOI: [10.1080/01626620.2019.1638848](https://doi.org/10.1080/01626620.2019.1638848)

Herro, D., Hirsch, S., & Quigley, C.F., (2019). A faculty-in-residence programme: Enacting practice-based professional development in a STEAM-focused middle school. *Professional Development in Education*. DOI: [10.1080/19415257.2019.1702579](https://doi.org/10.1080/19415257.2019.1702579)

Quigley, C.F., Beeman-Cadwallader, N. & Carter, I. (2019) Re-imagining and Re-constructing Cross-Cultural Research Through Critical Personal Narratives: An Examination into Fault Lines. *International Journal of Qualitative Studies in Education*.32: 2, 167-187, DOI: [10.1080/09518398.2018.1548041](https://doi.org/10.1080/09518398.2018.1548041)

Herro, D., Quigley, C.F., Cian, H*. (2019). The Challenges of STEAM Instruction: Lessons from the Field. *Action in Teacher Education*. 41(2), 172-190. 41:2, DOI: [10.1080/01626620.2018.1551159](https://doi.org/10.1080/01626620.2018.1551159)

Herro, D., Quigley, C.F., and Jacques, L.* (2018) Examining Technology Integration in Middle School STEAM Units. *Technology, Pedagogy, and Education*.27:4, 485-498 DOI: [10.1080/1475939X.2018.1514322](https://doi.org/10.1080/1475939X.2018.1514322)

Herro, D., Quigley, C. F., Andrews, J., & Delacruz, G. (2017). Co-Measure: developing an assessment for student collaboration in STEAM activities. *International Journal of STEM Education*, 4:1, 26-37. DOI: [10.1186/s40594-017-0094-z](https://doi.org/10.1186/s40594-017-0094-z)

Quigley, C.F., Herro, D., & Jamil, F. (2017) Developing a STEAM Conceptual Model for Transdisciplinary Learning. *School Science and Mathematics*. 117:1-2, 1-12, DOI: [10.1111/ssm.12201](https://doi.org/10.1111/ssm.12201)

Quigley, C.F., Harrington, J., & Herro, D. (2017). Moving Beyond STEAM: Art as Expression. *Science Scope*. 40: 8, 32-39.

Herro, D., Quigley, C.F, & Dsouza, N.* (2016) STEAM Enacted: Exploring Middle School Teachers Implementing STEAM Instructional Practices. *Journal of Computers in Mathematics and Science Teaching*. 35:4, 319-342. <https://www.learntechlib.org/primary/p/174340/>

Herro, D. & Quigley, C. (2016) Exploring Teachers' Perspectives of STEAM Teaching: Implications for Practice. *Professional Development in Education*. 43:3, 1-23, DOI: [0.1080/19415257.2016.1205507](https://doi.org/10.1080/19415257.2016.1205507)

Miller, Z. D.*, Quigley, C., Hallo, J. C., Dogbey, J., Che, S. M., & Seno, S. K. (2016). Investigating wildlife and grazing perspectives of Kenyan

university students. *Journal for Nature Conservation*, 32, 44-52, DOI: [10.1016/j.jnc.2016.04.003](https://doi.org/10.1016/j.jnc.2016.04.003)

Lyons, R*. Dsouza, N.*, Quigley, C.F. (2016) Viewing equitable practices through the lens of intersecting identities. *Cultural Studies of Science Education*. 11, 941-951. DOI: [10.1007/s11422-015-9699-z](https://doi.org/10.1007/s11422-015-9699-z)

Quigley, C., Che, S., Acheing, S. & Liaram, S. (2016) 'Women and the environment are together': Using Participatory Rural Appraisal to examine gendered tensions about the environment." *Environmental Education Research*. 23:6, 773-796. DOI: [10.1080/13504622.2016.1169511](https://doi.org/10.1080/13504622.2016.1169511)

Quigley, C. F., Hall, A. (2016) Taking Care: Understanding the roles of caregiver and being cared for in a kindergarten classroom. *Journal of Early Childhood Education*. 12:2,181-195, DOI [10.1177/1476718X14548783](https://doi.org/10.1177/1476718X14548783)

Quigley, C., & Herro, D. (2016) 'Finding the joy in the unknown': Shifts in STEAM Teaching Practices in Middle School Science and Math Teachers. *Journal of Science Education and Technology*, 25:3, 410-426, DOI: [10.1007/s10956-016-9602-z](https://doi.org/10.1007/s10956-016-9602-z)

Simpson, A*. & Quigley, C.F. (2016) Member Checking Process with Adolescent Students: Not just Reading a Transcript. *The Qualitative Report*. 21:2, 376-392. DOI: [10.46743/2160-3715/2016.2386](https://doi.org/10.46743/2160-3715/2016.2386)

Quigley, C., Trauth-Nare, A., & Beeman-Cadwallader, N. (2015). The viability of portraiture for science education research: learning from portraits of two science classrooms. *International Journal of Qualitative Studies in Education*, 28:1, 21-49. DOI: [10.1080/09518398.2013.847507](https://doi.org/10.1080/09518398.2013.847507)

Quigley, C., Tlusty, T., Hendrix, C,* & Foster, A.* (2015- January) No Space? No Money? No Garden? Not So Fast ... *Science Scope*, 38:5 40-47.

Rivera, S*. Oliveira, A., Quigley, C., Rogers, P., Sambursky, D*, Barss, K*. (2015). Environmental Agency in Read-Alouds. *Cultural Studies of Science Education*. 10:2, 247-274, DOI: [10.1007/s11422-013-9531-6](https://doi.org/10.1007/s11422-013-9531-6)

Quigley, C. F, Dogbey, J., Che, M. & J., Hallo. (2015) Investigating Local Sustainable Environmental Perspectives of Kenyan Community Members and Teachers. *Cultural Studies in Science Education*. 10, 551-580, DOI: [10.1007/s11422-014-9584-1](https://doi.org/10.1007/s11422-014-9584-1)

Quigley, C. (2014) Emotions in Teaching Environmental Education. *Cultural Studies of Science Education*. 11, 817-822. DOI: [10.1007/s11422-014-9657-1](https://doi.org/10.1007/s11422-014-9657-1)

Buck, G., Akerson, V., Quigley, C., & Weiland, I. (2014). Exploring the potential of using explicit reflective instruction through contextualized and decontextualized approaches to teach first-grade African American girls the practices of science. *Electronic Journal of Science Education*. 18:4, 1-21.

