

Kathy Cabe Trundle

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Education

1999	Ph.D.	University of Tennessee, Education, Science
1995	M.S.	University of Tennessee, Education, Curriculum and Instruction
1983	B.S.	University of Tennessee, Biology and Education

Academic Appointments

2018-Present	Utah State University Professor Department Head	Logan, UT
2014-2018	North Carolina State University Professor and Department Head	Raleigh, NC
2002-2013	The Ohio State University Professor Associate Professor Assistant Professor	Columbus, OH
2001-2002	Ohio Resource Center, Ohio State Science Content Specialist	Columbus, OH
2000-2001	University of Alabama Assistant Professor	Tuscaloosa, AL
1999-2000	Kentucky Department of Education State Science Consultant	Frankfort, KY
1996-1999	University of Kentucky Instructor	Lexington, KY
1998	Kentucky Department of Education Intern	Frankfort, KY
1994-1996	University of Tennessee Program Assistant Adjunct Faculty Member	Knoxville, TN
1984-1994	Knox County/City Schools Teacher	Knoxville, TN

Courses Taught

EDUC 6770 Qualitative Research Methods
EDUC 7670 Education Literature Reviews
ELED 2480/4480 Early Childhood Education: K-Grade 3
TEAL 6020/7020 Foundation and Change in Early Childhood
TEAL 7711 Contemporary Perspectives: K-12 Science Education
EDU T&L 729 Teaching and Learning of Science in Grades Pre K-3, Part I
EDU T&L 743 Teaching and Learning of Science in Grades Pre K-3, Part II
EDU T&L 811 Science in Elementary Education
EDU T&L 852 Science and Early Childhood Education
EDU T&L 920 Advanced Concepts in Elementary School Science Education
EDU T&L 925A10 Capstone Seminar Elementary Education
EDU T&L 964.23 Current Trends and Issues in STEM Education
EDU T&L 973 Doctoral Proseminar: Integrated Teaching and Learning
EDU T&L 975 Multiple Perspectives on Teaching, Learning, and Growth
Earth Sciences 580 Standards-based Earth Science for Educators
CEE 515 Science in the Elementary School (University of Alabama)
CSE/CEE 690: Advanced Seminar in Science Education (University of Alabama)

Grants

Total overall funding \$26,537,300

Current (\$23,693,926 total)

Co-Investigator, *Using Smart Foodscapes for the Enhancement of Sustainability in Western Rangelands*, USDA-Agricultural and Food Research Initiative (ARFI) (\$6.8M, 2021-2026).

Principal Investigator, *Utah State University STARS! GEAR UP Partnership*, U.S. Department of Education (\$16,871,200, 2018-2025).

Co-Investigator, *Cross-Cultural Study: Comparison of Pre-service Teachers' Beliefs Regarding Community Engagement and Orientation Toward Climate Change in Indonesia, United States, and Turkey*, Indonesian Ministry of Education, Culture, Research, and Technology (\$12,237, 2021-2025).

Co-Investigator, *Comparison of Preservice Teachers' Attitudes about Climate Change*, Indonesian Ministry of Education, Culture, Research, and Technology (\$10,489, 2021-2025).

Funded and Complete (\$2,843,374 total)

Co-Investigator, *Using Smart Foodscapes to Transform Cowherd Nutrition on Western Rangelands*, Utah Agricultural Experiment Station Seed Grant Program (\$79,886, 2021-2023).

Principal Investigator, *Reaching for the Moon: Technology for At-Risk Preschool Children*, Battelle Endowment for Technology and Human Affairs (\$49,675).

- Principal Investigator, *OSU Science Endorsement Institute for Improving Teacher Quality*, Ohio Board of Regents Improving Teacher Quality Professional Development Program (\$103,995).
- Principal Investigator, *Pre-K Mathematics and Science for At-Risk Children: Outcomes-Focused Curricula and Support for Teaching Quality*, Institute of Education Sciences Grant (\$1.77 M).
- Principal Investigator, *OSU Earth and Space Science Institute for Improving Instructional Practice*, Ohio Board of Regents Improving Teacher Quality Professional Development Program (\$82,500).
- Principal Investigator, *OSU Early Childhood Science and Mathematics Institute for Improving Instructional Practice*, Ohio Board of Regents Improving Teacher Quality Professional Development Program (\$93,132).
- Co-Investigator, *Effective Collaboration to Enrich STEM Programs in Rural Ohio*, Ohio Board of Regents (\$182,463).
- Co-Investigator, *Reading the Code: Genetic Literacy Across the Middle School Curriculum*, Battelle Endowment for Technology and Human Affairs (\$59,292).
- Co-Investigator, *The Ohio State University Science and Mathematics Summer Institutes for Instructional Change: Geology Institute*, Ohio Board of Regents Improving Teacher Quality Professional Development Program (\$391,431).
- Co-Investigator, *Earth Space Science-NOVA Online Project Grant*, NASA (\$31,000).