Quigley, C.F., Dogbey, J., Che, M. & Hallo, J. (2015). Shared Understandings: Environmental perspectives of Kenyan community members and teachers. *Environmental Education Research*. 21:7, 1079- 1104, DOI: [10.1080/13504622.2014.966660](https://doi.org/10.1080/13504622.2014.966660)

Quigley, C. F., Miller, Z. D*, Dogbey, J., Che, M. & Hallo, J. (2014) 'No one should destroy the forest': Using Photo-based Vignette Interviews to Understand Kenyan Teachers' Views of the Environment. *International Journal of Science Education*. 36:17, 2937-2957. DOI: [10.1080/09500693.2014.940024](https://doi.org/10.1080/09500693.2014.940024)

Buck, G., Cook, K., Quigley, C., Prince, P., & Lucas, Y. (2014). Seeking to Improve African American Girls' Attitudes Toward Science: A Participatory Action Research Project. *The Elementary Journal*. 114:3, 431-453. DOI: [10.1086/674419](https://doi.org/10.1086/674419)

Dogbey, J., Quigley, C. F., Che, M. & Hallo, J., (2014). Using Smartphone Technology in Environmental Sustainability Education: The case of the Maasai Mara region in Kenya. *International Journal of Mobile and Blended Learning*. 6:1, 1-16, DOI: [10.4018/ijmb.2014010101](https://doi.org/10.4018/ijmb.2014010101)

Quigley, C. F, Dogbey, J., Che, M., & Hallo, J. (2014) Through Their Lens: The Potential of Photovoice for Understanding Environmental Perspectives among Kenyan Teachers. *The Qualitative Report*. 18:9, 1- 22, DOI: [10.46743/2160-3715/2014.1266](https://doi.org/10.46743/2160-3715/2014.1266)

Quigley, C. (2014). Expanding our view of Authentic Learning: Bridging in and out-of-school experiences. *Cultural Studies of Science Education*, 9, 115-122, DOI: [10.1007/s11422-013-9535-2](https://doi.org/10.1007/s11422-013-9535-2)

Quigley, C. F. (2013). With Their Help: How community members construct a congruent Third Space in an urban kindergarten classroom. *International Journal of Science Education*, 35:5, 837-863. DOI: [10.1080/09500693.2011.582521](https://doi.org/10.1080/09500693.2011.582521)

Cook, K. & Quigley, C. (2013) Connecting to our community: Utilizing photovoice as a pedagogical tool to connect college students to science, *International Journal of Environmental and Science Education*, 8:2,339-357. DOI: [10.12973/ijese.2013.205a](https://doi.org/10.12973/ijese.2013.205a)

Quigley, C.F & Buck, G.A. (2012) The Potential of Photo-Talks to Reveal the Development of Scientific Discourses. *Creative Education*, 3:2, 208-216. DOI: [10.4236/ce.2012.32033](https://doi.org/10.4236/ce.2012.32033)

Beeman-Cadwallader, N, Quigley, C.F., & Yazzie-Mintz (2012) Enacting Decolonized Research: The Doing of Research in Educational Communities. *Qualitative Inquiry*. 18, 1, 3-15. DOI: [10.1177/1077800411426414](https://doi.org/10.1177/1077800411426414)

Quigley, C., Marshall, J., Deaton, C., Cook, M., and Padilla, M. (2011) Challenges to Inquiry Teaching and Suggestions for How to Meet Them. *Science Educator*, 20:1, 55-61.

Quigley, C. & Allspaw, K. (2011). The cultural and ecological “worlds” of Central Asia: An Integrated Science and Social Studies Unit of Instruction for Middle School. *Science Scope*, 35:2, 71-74.

Quigley, C. (2011) Pushing the Boundaries of Cultural Congruence Pedagogy in Science Education Towards a Third Space. *Cultural Studies of Science Education*, 6, 549-557. DOI: [10.1007/s11422-011-9335-5](https://doi.org/10.1007/s11422-011-9335-5)

Quigley, C., Buck, G. & Akerson, V. (October 2011) Take the 30-day NOS Challenge: Thirty-days of explicit-reflective Nature of Science Instruction for Elementary Students. *Science and Children*. 49:2, 57- 61.

Quigley, C.F., Escobedo, A., Cook, K., & Buck, G.A. (April/May 2011) All about Me/All About Gary: Kindergartners Use Cameras to Share the Results of Their Localized Research. *Science and Children*, 48(8): 47-51.

Quigley, C.F., Oliveira, A. W., Curry, A., Horn, N. & Buck, G.A. (2011). Coming to Terms with Language: A Comparative Text Analysis of the Translation Techniques on Technical Terminology in a Science Textbook from English to Khmer. *Language, Culture, and Curriculum*, 24:2, 159-178. DOI: [10.1080/07908318.2011.583663](https://doi.org/10.1080/07908318.2011.583663)

Quigley, C.F., Pongsanon, K. & Akerson, V. (2010) If we teach them, they can learn: Young Students Views of Nature of Science Aspects During an Informal Science Educational Program. *Journal of Science Teacher Education* 21:7, 887-907. DOI: [10.1007/s10972-009-9164-5](https://doi.org/10.1007/s10972-009-9164-5)

Quigley, C.F., Beeman-Cadwallader, N, Riggs, M., Rodriguez, A., & Buck, G.A. (2009). Deer tracks in the city? Problem-based learning in a kindergarten classroom. *Science and Children* 47:2, 34-37.

Beeman-Cadwallader, N, Quigley, C.F., Buck, G.A (2009). Fix the potholes! Helping Students Translate Their Interests into Investigable Questions. *Science Scope* 33:8, 42-46.

Buck, G. A., Cook, K., Quigley, C., Eastwood, J., Lucas, Y. (2009). Urban, low SES, African American girls’ personal science orientations: A sequential mixed-methods study. *The Journal of Mixed-Methods Research* 3:4, 386-410. DOI: [10.1177/1558689809341797](https://doi.org/10.1177/1558689809341797)

Under Review

Chelednik, H., Plank, H., & Quigley, C.F. (2023). Integrated Content Designed and Enacted: Empowering Students Through Environmental Justice and Data Science. *Journal of science teacher education*. Under Review.

Shekell, C., Bennett, A*, Quigley, C.F. & Herro, D. (2022) STEAM Conceptualizations and Supports in Two Schools: A Leadership for Learning Perspective. *School Science Mathematics*. Under Review.

Quigley, C.F., Herro, D., Plank, H*. Abimbade, O., & Owens, A. (2023). Transforming Computer Science Education: Exploration of Computer Science Interest and Identity of Historically Underrepresented Youth. *Computer Science Education*. Revised and resubmitted.

Invited Papers

Herro, D. & Quigley, C. (2016). Innovating with STEAM in middle school classrooms: remixing education. *On the Horizon*, 24(3), 190-204.

Book

Quigley, C.F. & Herro, D (2019). *An Educator's Guide to STEAM*. Teacher's College Press: New York, NY.

Edited Book

Bellocchi, A., Quigley, C. F., & Otrell-Cass, K. (Eds.) (2017). *Exploring Emotions, Aesthetics and Wellbeing in Science Education Research* Springer International Publishing.

Book Chapters

Plank, H., Anderson, E. & Quigley, C.F., (2023). "Leveraging University Partners as Brokers to Navigate Research Practice Partnerships During Intertwined Global Pandemics" In *School-University-Community Research in a (Post) COVID-19 World*. Part of Current Perspectives on School/University/Community Research Series. Series edited by R. Martin Reardon and Jack Leonard.

Quigley, C.F., Herro, D., & Weatherbee, L. (2022) School-Cafeteria Make-Over Real-World Style. Tippins, D. Sexton, C., Lin, M.(Eds.) In *Controversial Issues for Science Teachers*. Springer.

Quigley C.F., Herro D., Baker A. (2019) Moving Toward Transdisciplinary Instruction: A Longitudinal Examination of STEAM Teaching Practices. Khine M., Areepattamannil S. (Eds) In *STEAM Education*. Springer, Dordrecht.

Lyons, R., Quigley, C.F., Cook, M. (2017) *Citizen science as care-based work: Promoting a sense of agency and belonging*. Michael P. Mueller, Deborah J. Tippins, and Arthur J. Stewart (Eds.) In *Animals and Science Education - Ethics, Curriculum, and Pedagogy*

Quigley, C.F. (2017) Rebuilding Community Spaces: Integrating Resilience into STEPWISE. Bencze, L (Ed.) In *Science & Technology Education Promoting Wellbeing for Individuals, Societies & Environments*. Springer, Dordrecht.

Quigley, C.F. & Che, S. (2016) What are the ramifications of science under suspicion on science teaching? Tobin, K. & Bryan, L. (Eds.) In *Culture of Science and Science Education: In what way does the culture of science and images of science affect the science educational process?* Peter Lang, New York, NY.

Quigley, C.F. & Lyons, R. (2016) The role of care in environmental education. Bellochi, A. Cass, K. Quigley, C.F. (Eds.) In *Exploring emotions, aesthetics, and wellbeing in science education research*. Springer, Dordrecht.

Quigley, C.F. & Beeman-Cadwallader, N. (2013) Beyond Scientific Facts: Choosing to honor and make visible specific contexts. Ruth Nicole Brown, Rozanna Carducci & Candace Kuby (Eds.) In *Disruptive Qualitative Methodologies and Methods: Possibilities & Tensions in Education Research*. Peter Lang, New York, NY: 153-172

Buck, G.A., & Quigley, C. F (2012). Allowing our Research on African American Girls and Science Education to Actively and Continually Rewrite Itself. Bianchi, J., Akerson, V., Calabrese Barton, A., Lee, O, Rodriguez, A. (Eds.) *In Moving the Equity Agenda Forward*, Springer: New York: 173-190.

Quigley, C.F., Herro, D. & Baker, A. (2019) Moving Towards Transdisciplinary Instruction: A Longitudinal Examination of STEAM Teaching Practices. In STEAM Education: Theory and Practice Myint Swe Khine and Shaljan Areepattamannil (Eds.) Springer, Dordrecht.

Book Review

Goodman, J., Garcia, A., Quigley, C.F. (2011). Review of Knowledge, Power, in a Global Economy: Implications for Education. *Journal of The American Association for the Advancement of Curriculum Studies* 7, 1-42

Whitepaper

Quigley, C., Herro, D., Petersen, G., Lee, C., High, K. (2015). Developing a STEAM Ecosystem to increase the STEM Workforce in South Carolina. Clemson University invited white paper on creating an interdisciplinary STEAM Ecosystem to benefit K-12 education.

GRANTS

Quigley, C., Godley, A., Boulder, T., Strength Across Schools (SAS) Partnership 2.0: A Regional Collaboration to Teach Justice-Focused Computational Thinking and Computer Science in Middle School ELA Classrooms. National Science Foundation. \$998, 308. Submitted.

Quigley, S.J., Quigley, C.F., Plank, H*. (2022) Coding Nature. Year of Data and Society Grant. \$6,925.

Quigley, C., Godley, A., Boulder, T., Allegheny Intermediate Unit (2021). Strength Across Schools (SAS) Partnership: A Multi-District Collaboration to Develop Justice Focused Computational Thinking and Computer Science Curricular Materials for Middle School English Language Arts. National Science Foundation. \$299,652.

Quigley, C.F., Owens, Aileen. (2021). Environmental Justice Pathway: Empowering Students through Agentic and Relevant Data Science. The Grable Foundation. \$100,000.

Quigley, C.F. (2020) Research to Practice Partnership: Knowledge-Building Partnership. Children's Museum of Pittsburgh. \$70,001.

Quigley, C.F. (2020) *Cultures of Innovation: The Intersection of Social Studies & STEM in East Africa*. Fullbright-Hayes Fellowship. \$99,380. *Delayed due to COVID.

Quigley, C.F., Godley, A. & Boulder, T. (2020) *Sisterhood of Coding: Increasing Occupational Identity of Girls of Color Through an After-School Coding Club*. The Donna and Ian Mitroff Award. \$3,500.

Quigley, C.F. (2020). Expanding STEAM Education Pathways: Opportunities for Deeply Personalized Education. Personalized Education Grant. \$15,000. PI.

Owens, A., Burke, Q., Quigley, C.F. & Herro, D. (2019) *STEAM Studio Model for Innovation: Building Robust Learning Ecologies and Pathways in Computer Science*. Pennsylvania Department of Education. PAsmart Advancing Computer Science and STEM Grant. \$500,000.

Quigley, C.F. & Quigley, S.J. (2019) (Un)Disciplining Environmental Education Through Digital StoryTelling: An Analysis of Finnish Outdoor Schools. UCIS. \$2,500.

Quigley, C.F. (2019) *STEAM Education Endorsement: An Opportunity for Connected Learning for K-12 Educators*. Provost's Personalized Education Grant. \$14,999. PI.

Quigley, C.F. & Herro, D.H. (2019) *Innovative Strategies for Equitable Participation in STEAM*. Social Science Research Initiative Fund. University of Pittsburgh's Office of the Senior Vice Chancellor for Research. \$46,368. Funded

Putman, B., High, K., Kurz, M., Martin, J., Peters, T., Porter, C., Quigley, C., Smith, M., Summers, J. (2018) *Emagine: Advancing STEM in Schools and Communities through Outreach, Research, and Education*. Transformative Initiative for Generating Extramural Research (TIGER) Grant. \$20,000. 2016.

Herro, D., Quigley, C.F., Andrews, J., DeLaCruz, G., & Holmes, J. Co-Measure: Developing a Measure to Assess Student Collaboration in STEAM. (2017). MacArthur Foundation and the National Center on Evaluation for Research on Evaluation and Student Testing (CRESST) and Educational Testing Service (ETS). \$50,000. 2015.

Fisk, W., Che., S., Klar, H., Quigley, C.F. (2016). Clemson University International Leaders in Education Program. *International Research and Exchange Program United States Department of Education*. \$110,071. 2014.

Quigley, C.F., Herro, D. (2015). *Greenville County School District STEAM Expert Teacher Project*. Bosch Community Fund Grant. \$60,000. 2014.

Quigley, C.F., Che, S., Dogbey, J., Halo, J. (2013). HEHD Interdisciplinary Research Innovation Grant. Thinking Globally—Acting Locally: Interactive Mobile Exhibit from Kenya to South Carolina. \$20,000. 2013.

Quigley, C.F., Che, S., Dogbey, J., Halo, J. (2012). HEHD Interdisciplinary Research Innovation Grant Enhancing Environmental Education Through an Investigating Local Sustainable Environmental Perspectives of Kenyan Community Members, Teachers, and Students. HEHD Innovation Grant. \$49,999.

Quigley, C., Che, S., Dogbey, J. (2011). Investigating Local Sustainable Environmental Perspectives of Kenyan Community Members, Teachers, and Students. University Research Grant Council. \$9,995.

Medford, L., Johnson, D. & Quigley, C.F. (2010). *Southeast Regional Noyce Conference Grant*. National Science Foundation (NSF). \$576,585.