Scholarship

Peer-reviewed Journal Articles

National/International (*Doctoral advisee/student)

- Saçkes, M., Işıtan, S., **Trundle**, K. C., & Sobel, D. M. (2025, in review). Turkish advantage in preschoolers' understanding of representational change. *Journal of Experimental Child Psychology*. (Impact Factor: 1.8; SJR: 1.116; Q1)
- Saçkes, M., Işıtan, S., Özgül, S. G., Avci, K., **Trundle**, K. C., & Sobel, D. M. (2025, in review). Relations between the development of false belief and scientific reasoning in Turkish preschoolers. *Infant and Child Development*. (Impact Factor: 2.8; CiteScore: 2.9; Q2)
- Saçkes, M., Börekci, C., & **Trundle**, K. C. (2025, in review). A Turkish miracle! Unpacking the success of Türkiye in an International Large-Scale Assessment. *Educational Researcher*. (Impact Factor: 5.4; SJR: 2.835; Q1)
- Wheeler, L., Inan, H. Z., Arslan, P.A., Alatlı, B., Sofendi, S., & **Trundle**, K.C. (2025, in review). Indonesian, Turkish, and U.S. early childhood and elementary preservice teachers' climate change identities and behaviors. *Early Childhood Research Quarterly*. (Impact Factor: 3.1; CiteScore: 6.0; SJR: 1.565; Q1)
- Saçkes, M. & **Trundle**, K. C. (2025, in press). Does inclusion of science content and skills in preschool curricula matter? *Early Childhood Education Journal*. (Impact Factor: 2.3; SJR: 1.179; Q1)
- Wheeler, L., **Trundle**, K.C., Hagevik, R., *Parslow, M., & Vela, K. (2025, accepted with revisions). Middle school students and nature identity: A potential pathway to STEM career interest. *Research in Science Education*. (Impact Factor: 2.2; Scopus: 6.4; SJR: 1.05; Q1)

- Saçkes, M., **Trundle**, K. C., & Shaheen, M. (2025). Parental motivational beliefs predict science learning opportunities in the early years. *Early Childhood Education Journal*. (Impact Factor: 2.3; Q1)
- *Weber, D., Vela, K. N., **Trundle**, K. C., & Hagevik, R. (2025). The cost of a garden. *Mathematics Teacher: Learning and Teaching PK-12*, 118 (6), 453-457.
- *Wheeler, L., Hagevik, R., & **Trundle**, K.C. (2025). "Bee" a habitat engineer. *Science Scope*, 48 (4), 24-31.
- Saçkes, M. & **Trundle**, K. C. (2024). Looking beyond enrollment rates: The long-term influence of preschool science curricula on children's science achievement. *Journal of Childhood, Education & Society*, 5 (2), 201-209.
- *Wheeler, L., Hagevik, R., & **Trundle**, K.C. (2024). BEE ambassadors for pollen. *The Science Teacher*, 91 (3), 48-59.
- Trundle**, K., Hagevik, R., *Wheeler, L., Vela, K. N., *Parslow, M., & Joy, D. (2023) The 3-H social and emotional learning cycle and the three sisters garden, *Science Activities*, 60:1, 32-49. <https://doi.org/10.1080/00368121.2022.2147892> (Sixth most downloaded article in *Science Activities* for 2023)
- *Wheeler, L., Hagevik, R., **Trundle**, K.C., *Parslow, M., & Vela, K. (2023). The birds and the bees, the flowers and the trees. *Science Scope*, 46 (3), 38-43.
- Vela, K. N., *Parslow, M., Hagevik, R. & **Trundle**, K. (2022). Give plants an inch and they'll take a yard. *Mathematics Teacher: Learning and Teaching PK-12*, 115 (10), 722-729.
- Saçkes, M., **Trundle**, K. C., & Shaheen, M. (2020). The effect of balanced learning curriculum on young children's learning of science. *Early Childhood Education Journal*, 16 (2), 357-369. (Impact factor: 1.135; Q2)
- Saçkes, M., **Trundle**, K. C., & Shaheen, M. (2019). Profiling parental orientation to early childhood curriculum. *European Early Childhood Education Research Journal*, 27 (5), 662-674. (Impact Factor: 1.075; Q2)
- *Green, K., **Trundle**, K. C., & Shaheen, M. (2018). Integrating the arts into science teaching and learning: A literature review. *Journal for Learning through the Arts*, 14 (1). <http://dx.doi.org/10.21977/D914140829>
- Trundle**, K. C. (March/April 2018). Not all play is created equal. *Exchange*, 60-62.
- *Saçkes, M. & **Trundle**, K. C. (2017). Change or durability? The contribution of metaconceptual awareness in preservice early childhood teachers' learning of science concepts. *Research in Science Education*, 47, 655-671. (Impact factor: 2.248; Q1)
- *Saçkes, M., & **Trundle**, K. C. (2017). Preservice early childhood teachers' use of graphs as mental tools in internalizing scientific concepts. *Electronic Journal of Science and Mathematics Education*, 11 (1), 364-380.
- Trundle**, K. C. & *Smith, M.M. (2017). A hearts-on, hands-on, minds-on model for preschool science learning. *Young Children*, 72 (1), 80-86. (H Index 22)
- *Saçkes, M., *Smith, M. M., & **Trundle**, K. C. (2016). U.S. and Turkish preschoolers' observational knowledge of astronomy. *International Journal of Science Education*, 38 (1), 116-129. (Impact Factor: 1.485; Q1)

- *Miller, H. L., *Smith, M. M., & **Trundle**, K. C. (2014). What's the weather like today? Kindergarten students explore wind through strategies designed to reach students of all abilities. *Science and Children*, 51 (5), 50-54.
- *Saçkes, M., & **Trundle**, K. C. (2014). Preservice early childhood teachers' learning of science in a methods course: Examining the predictive ability of an intentional learning model. *Journal of Science Teacher Education*, 25 (4), 413-444. (Q1)
- *Smith, M.M & **Trundle**, K. C. (2014). Shrieks and shrills: Investigating sound in preschool. *Science and Children*, 52 (4), 38-43.
- *Saçkes, M., **Trundle**, K. C., & Bell, R. L. (2013). Science learning experiences in kindergarten and children's growth in science performance in elementary grades. *Education and Science*, 38 (167), 114-127.
- Trundle**, K. C., *Miller, H. L., & Krissek, L. A. (2013). Digging into rocks with young children. *Science and Children*, 50 (8), 47-51.
- Trundle**, K. C., *Mollohan, K. N. & *Smith, M.M. (2013). Plants, alike and different: Laying the foundation to help preschoolers understand inheritance of traits. *Science and Children*, 50 (6), 52-57.
- *Saçkes, M., Akman, B., & **Trundle**, K. C. (2012). Okulöncesi öğretmenlerine yönelik fen eğitimi dersi: Lisans düzeyindeki öğretmen eğitimi için bir model önerisi (A science methods course for early childhood teachers: A model for undergraduate pre-service teacher education). *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, 6 (2), 1-26.
- *Saçkes, M., Flevaris, L., Gonya, J., & **Trundle**, K. C. (2012). Preservice early childhood teachers' sense of efficacy for integrating mathematics and science: Impact of a methods course. *Journal of Early Childhood Teacher Education*, 33 (4), 349-364. (Q2)
- *Saçkes, M., **Trundle**, K. C., Krissek, L., & Tuckman, B. (2012). Development of the efficacy beliefs for conceptual change learning questionnaire. *Journal of Experimental Education*, 80(4), 338-351. (Impact factor: 2.107; Q1)
- Trundle**, K. C. & *Hilson, M. P. (2012). Shadow play: Linking shadows to learning about seasons. *Science and Children*, 49 (5), 31-35.
- *Saçkes, M., **Trundle**, K. C., & Bell, R. L. (2011). Young children's computer skills development from kindergarten to third grade. *Computers and Education*, 57 (2), 1698-1704. (Impact factor: 5.296; Q1)
- *Saçkes, M., **Trundle**, K. C., Bell, R. L. & O'Connell, A. A. (2011). The influence of early science experience in kindergarten on children's immediate and later science achievement: Evidence from the Early Childhood Longitudinal Study. *Journal of Research in Science Teaching*, 48 (2), 217-235. (Impact factor 3.87; Q1)
- *Saçkes, M., **Trundle**, K. C., & Krissek, L. A. (2011). The impact of a summer institute on inservice early childhood teachers' knowledge of Earth and space science concepts. *Science Educator*, 20 (1), 23-33.
- Trundle**, K. C. & *Hobson, S. M. (2011). Reaching for the moon: Using technology to teach young children space science concepts. *Science and Children*, 49 (4), 51-55.
- Trundle**, K. C. & *Smith, M. M. (2011). Let it roll! Exploring motion with young children. *Science and Children*, 49 (2), 38-41.