Buck, G.A, Cross, D. & Quigley, C.F. (2009) *Enhancing urban, African American girls' conceptual engagement in science and mathematics*. Indiana Department of Education Mathematics and Science Partnership Program (MSP). \$45,766.

PRESENTATIONS

Keynotes

Quigley, C.F. & Herro, D. (2017) A Longitudinal Study of Implementation Practices of STEAM Teaching. STEM Research Forum. Universitat de Autònoma de Barcelona. Barcelona, Spain.

Quigley, C.F. (2015) STEAM: *Enhancing STEM Learning for Increased Participation*. Green Schools Summit. Las Vegas, NV.

International/National Refereed Presentations

Chelednik, H.*, Quigley, C. Plank, H.*, Godley, A. & Boulder, T. (2024). Access Through Action: How English Language Arts Educators are Incorporating Computer Science Through Curriculum Integration. Research paper presentation. The Association for Science Teacher Education (ASTE). New Orleans, LA. *Submitted*.

Plank, H.*, Chelednik, H*., & Quigley, C. (2024). Empowering youth: Exploring the influence of data science and environmental justice integration on occupational identity development. The Association for Science Teacher Education (ASTE). New Orleans, LA. *Submitted*.

Plank, H.*, Boulder, T., Chelednik, H*., Quigley, C., & Godley, A.(2024). Integrating computer science, English language arts, and justice-oriented curricula in a research-practice partnership. Research paper presentation. American Educational Research Association (AERA), Philadelphia, PA. *Submitted*.

Plank, H.* Chelednik, H*., & Quigley, C. (2024). Using mixed methods explanatory sequential design to understand how integrated curricula shape youth's occupational identity. Research paper presentation. American Educational Research Association (AERA), Philadelphia, PA. *Submitted*

Chelednik, H,* Quigley, C., Plank, H.*, Godley, A. & Boulder, T. (2024). How

Educators are Moving Towards Computational Literacy with Justice-Oriented Curriculum Integration. Research paper presentation. American Educational Research Association (AERA). Philadelphia, PA. *Submitted*.

Plank, H.* Chelednik, H*., & Quigley, C. (2024). Using mixed methods explanatory sequential design to understand how integrated curricula shape youth's occupational identity. Research paper presentation. American Educational Research Association (AERA), Philadelphia, PA. *Submitted*

Quigley, C.F. & Herro, D. (2023-May). Reimagining Computer Science Curriculum: Co-Designing Computational Thinking Lessons in Primary Classrooms. Paper accepted for presented at the International Education Conference. Athens, Greece.

Quigley, C., Herro, D. Plank, H*., Abimbade, O.* (2023-April) Transforming Computer Science Education: Exploration of Computer Science Interest and Identity of Historically Underrepresented Youth. American Educational Research Association (AERA). Chicago, IL.

Henry, H.*, Plank, H.*, Quigley, C. (2023-Jan.) Integrated content designed and enacted: Empowering students through Environmental Justice and data science. Research paper presentation. The Association for Science Teacher Education (ASTE). Salt Lake City, UT.

Herro, D., Quigley, C.F., Plank, H.*, Abimbade, O.*, (2022-April). Instructional Practices Promoting Computational Thinking. Paper accepted for presentation at American Education, Research Association (AERA), April 21-26. San Diego, CA.

Plank, H.*, Henry, H.*, & Quigley, C.F. (2022-January). Why Environmental Justice? Rethinking Science Educators' Engagement in Environmental Education. Workshop presentation. Association of Science Teacher Educators (ASTE). Greenville, SC.

Plank, H.*, Henry, H.*, Quigley, S., & Quigley, C.F. (2022-January). Coding Nature: Bridging the gap between computer science and environmental justice. Presentation. Science Educators for Equity, Diversity, and Social Justice (SEEDS). Virtual conference, United States.

Bennett, A.*, Shekell, C*. Quigley, C. & Herro. (2021-April) "STEAM Conceptualizations and Supports in Two Schools: A Leadership for Learning Perspective" Paper presentation. American Education Research Association (AERA), virtual conference, United States.

Quigley, C.F., Herro, D. Plank, H*., & Owens, A. (2021-April) "Girls are Crafty, That's Why I Like Coding": Increasing Occupational Identity of Girls of Color with Computational Thinking during Collaborative Problem-Solving" Paper presentation. American Education Research Association (AERA), virtual conference, United States.

Herro, D., Quigley, C., Plank, H.* & Abimbade, O.*, (2021- April). *Promoting equity through collaboration: Exploring youth social interactions during making activities*. [Paper presentation]. American Education Research Association (AERA), virtual conference, United States.

Quigley, C.F., Herro, D. Plank, H.* (2021-April) STEAM Curriculum Design and Implementation: Understanding Curricular Changes in an Elementary School. NARST Annual International Conference, virtual conference, United States.

Quigley, C., Herro, D. & Plank, H.* (2021-April) STEAM Designed and Enacted: Understanding the Process of Design and Implementation of

STEAM Curriculum in an Elementary School. Association of Science Teacher Educators (ASTE), virtual conference, United States.

Quigley, C., Herro, D. Plank, H.* , Owens, A. Lojek, V. & Edkins, S (2021-January) Conference Workshop: “One Student Does All the Work”: Rethinking Collaboration for Computational Thinking Settings. Association of Science Teacher Educators (ASTE), virtual conference, United States.

Means, T., Quigley, S.J. & Quigley, C.F. (2020- November) Play, Experience, and Learning: Introduction to the Finnish Nature School Model. Association for Experiential Education.), virtual conference, United States.

Quigley, C.F., Plank, H.* , Lojek, T., Payne, S. Owens, A., Herro, D. (2020-October) "Just like Peas and Carrots"...Computational Thinking and Collaborative Problem-Solving Go Hand-in-Hand to Promote Equity in the Classroom. National Science Teacher Association (NSTA), Pittsburgh, PA. (Conference Cancelled)

Quigley, C.F., & Herro, D. (2020-October) Educator's Guide to STEAM: Engaging Students in Real-World Problem-Solving. National Science Teacher Association (NSTA), Pittsburgh, PA. (Conference Cancelled)

Dillaman, A., Bartow Jacobs, K., Quigley, C., & Jacobs, T. (2020-October). Exploring Engineering through Connected Learning and Real-world Problem-Solving. National Science Teacher Association (NSTA), Pittsburgh, PA. Virtual Conference.

Herro, D., Quigley, C., Burke, N., Larson, D. (2020) STEAM Education for All: Promoting Interest-based Learning, Student Inquiry and Making to Solve Real-World Problems. Play-Make-Learn Conference. The University of Wisconsin. Madison, WI.