- *Uçar, S. & **Trundle**, K. C. (2011). Conducting guided inquiry in science classes using authentic, archived, web-based data. *Computers and Education*, 57 (2), 1571-1582. (Impact factor: 5.296; Q1)
- *Uçar, S., **Trundle**, K. C., & Krissek, L. A. (2011). Inquiry-based instruction with archived, online data: An intervention study with preservice teachers. *Research in Science Education*, 41 (2), 261-282. (Impact factor: 2.248; Q1)
- *Adadan, E., **Trundle**, K. C., & Irving, K. (2010). Exploring grade 11 students' conceptual pathways of the particulate nature of matter in the context of multirepresentational instruction. *Journal of Research in Science Teaching*, 47(8), 1004-1035. (Impact factor: 3.87; Q1)
- *Hobson, S. M., **Trundle**, K. C., & *Saçkes, M. (2010). Using a planetarium software program to promote conceptual change with young children. *Journal of Science Education and Technology*, 19 (2), 165-176. (Impact factor: 2.218; Q1)
- *Inan, H. Z., **Trundle**, K. C., & Kantor, R. (2010). Understanding natural sciences education in a Reggio Emilia-inspired preschool in America. *Journal of Research in Science Teaching*, 47 (10), 1186-1208. (Impact factor: 3.87; Q1)
- *Saçkes, M., Flevares, L., & **Trundle**, K. C. (2010). Four- to six-year old children's conceptions of the mechanism of rainfall. *Early Childhood Research Quarterly*, 25 (4), 536-546. (Impact factor: 2.316; Q1)
- Trundle**, K. C., Atwood, R. K., Christopher, J. E., & *Saçkes, M. (2010). The effect of guided inquiry-based instruction on middle school students' understanding of lunar concepts. *Research in Science Education*, 40 (3), 451-478. (Impact factor: 2.248; Q1)
- Trundle**, K.C. & Bell, R.L. (2010). The use of a computer simulation to promote conceptual change: A quasi-experimental study. *Computers and Education*, 54(4), 1078-1088. (Impact factor: 5.296; Q1)
- Trundle**, K. C., & * Saçkes, M. (2010). Look! It is going to rain: Using books and observations to promote young children's understanding of clouds. *Science and Children*, 47 (8), 29-31.
- *Wild, T. & **Trundle**, K. C. (2010a). Conceptual understandings of middle school students' with visual impairments concerning seasonal change. *Journal of Visual Impairment and Blindness*, 104 (2), 107-118. (Impact factor: 0.485; Q3)
- *Wild, T. & **Trundle**, K. C. (2010b). Talking turkey: Teaching about America's greatest conservation story with children with visual impairments. *Journal of Visual Impairment and Blindness*, 104 (4), 198-201. (Impact factor: 0.485; Q3)
- *Adadan, E., Irving, K. & **Trundle**, K. C. (2009). Impacts of multi-representational instruction on high school students' conceptual understandings of the particulate nature of matter. *International Journal of Science Education*, 31 (13), 1743-1775. (Impact Factor: 1.485; Q1)
- *Saçkes, M., **Trundle**, K. C., & Flevares, L. (2009a). Using children's books to teach inquiry skills. *Young Children*, 64 (6), 24-26. (H Index 22)
- *Saçkes, M., **Trundle**, K. C., & Flevares, L. (2009b). Using children's literature to teach standard-based science concepts in early years. *Early Childhood Education Journal*, 36 (5), 415-422. (Impact factor: 1.135; Q2)

- Bell, R. L. & **Trundle**, K. C. (2008). The use of a computer simulation to promote scientific conceptions of moon phases. *Journal of Research in Science Teaching*, 45 (3), 346-372. (Impact factor: 3.87; Q1)
- Trundle**, K. C. & *Saçkes, M. (2008). Sky observations by the book: Lessons for teaching young children astronomy concepts with picture books. *Science and Children*, 46 (1), 36-39.
- Trundle**, K. C., Troland, T. H., & Pritchard, T. G. (2008). Representations of the moon in children's literature: An analysis of written and visual text. *Journal of Elementary Science Education*, 20 (1), 17-28.
- Trundle**, K. C., Atwood, R. K., & Christopher, J. E. (2007a). A longitudinal study of conceptual change: Preservice elementary teachers' conceptions of moon phases. *Journal of Research in Science Teaching*, 44 (2), 303-326. (Impact factor: 3.87; Q1)
- Trundle**, K. C., Atwood, R. K., & Christopher, J. E. (2007b). Fourth grade elementary students' conceptions of standards-based lunar concepts. *International Journal of Science Education*, 29 (5), 595-616. (Impact Factor: 1.485; Q1)
- Trundle**, K. C., Atwood, R. K., & Christopher, J. E. (2006). Preservice elementary teachers' knowledge of observable moon phases and pattern of change in phases. *Journal of Science Teacher Education*, 17 (2), 87-101. (H Index 40, Q1)
- Trundle**, K. C., Willmore, S., & Smith, W. S. (2006). The MOON Project. *Science and Children*, 43 (6), 52-55.
- Trundle**, K. C. & Troland, T. H. (2005). The moon in children's literature. *Science and Children*, 43 (2) 40-43.
- Smith, W.S., **Trundle**, K. C., & *Lee, L. (2004). Using internet technology to address national science and teacher standards. *Teacher Educator*, 39 (2), 144-156. (Impact factor: 0.67; Q2)
- Trundle**, K. C., Atwood, R. K., & Christopher, J. E. (2002). Preservice elementary teachers' conceptions of moon phases before and after instruction. *Journal of Research in Science Teaching*, 39 (7), 633-658. (Impact factor: 3.87; Q1)

Peer-reviewed Journal Article

State

- Trundle**, K. C. (2007). Look for the moon, reach for the stars with an inquiry-based, authentic writing project! *The Hoosier Science Teacher*, 32 (4), 134-142.

Editor-reviewed Articles

- Trundle**, K. C. & Saçkes, M. (2021). Teaching and learning science during the early years. *Journal of Childhood, Education & Society*, 2 (2), 217-219.
- Trundle**, K. C. (2017). *Teaching science during the early childhood years*, 2nd Edition. Evanston, IL: National Geographic School Publishing.
- Trundle**, K. C. (2009). *Teaching science during the early childhood years*. Evanston, IL: National Geographic School Publishing.
- Trundle**, K. C. (2006). Early childhood building blocks: Exploring earth and space science concepts. Columbus, OH: Ohio Resource Center. Retrieved July 19, 2006: http://ohiorc.org/ORC_Documents/ORC/rec/briefs/0607.pdf

- Trundle, K.C. & Bell, R.L. (2003).** Using planetarium software to teach standards-based lunar concepts. *School Science and Mathematics, 103* (8), 397-401.
- Trundle, K. C. (2003, August).** Scientific inquiry. Columbus, OH: Ohio Resource Center. Retrieved September 30, 2003:
http://www.ohiorc.org/features/spotlight/1,4196,0308_science,00.shtm
- Trundle, K. C. (2003, June).** Spotlight on Ohio's science standards. Columbus, OH: Ohio Resource Center. Retrieved August 09, 2003:
http://www.ohiorc.org/features/spotlight/1,4196,0206_science,00.shtm
- Trundle, K. C. (2003, June).** Spotlight on Westerville City. Columbus, OH: Ohio Resource Center. Retrieved August 22, 2003:
http://www.ohiorc.org/features/spotlight/1,4196,0206_westerville,00.shtm

Books

- Trundle, K. C. & Saçkes, M. (Eds.) (2015).** *Research in Early Childhood Science Education*. New York: Springer. (75,000 downloads and 171 citations as per Springer, August 21, 2024).