Quigley, S.J. & Quigley, C.F. (2020-May). (Un)disciplining Environmental Education: Using the Finnish Nature School Model to Explore Knowledge through Multimedia Storytelling. Athens Institute For Education and Research. Athens, Greece. (Conference Cancelled)

Herro, D. & Quigley, C.F. (2020-May) “Stuff is too easy, I like a challenge”: Fostering Collaborative Problem-solving in STEAM Making Activities with Young Learners. Athens Institute For Education and Research. Athens, Greece. (Conference Cancelled)

Herro, D., & Quigley, C.F. (2020-March) Elementary Student Perspectives of a STEAM-based Makerspace: Connections to Real-World Contexts Society for Information Technology & Teacher Education. New Orleans, LA. (Conference Cancelled)

Honward, S., Quigley, C., Beeman-Cadwallader, N., Carter, I (2019-April) Communities, Collaboration, and Cross-Cultural Design: Establishing and Sustaining Equitable Partnerships in the Development of Informal Learning Opportunities. American Educational Research Association. San Francisco, CA. (Conference Cancelled)

Herro, D., Quigley, C., & Dara, (2019-April) Elementary Students' Collaborative Problem Solving During STEAM-related Making Activities. American Educational Research Association. San Francisco, CA. (Conference Cancelled)

Herro, D., Hirsch, S., Quigley, C.F. (2019-April). Exploring the Impact of School-University Collaborative Partnership Through a Faculty-in-Residence Program. American Educational Research Association. Toronto, CA.

Quigley, C.F., & Herro, D. (2019-April) STEAM Education: Supporting Teachers in Transdisciplinary Teaching American Educational Research Association. Toronto, CA.

Herro, D. & Quigley, C. (2019-April) STEAM Instruction as a Conduit to Connected Learning Opportunities. American Educational Research Association. Toronto, CA.

Quigley, C.F., Herro, D. Trauth, A., Buckley, J. (2019-March) Democratizing Classrooms: Exploring the Relationship of Connected Learning, Design Thinking, and STEAM Instruction to Engage Students in Activism A Pre-Conference Research Workshop presented at NARST: A Worldwide Organization for Improving Science Teaching and Learning, Baltimore, MD.

Herro, D., & Quigley, C. (2018-September). Innovating with Digital Media and STEAM Instruction in Teacher Education Programs. Invited presentation, ENS Rabat: School Normale Supérieure. Rabat, Morocco.

Walls, L., Quigley, C.F. & Wee, B. (2018-March) At a crossroads with nature of science research: Where do we go from here? NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. Atlanta, GA.

Quigley, C.F. (2018-March) Making Visible: A Philosophical commitment to understand the humanness of qualitative educational research. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. Atlanta, GA.

Dsouza, N., Quigley, C.F., Leonard, A. (2018-March) Addressing Inequities in Science Teacher Preparation from a Critical Race Perspective. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. Atlanta, GA.

Baker, A.*, Bennett, A*. Herro, D. & Quigley, C.F. (2018-March) Developing STEAM Problem-Solving Units Through the Lens of Cognitive Apprenticeship. Society for Information Technology & Teacher Education (SITE). Washington, D.C.

Herro, D. & Quigley, C.F. (2018-March) Connected Learning, and STEAM Instructional Approaches A Case Study Approach. Society for Information Technology & Teacher Education (SITE) Washington, D.C.

Herro, D. & Quigley, C. (2018-January) Connected Learning to Promote Equitable Participation in STEAM. Digital Media in Learning Conference. Irvine, CA.

Quigley, C. F. & Herro, D. (2017-March). Using STEAM-based Using STEAM-based Problem Scenarios to Create Equitable Participation. Science Educators for Equity, Diversity, and Social Justice (SEEDS). Activism Workshop Presentation in San Juan, Puerto Rico.

Quigley, C. (2017-March) Making Visible: The Doing of Democratically, Community-Engaged Research in Science Educational Contexts Science Educators for Equity, Diversity, and Social Justice (SEEDS). Activism Workshop Presentation in San Juan, Puerto Rico.

Herro, D. Quigley, C., Jacques, L.*, & Baker, A.* (2017-January). Examining technology integration in middle school steam units. Paper presented at the Society for Technology in Teacher Education (SITE), Austin, TX.

Cian, H.*, Jacques, L.*, Quigley, C.F., & Herro, D. (2017-March) The Impact of Questioning Techniques on STEAM Instruction. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. San Antonio, TX.

Quigley, C.F., Herro, D., Cian, H.*, Jacques, L.*, Lyons, R.* (2017-March). Examining STEAM Instructional Approaches in Middle School Classrooms. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. San Antonio, TX.

Herro, D., Quigley, C.F., Jacques, L.*, Baker, A.* (2017-March) Examining Technology Integration in Middle School STEAM Units. Society for Informational Technology in Education. Austin, TX.

Herro, D., Quigley, C.F., Andrews, J. (2017-March) Developing an Assessment for Students' Collaborative Problem-Solving in STEAM Activities. American Educational Research Association. San Antonio, Texas.

Quigley, C.F., Herro, D., Cian, H., Jacques, L., Lyons, R. (2017-March). Examining STEAM Instructional Approaches in Middle School Classrooms. American Educational Research Association. San Antonio, Texas.

Herro, D., Quigley, C.F., Andrews, J., Delacruz, G. & Holmes, J. (2016) Co-Measure: Developing a Rubric to Assess Student Collaboration in STEAM. *International Test Commission*. Vancouver, B.C. Canada.

Beeman-Cadwallader, N., Quigley, C.F., Carter, I. (2016-March) Lasting Impacts of Cross-cultural Research on Science and STEM Teaching and Research in the U.S. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. Baltimore, M.D.

Quigley, C.F., Herro, D. & Jamil, F.M. (2016-March) STEAM Conceptual Model: Towards Transdisciplinary Teaching. American Educational Research Association. Washington, D.C

Herro, D. & Quigley, C. (2016-March). Teacher Perceptions of STEAM Practices: Professional Development Encouraging STEAM Teaching. American Educational Research Association. Washington, D.C

Herro, D. & Quigley, C. (2016-March). STEAM Enacted: A Case Study of a Middle School Teacher Implementing STEAM Instructional Practices. Society for Instructional Technology in Education. Savannah, GA.

Quigley, C.F., Herro, D. & Jamil, F.M. (2016-January) STEAM Classroom Assessment of Learning Environment: Transdisciplinary Teaching Practices for Science Teachers. The Association for Science Teacher Education. Reno, NV

Quigley, C.F., Milne, C., Siri, C. & Verma, G. (2015-September) Toward a meaningful science education: Cultural Studies of Science Education. European Science Education Research Association (ESERA). Helsinki, Finland.

Quigley, C.F., Liriam, S. Acheing, S., Che, S. (2015-April) 'Women and the environment are together': Gender inequality in environmental resource management. American Educational Research Association. Chicago, IL

Boucher, M. L., Grimmet, K. D., Tippins, D., & Quigley, C. (2015-April)

Participant empowerment through photo-elicitation in ethnographic research: New research and approaches. American Educational Researchers Association (AERA). Chicago, IL

Quigley, C. F., Dogbey, J., Che, M., Hallo, J. (2014-March) Broadening the dialogue: Environmental Perspectives of Kenyan Teachers and Community Members. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. Pittsburg, PA

Quigley, C. F., Dogbey, J., Che, M., Hallo, J. (2014-March) Shared Understandings: Common environmental perspectives of Kenyan community members and teachers. American Educational Research Association (AERA). Philadelphia, PA

Quigley, C.F. & Beeman-Cadwallader, N. (2014-March) Disrupting Science Education Research: Choosing to honor and make visible specific contexts. American Educational Research Association (AERA) Philadelphia, PA

Quigley, C.F., & Hall, A. (2014-March) Taking Care: The Relational Aspect of Early Childhood Teaching. American Educational Research Association (AERA). Philadelphia, PA

Hall, A. & Quigley, C. F. (2014-March) Creating Space: Understanding the Relational Aspect of a Kindergarten Science Classroom. American Educational Research Association (AERA). Philadelphia, PA

Hallo, J., Nabaala, M., Quigley, C., Dogbey, J. & Che, M. (2013-March) Kenyan Community Members' Perspectives of 'Environment' and 'Sustainability,' and Their Connections with Protected Areas. A paper presented at the George Wright Society. Denver, CO

Quigley, C. F. & Womac, P. (2013-April) Adding a Dimension to Early Years Science Teaching: The Relational Pedagogical Aspect of Third Space. American Educational Research Association (AERA). San Francisco, CA

Quigley, C. F., Dogbey, J., Che, M., Hallo, J. & Womac, P. (2013-April) Through Their Lens: The Potential of Photovoice for Understanding Environmental Perspectives among Kenyan Teachers. American Educational Research Association (AERA). San Francisco, CA

Quigley, C. F., Dogbey, J., Che, M., Hallo, J. (2013-April) Investigating Local Sustainable Environmental Perspectives of Kenyan Community Members and Teachers. American Educational Research Association (AERA). San Francisco, CA

Quigley, C. F. & Womac, P. (2013-April) Adding a Dimension to Early Years Science Teaching: The Relational Pedagogical Aspect of Third Space. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. Rio Grande, Puerto Rico

Quigley, C. F., Dogbey, J., Che, M., & Hallo, J. (2013-April) Investigating Local Sustainable Environmental Perspectives of Kenyan Community Members and Teachers. American Educational Research Association (AERA). San Francisco, CA

Quigley, C. F., Dogbey, J., Che, M., Hallo, J. & Womac, P. (2013-April) Through Their Lens: The Potential of Photovoice for Understanding Environmental Perspectives among Kenyan Teachers. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. Rio Grande, Puerto Rico

Quigley, C. F., Dogbey, J., Che, M., Hallo, J. (2013-April) Investigating Local Sustainable Environmental Perspectives of Kenyan Community Members and Teachers. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. Rio Grande, Puerto Rico

Trauth-Nare, A. & Quigley, C.F. (2013-April) A comparative study of teachers' sense of place: Moving from theory to praxis. National Association for Science Teacher Educators, Charleston, SC

Quigley, C. F. & Medford, L (2013-January) Service-Learning in Your Place: Creating Sustainable Community Connections for Science Teaching. National Association for Science Teacher Educators, Charleston, SC

Rivera, S., Oliveira, A., Quigley, C., Rogers, P., Sambursky, D., Barss, K. (2013-January). Environmental Agency in Read-Alouds. National Association for Science Teacher Educators, Charleston, SC

Cook, K. & Quigley, C. (2013-January) Utilizing Photovoice as a Tool to Connect Learners to Science. A paper presented at the National Association for Science Teacher Educators (ASTE), Charleston, SC

Cook, K. & Quigley, C. (2012- March). Using Photovoice to empower pre-service teachers to connect science to their daily lives. Paper presentation at NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research, Indianapolis, IN

Quigley, C., Varelas. M., Smith, D., Upadhyay, B. (2012-March) Learning from Children: A Conversation about Science Education in the Early Years. NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. Indianapolis, IN

Quigley, C. (2012- April) With Their Help: How Community Members Construct a Congruent Third Space in an Urban Kindergarten Science Classroom. American Educational Association of Research, Vancouver, BC

Quigley, C., Trauth-Nare, A & Beeman-Cadwallader, N (2012- April) The viability of portraiture for science education research: Learning from portraits of two science classrooms. American Educational Association of Research, Vancouver, BC

Cook, K. & Quigley, C. (2012-March). Using the tool of photovoice to engage students in place-based socio-scientific inquiry. National Science Teachers Association (NSTA), Indianapolis, IN

Quigley, C, Buck, G., Akerson, A (2012-March). Take the 30-day NOS Challenge: Thirty days of explicit- reflective Nature of Science Instruction

for Elementary Students. National Science Teacher Association (NSTA) Conference. Indianapolis, IN

Quigley, C.F. (2011-September). *With Their Help: How Parents and Community Members Help to Create a Congruent Third Space to Encourage Understanding of Scientific Discourse*. Educational Association of Science Education. Lyon, France

Quigley, C.F. (2011-September). *An exploration into how urban kindergarten girls integrate scientific and everyday discourse*. Educational Association of Science Education. Lyon, France

Buck, G.A., & Quigley, C.F. (2011- April) Equity in Ethics: An interactive symposium. National Association for Research in Science Teaching (NARST), Orlando, FL

Buck, G., Cook, K., & Quigley, C. (2011-April). *The effects of becoming a science-focus school in regard to urban, low SES, African American Girls' Emotional Engagement with Science*. National Association for Research in Science Teaching (NARST), Orlando, FL

Quigley, C.F, Trauth-Nare, A., Beeman-Cadwallader, N. (2011-April) *People and Places: The Use of Portraiture for Understanding Context in Science Classrooms*. National Association of Science Teaching and Research (NARST), Orlando, FL

Quigley, C.F., Beeman-Cadwallader, N, & Yazzie-Mintz (2011- April). *Enacting Decolonized Research: The Doing of Research in Educational Communities*. American Educational Research Association (AERA), New Orleans, LA

Quigley, C., Serriere, S., & Buck, G (2010-April). *In Their Words: The Use of a Photo-elicitation Technique to Understand How Young Girls Acquire New Scientific Words*. American Educational Research Association (AERA), Denver, CO

Buck, G., Quigley, C., Beeman-Cadwallader, N. & Akerson, V. (2010-March). *Urban African American Girls' Understandings of the Nature of Science Through the Use of Worldview Theory*. National Association for Research in Science Teaching (NARST), Philadelphia, PA

Park Rogers, M. A., & Quigley, C. F. (2010-March). *Guided Peer Discussions as a Scaffold for Developing Learning Progressions about Inquiry*. National Science Teacher Association (NSTA), Philadelphia, PA

Quigley, C. & Buck, G.A (2010-March). *"Dressing rooms, jelly donuts, and straws": An exploration into how urban kindergarten girls integrate scientific and everyday discourses*. National Association of Research in Science Teaching (NARST), Philadelphia, PA

Buck, G.A., Cook, K.L., Quigley, C.F., & Eastwood, J. (2009-April) *Exploring how Urban African- American Girls Position Themselves in Science Learning*.

National Association for Research in Science Teaching (NARST), Garden Grove, CA

Park Rogers, M. A., & Quigley, C. F. (2009-April). *Guided Peer Discussions as a Scaffold for Developing Learning Progressions about Inquiry*. National Association for Research in Science Teaching (NARST), Garden Grove, CA

Pongsanon, K. & Quigley, C.F. (2009-April) *How explicit reflective instruction fosters early elementary students' understandings of Nature of Science*. National Association for Research in Science Teaching (NARST), Garden Grove, CA

Quigley, C.F., Oliveira, A. & Buck, G.A. (2009-April). *Coming to Terms with Language: The Translation of Technical Terminology in Science Textbooks*. National Association for Research in Science Teaching (NARST), Garden Grove, CA

Quigley, C. F. (2004-March) *Implementing Reading Strategies across the Curriculum*, East Asian Region Council of Schools (EARCOS), Bangkok, Thailand.