Chapters in Edited Books

- *Parslow, M., Hagevik, R., **Trundle, K.C.** & Vela, K. (in press). School STEAM garden-based learning empowering students to BEE environmental ambassadors. In J.K. Frisch, D.M. Alston, A. Feldman, R. Hagevik, & M. Schpakow (Eds.), *Wicked Problem in PreK-12 Science Education* (xxx-xxx). New York: Routledge Press, Inc.
- Siry, C., **Trundle, K. C.**, & Saçkes, M., (2023). Science education during the early childhood years: Research themes and future directions. In Lederman, N., Zeidler, D., & Lederman, J. (Eds.). *Volume III Handbook of Research on Science Education*. (pp. 499-527). New York: Routledge.
- Saçkes, M., **Trundle, K. C.**, & *Smith, M. M. (2015). Development of scientific concepts during childhood. In Wright, J. D. (Ed.). *International Encyclopedia of Social and Behavioral Sciences, 2nd Edition*. (pp. 275-280). Oxford: Elsevier.
- Trundle, K. C. (2015).** The inclusion of science in early childhood classrooms. In Trundle, K. C. & Saçkes, M. (Eds.). *Research in Early Childhood Science Education*. (pp. 1-6) New York: Springer.
- Trundle, K. C. (2014).** Journeys beyond the ivory tower: Building bridges between academia and K-12 classrooms. In Dias, M. & Eick, C. (Eds.). *Science Teacher Educators as K-12 Teachers: Practicing What We Teach*. (pp. 3-5) New York: Springer.
- Trundle, K. C. (2014).** Teaching young children science. In Yasar, M., Ozgun, O., & Galbraith, J. *Contemporary Perspectives and Research on Early Childhood Education*. (126-134). Newcastle upon Tyne: Cambridge Scholars Publishing.
- Trundle, K. C. & *Saçkes, M. (2013).** A comprehensive literature review on students' conceptual understandings enhanced through technology instruction. In Finson, K. & Peterson, J. (Eds.). *Visual Data and Their Use in Science Education*. Charlotte: Information Age Publishing.
- Trundle, K. C. & *Saçkes, M. (2012).** Science and early education. In Pianta, R. (Ed.). *Handbook of Early Childhood Education*. (pp. 240-258). New York: Guilford Publications.

- Trundle, K. C.** (2008). Inquiry based instruction for students with disabilities. In Luft, J., Bell, R. L., & Gess-Newsome, J. (Eds.). *Science as inquiry in the secondary setting*. (pp. 79-85). Washington, D.C.: National Science Teachers Association.
- Trundle, K. C.** (2007). Acquiring online data for scientific analysis. In Bell, R. L., Gess-Newsome, J., & Luft, J. (Eds.). *Technology in the secondary science classroom* (pp. 53-61). Washington, D.C.: National Science Teachers Association.
- Trundle, K.** & Kressek, L. (2005). Discovering tidal patterns. In Bell, R. L. & Garofalo, J. (Eds.). *Technology-integrated science units for grades 9-12*. (pp. 159-174). Eugene, OR: International Society for Technology in Education.

Electronic Textbooks

National Geographic Exploring Science Program

Authors listed alphabetically

Note: Each citation also has a Spanish Edition with its own ISBN that is not listed

- Bell, R., Butler, M., **Cabe Trundle, K.**, Cervetti, G., Duke, N., Lederman, J., & Molebash, P. (2020). *National Geographic Exploring Science (California) Kindergarten: MindTap*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R., Butler, M., **Cabe Trundle, K.**, Cervetti, G., Duke, N., Lederman, J., & Molebash, P. (2020). *National Geographic Exploring Science (California) Grade 1: MindTap*. Boston: National Geographic Learning/Cengage Learning.
- Bell, Randy., Butler, Malcolm., **Cabe Trundle, K.**, Cervetti, Gina., Duke, Nell., Lederman, Judith., & Molebash, Philip. (2020). *National Geographic Exploring Science (California) Grade 2: MindTap*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R., Butler, M., **Cabe Trundle, K.**, Cervetti, G., Duke, N., Lederman, J., & Molebash, P. (2020). *National Geographic Exploring Science (California) Grade 3: MindTap*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R., Butler, M., **Cabe Trundle, K.**, Cervetti, G., Duke, N., Lederman, J., & Molebash, P. (2020). *National Geographic Exploring Science (California) Grade 4: MindTap*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R., Butler, M., **Cabe Trundle, K.**, Cervetti, G., Duke, N., Lederman, J., & Molebash, P. (2020). *National Geographic Exploring Science (California) Grade 5: MindTap*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R., Butler, M., **Cabe Trundle, K.**, Cervetti, G., Duke, N., Lederman, J., & Molebash, P. (2020). *National Geographic Exploring Science (California) Grade 6: MindTap*. Boston: National Geographic Learning/Cengage Learning.