Invited Presentations

Quigley, C.F. & Herro, D. (2020-March) *Book Talk: Educator's Guide to STEAM*. Hillman Library Book Series. University of Pittsburgh, Pittsburgh, PA.

Quigley, C.F. & Herro, D. (2019-May) *Re-Thinking Transdisciplinary Teaching through STEAM Teaching Practices*. University of Helsinki School of Education's Research Symposium.

Quigley, C.F., Rautiainen, A., Lenden, J. (2019- January) *The Finnish Education Model: What Can We Learn?: Conversation on Europe-Finnish Education Model*. The University of Pittsburgh's European Studies Center, Pittsburgh, PA. <https://www.ucis.pitt.edu/esc/events/coe>

Quigley, C.F. (2017-May) *Methodological Research Talk: Making Visible: The Doing of Community-Engaged Research in Science Educational Contexts*. STEM Research Forum. Universitat de Aut3noma de Barcelona. Barcelona, Spain.

Herro, D. & Quigley (2017-May) *Developing an Assessment for Students' Collaborative Problem-Solving in STEAM Activities*. STEM Research Forum. Universitat de Aut3noma de Barcelona. Barcelona, Spain.

Herro, D. & Quigley (2016-August) *The STEAM Collective: Learning in the Digital Age*. Eugene T. Moore School of Education Engagement Day.

Quigley, C.F. & Thomas, J. (2016-March) *InspirED Beyond Measure Panel*. South Carolina Governor's School for the Arts.

Quigley, C.F. (2016-March) *STEAM + Service Learning: An Initiative to Improve Communities and Increase Opportunities*. Clemson University Collaborations Service-Learning Webcast

Quigley, C.F. (2015-January) *Sustainability + STEM*. Green Schools Summit. Las Vegas, NV.

Quigley, C.F. & Herro, D. (2015-March) *Capacity Building: STEM to STEAM*

in South Carolina. National Dropout Prevention Center Solutions Webcast.

Quigley, C.F. (2015-March) *Service Learning in K-12 Schools: Avoiding the Canned Food Drive Mentality*. Clemson University Collaborations Service-Learning Webcast.

Griffin, S., Quigley, C. Whitcomb, J. (2012-January). *Research on Mixed-Methods*. Center for Collaborative Research Activity Panel Workshop.

Quigley, C. (2014-January) *Service Learning in International Contexts: A New Approach to Collaboration*. Clemson University Collaborations Service-Learning Webcast.

Quigley, C., Pope, R*, Taylor, C.* (2012-January) *Service-Learning in Your "Place": Creating Sustainable Community Connections for the Environmental Sciences*. Clemson University Collaborations Service-Learning Webcast.

Quigley, C.F. (2011-September) *Using place to promote science learning in early childhood and elementary classrooms*. Wakanyeya "Sacred Little Ones" Early Childhood Education Initiative Denver, CO.

Quigley, C.F. (2011-January). *Issues and techniques in translating scientific terms from English to Khmer for a university-level text in Cambodia*. Invited presentation for Engineering and Science Education seminar. Clemson University, Clemson, SC.

Quigley, C.F. & Cook, K. (2009-March). *Photovoice: Listening to the Lake*. Invited presentation at the Paul H. Douglas Center, Indiana Dunes Lakeshore Education Center, Gary, IN.

Other Presentations

Herro, D., Quigley, C. Jacques, L* & Cian, H.* (2017-April). *A Longitudinal Study of STEAM Instruction in K-8 Classrooms*. College of Education Research Forum. Clemson University, Clemson, SC

Simpson, A.*, Martinez, E.*, Reese, K.*, Pindar, L.*, Fine, C.8, Quigley, C. (2013-April). *The IRB Conundrum: The Challenges of Research in a Digital Age*. HEHD Spring Forum. Clemson University, Clemson, SC

Quigley, C. F. (2013-February). *Service Learning in the Middle School Science Classroom*. Noyce Southeastern Regional Conference. Greenville, SC.

Quigley, C.F., Hajosy, S*, Reid, A. *, Watson, H. *, Achee, M. *, Schaible, A. * (2012-February) *Water Quality Unit*. Noyce Southeastern Regional Conference. Greenville, SC

Cowden, A., Fasolino, T., McCubbin, M. & Quigley, C. (2011-March) *Creating Healthy Communities Through Cross-Disciplinary Collaboration*. Service-Learning Fellows Presentation. Clemson University. Clemson, SC

Quigley, C. F., Burdette, N.*, & Rice, K*. (2011) *A Pedagogical Tool for Biology Teachers*. Noyce Southeastern Regional Conference. Greenville, SC

Cowden, A., Fasolino, T., McCubbin, M. & Quigley, C (2010-March) *Service-Learning Speed- Connecting: Creating Networked Communities Through Cross-Disciplinary Collaboration*. South Carolina Statewide Service-Learning Conference. West Columbia, SC

Cowden, A., Fasolino, T., McCubbin, M. & Quigley, C (2010-December)

Service-Learning Speed- Connecting: Creating Networked Communities Through Cross-Disciplinary Collaboration. Gulf South Summit. Roanoke, VA

Quigley, C., Beeman-Cadwallader, N. and Buck, G.A. (2009, February). *Science Fairs: Hate Them? We'll help.* Hoosier Association of Science Teachers (HASTI), Indianapolis, IN

Quigley, C (2010). *In Their Words: The Use of a Photo-elicitation technique to understand how urban, African American girls understand scientific discourse.* Indiana University Science Education Symposium. Bloomington, IN

Quigley, C. (2009-April). *Coming to Terms with Language: The Translation of Technical Terminology in Science Textbooks.* Indiana University Science Education Symposium, Bloomington, IN

Quigley, C. and Park Rogers, M.A. (2008-December). *Life in a Square: An inquiry-based outdoor project to explore NOS aspects.* . National Science Teacher Association (NSTA), Cincinnati, OH

COURSES TAUGHT

University of Pittsburgh

Graduate

EDUC 1067/3067 Freedom Seminar: Environmental Justice & Collective Economies (Spring 2022)
EDUC 1067/3067 Freedom Seminar: Global Water & STEM Pedagogies (Spring 2022)
IL 2010 STEAM Implementation (Summer 2021)
TLL 2008 STEAM Instructional Design (Fall 2021, Summer 2023)
TLL 2007 STEAM Transdisciplinary Learning (Fall 2021, Fall 2022, Fall 2023)
IL 3440 Curriculum Issues in Science and Math (Spring 2021)
IL 2009 STEAM Assessment (Spring 2021)
IL 2434 Math & Science Methods (PreK-4) (Fall 2020- 2 sections)

IL 2007 STEAM Transdisciplinary Learning (Fall 2020)
IL-2452 (Un)Disciplinary Environmental Education Through Digital Story-Telling (Fall 2019)
IL-2008 STEAM Instructional Design (Spring 2020, Summer 2020)
IL-2430 Teaching and Learning Methods 1 (Fall 2018)
IL-3440 Curriculum Issues in Science and Math (Fall 2018)
IL-2434 Teaching Science for Elementary (Fall 2019)
IL-1008/2008 STEAM Instructional Design (Spring 2020)
IL-3475- Professional Learning in STEM (Spring 2020; Fall 2023)

Clemson University

Graduate

ED 4790 Capstone for Science Education (Spring 2018)
EDSC 8480 Current Literature in Science Teaching (Fall 2017)
ED 8720/8721 STEAM Enacted and Evaluated (Fall 2017)
ED 8700 STEAM Instructional Design (Fall 2017)
ED SEC/ML 8410 Secondary and Middle Grades Science Methods (Fall 2017)
ED 8730 STEAM Assessment (Summer 2017)
ED SEC/ML 8410 Secondary and Middle Grades Science Methods (Fall 2016)
ED 8710 STEAM Instructional Design (Fall 2016)
ED 8730 STEAM Enacted and Evaluated (Fall 2016)
ED 8700 STEAM Instructional Design (Summer 2016)
ED 8380 The Reflective Practitioner (Spring 2016)

ED ML 8340 Middle-Grade Science Methods/Capstone (Spring 2016)
EDF 9790 Introduction to Qualitative Inquiry (Fall 2015)
ED SC 8480 Current Literature in Science Teaching (Spring 2015)
ED ML 8240 Middle Grades Science Methods (Spring 2015)
ED 8380 The Reflective Practitioner for Elementary Teachers (Academic Year Course 2014-2015)
ED ML 8140 Middle Grades Science Methods/Practicum (Fall 2014)
ED ML 8340 Environmental Sciences for Elementary Teachers (Fall 2014; ENCORE certified)
ED ML 8380 The Young Adolescent Learner (Summer 2014)
ED 8380 Project-based Learning (Summer 2014; Quality Matters certified)
ED F 838 The Early Adolescent (Summer 2013)
ED F 979 Introduction to Qualitative Inquiry (Spring 2013)
ED F 977 Emergent Methodologies (Fall 2012)
ED ML 814 Middle Grades Science Methods/Practicum (Fall 2012)
ED F 808 Tests and Measures (Summer 2012)
HON H499 Creative Inquiry Honors (Fall 2011; Spring 2012; Fall 2013; Spring 2014; Fall 2014)
EDSEC 814 Middle Grades Science Methods (Spring 2012)
ED F 879 Introduction to Qualitative Inquiry (Spring 2012)
ED F 808 Tests and Measurement (Fall 2011)
ED F 974 Qualitative Inquiry Topics Course: Emerging Methods (Summer 2011)
ED F 808 Tests and Measurement (Summer 2011)

**University Study
Abroad Consortium (USAC)**

Undergraduate

Gender in Education (Alicante, Spain: January 2017)
Education in a Pluralistic Society (Alicante, Spain: January 2017)
Costa Rica Today: An Environmental Study of Place (San Ramon, Costa Rica Summer 2012; Puntarenas, Costa Rica January 2014)

**GRADUATE
COMMITTEES Ph.D. and Ed.D.**

Chair, University of Pittsburgh, Ed.D.

Catherine Favo, Cohort 2018
Taylor Guido, Cohort 2018
Elizabeth Whitewolf, Cohort 2019
Lauren Varacelli, Cohort 2019
Chris Allen, Cohort 2019
Jana Bonds, Cohort 2019
Amanda Francis, Cohort 2019
Jennifer Kassimer, Cohort 2019
Monica Graziani, Cohort 2019
Karen Avery, Cohort 2020
Susan Geer, Cohort 2020
Sean Gess, Cohort 2020
Walter Nogay, Cohort 2021
Tasha Jordan, Cohort 2021
Laura Giovannelli, Cohort 2021
Patience Stanicar, Cohort 2022

Chair, University of Pittsburgh, Ph.D.

Holly Plank, admitted 2019
Hillary Henry admitted 2020

Chair, Clemson University, Ph.D.

Nikeetha Dsouza, May 2019
Heidi Cian, May 2019

Committee Member, University of Pittsburgh, Ph.D.

Robin Satty, 2018

Committee Member, Clemson University, Ph.D.

Jennifer Cribbs, May 2012

Leasa Evinger, May 2014
Kimberly Poole, August 2014
Katie Woodlieff, August 2014
Kim Jedlicka, December 2014
Amber Simpson, April 2015
Kristin Walker, August 2015
Leigh Haltiwanger, December 2016
Renee Lyons, April 2017
Jacque Taylor, December 2017
Hunter Holland, December 2020
Adeynaju Odutola, May 2021
Kacie Taylor, May 2021
Altheia Richardson, December 2021

HONORS AND AWARDS

Mascaro Center Faculty Award for Environmental Justice Freedom Seminars 2022
ASTE Innovations in Science Pedagogy Award 2014
Excellence in Research Award, School of Education 2013
NASA Endeavor Teacher Educator 2011-2012
Basu Equity Scholar 2012
Clemson University Service Alliance Faculty Fellow 2010-2011, 2012-2014, 2015-2016
University of Michigan National Center for Institutional Diversity Exemplary Diversity Scholar 2010
Achasa Beechler Scholarship Award 2010
E. Wayne Gross Recipient 2008, 2009
Howard Hughes Medical Institute Summer Research Grant 1997

SELECTED SERVICE ACTIVITIES

International/National

AERA Qualitative Research SIG Program Co-Chair, 2019-2022
ASTE Equity Committee Member, 2021- present
ASTE Oversight Committee, 2021- present
AERA Mentorship Committee member, 2019, 2020
NARST Graduate Student Mentor (2018, 2019, 2020)
SEEDS Conference Logistics Committee Member (2017-present)
CSSE Forum Best Paper Committee (2016; 2017)
AERA Qualitative Inquiry SIG Newsletter Editor (2015-2019)
NARST Basu Equity & Justice Scholars Symposium coordinator (2015)
NARST Equity and Ethics Pre-conference coordinator (2015-2016)
Mentoring Pre-Conference Mentor (2015)
NARST Strand coordinator for Strand 14 (Environmental Education), NARST (2015-2017)
NARST Strand coordinator for Strand 2 (Elementary Teaching and Learning), NARST (2013-2015) Committee Member, Equity and Ethics Committee, NARST Elected Position (2012- 2015)
Editorial Board for Cultural Studies of Science Education (2013-present)
Editorial Board for International Journal of Science and Environmental Education (2013-2016)
Committee Member, American Educational Research Association (AERA) Affirmative Action Committee (2009- 2010)

Invited Reviewer of Manuscripts, Conferences, &

Grant Proposals

International Journal of Science Education
Environmental Education Research
International Journal of Qualitative Studies in Education
Language, Culture, and Curricula
Mind Culture and Activity
Science Education
Journal of Research in Science Teaching
Journal of Teacher Education
Qualitative Inquiry
Qualitative Studies in Education
Journal of Science and Technology Education
The Elementary Journal
Cultural Studies of Science Education
Proposal Reviewer, National Association for Research in Science Teaching
Proposal Reviewer, Association for Science Teacher Education
Proposal Reviewer, American Educational Research Association
Proposal Reviewer, Science Educators for Equity, Diversity, and Social
Justice
National Science Foundation
WT Grant Foundation
Fulbright
Foundation
Spencer Foundation