Textbooks

National Geographic Exploring Science- State Specific Programs

Authors listed alphabetically

Note: Each citation also has a Spanish Edition with its own ISBN that is not listed

- Bell, Randy.L., Butler, Malcolm., **Cabe Trundle**, K., & Lederman, Judith. (2021). *Exploring Science Kindergarten: Earth Science, Student Edition, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Kindergarten: Let's Do Science, Student Edition, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Kindergarten: Life Science, Student Edition, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Kindergarten: Physical Science, Student Edition, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Kindergarten, Teacher's Guide, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R., Butler, M., **Cabe Trundle**, K., Cervetti, G., Duke, N., Lederman, J., & Molebash, P. (2021). *National Geographic Exploring Science Kindergarten: MindTap, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Grade 1, Student Edition, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Grade 1, MindTap, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Grade 1, Teacher's Guide, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Grade 2, Student Edition, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Grade 2, MindTap, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
- Bell, R.L., Butler, M., **Cabe Trundle**, K., & Lederman, J. (2021). *Exploring Science Grade 2, Teacher's Guide, Oklahoma*. Boston: National Geographic Learning/Cengage Learning.
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Bulletins and Technical Reports: Editor-reviewed (*Doctoral advisee/student)

- Trundle**, K. C. & Krissek, L. A. (in review). *Creating sustainable school and home gardens: Waterwise gardening*. Logan, UT. Extension Utah State University.
- Campbell, K., Hagevik, R., & **Trundle**, K. C. (in press). *Creating sustainable school and home gardens: The buzz about bees*. Logan, UT. Extension Utah State University.
- Campbell, K., Hagevik, R., & **Trundle**, K. C. (in press). *Creating sustainable school and home gardens: Using citizen science*. Logan, UT. Extension Utah State University.
- *Mohr, R., **Trundle**, K. C., & Hagevik, R. (July, 2025). *Creating sustainable school and home gardens: Companion planting*. Logan, UT. Extension Utah State University.
- *Mohr, R., **Trundle**, K. C., & Hagevik, R. (March, 2025). *Creating sustainable school and home gardens: Organic pest management*. Logan, UT. Extension Utah State University.
- *Weber, D., Hagevik, R., & **Trundle**, K. C. (March, 2025). *Creating sustainable school and home gardens: Using drones to enhance garden projects*. Logan, UT. Extension Utah State University.
- Campbell, K., Hagevik, R., & **Trundle**, K. C. (October 2024). *Creating sustainable school and home gardens: Using bioacoustics*. Logan, UT. Extension Utah State University.
- *Sanders, J., *Findlay, D., **Trundle**, K. C., Hagevik, R., & Campbell, K. (October 2024). *Creating sustainable school and home gardens: Using weather stations*. Logan, UT. Extension Utah State University.
- Campbell, K., Hagevik, R., & **Trundle**, K. C. (October 2024). *Creating sustainable school and home gardens: Beneficial biological control insects*. Logan, UT. Extension Utah State University.
- Campbell, K., **Trundle**, K. C., & Hagevik, R. (September 2024). *Creating sustainable school and home gardens: Using trail cameras*. Logan, UT. Extension Utah State University.
- Krissek, L. A., **Trundle**, K. C. & Hagevik, R. (September 2024). *Creating sustainable school and home gardens: Composting*. Logan, UT. Extension Utah State University.
- Hagevik, R. & **Trundle**, K. C. (June 2024). *Creating sustainable school and home gardens: Create a garden anywhere*. Logan, UT. Extension Utah State University.
- Campbell, K., Hagevik, R., & **Trundle**, K. C. (May 2024). *Creating sustainable school and home gardens: Welcoming pollinators*. Logan, UT. Extension Utah State University.
- *Findlay, D., Campbell, K., Hagevik, R., & **Trundle**, K. C. (May 2024). *Creating sustainable school and home gardens: Native bee homes*. Logan, UT. Extension Utah State University.

- *Findlay, D., Hagevik, R., & **Trundle**, K. C. (June 2024). *Creating sustainable school and home gardens: Rain Barrels*. Logan, UT. Extension Utah State University.
- Hagevik, R. & **Trundle**, K. C. (May 2024). *Creating sustainable school and home gardens: Raised bed gardening*. Logan, UT. Extension Utah State University.
- *Haines, T., Hagevik, R., & **Trundle**, K. C. (May 2024). *Creating sustainable school and home gardens: Vertical gardening*. Logan, UT. Extension Utah State University.
- Trundle**, K.C. (Summer 2014). Facing our manufactured fears. *ASTE Newsletter*, 48 (4), 11-16.
- Trundle**, K.C. (Fall 2013). Harvest season. *ASTE Newsletter*, 48 (1), 1-2.
- Trundle**, K.C. (Summer 2013). Facing our fears. *ASTE Newsletter*, 47 (4), 1-4.
- Trundle**, K.C. (Spring 2013). Remember the Alamo! *ASTE Newsletter*, 47 (3), 1-3.
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- Greb, S. F., Chesnut, D. R., & **Trundle**, K. C. (July 2004). *Fossils at the William T. Young Library*. KGS Fact Sheet 11. Lexington, KY. Kentucky Geological Survey.
- Greb, S. F., Anderson, W. H., & **Trundle**, K. C. (1999). *I struck gold (?) at the library: Useful Rocks and minerals at the library*. KGS Fact Sheet 12. Lexington, KY. Kentucky Geological Survey. (Originally published in 1999 and revised for publication on the Kentucky Geologic Survey website in 2005)
- Greb, S. F., **Trundle**, K. C., & Chesnut, D. R. (1999). *Fossil shapes extension activity*. Lexington, KY. Kentucky Geological Survey. (Originally published in 1999 and revised for publication on the Kentucky Geologic Survey website in 2005)
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- Trundle**, K. (Summer 1998). Squires elementary school: A model of professional collaboration, *Field Notes*, Lexington, KY: University of Kentucky.
- Trundle**, K., & Garrity, A. (Winter 1997). A community-oriented professional development school, *Field Notes*, Lexington, KY: University of Kentucky.
- Trundle**, K. (Winter 1997). Laurie Henson: A noteworthy colleague, *Field Notes*, Lexington, KY: University of Kentucky.

Reviews and Abstracts: Peer-reviewed

- Krissek, L. A. & **Trundle**, K.C. (2005). K-12 teachers' preferred forms of representation – the “old dog, new tricks” problem. *Abstracts with Programs: 117th Annual Meeting and Exposition*, 37 (7), Abstract number 93759, Boulder, Colorado: The Geological Society of America.
- Trundle**, K.C. (2003). Conceptions about standards-based lunar concepts, *Eos Transactions*, American Geophysical Union, 84 (46), Abstract number ED22E-04, 1425h.
- Trundle**, K. C. (2002). Building on a cooperative learning foundation. In D. Tippins, T. Koballa, & B. Payne (Eds.). *Learning from cases: Unraveling the complexities of elementary science teaching*. Needham Heights, MA: Allyn & Bacon.

Trundle, K. C. (1999). Standard-based K-12 geoscience education in Kentucky, *Abstracts with Programs: 48th Annual Meeting*, 31 (3), Abstract number 01688, Boulder, Colorado: The Geological Society of America.

Papers in Proceedings: Peer-reviewed (*Doctoral advisee/student)

Hagevik, R., **Trundle, K. C.**, Campbell, K.U., Vela, K.N., *Wheeler, L., *Parslow, M., & Joy, D. (2023, January). Measuring secondary students' perceptions of bee conservation. *2023 ASTE Conference Proceedings*. Salt Lake City: Association for Science Teacher Education.

Hartono, H., Sofendi, S., Knowles, R., **Trundle, K. C.**, Silvhiany, S., Hagevik, R., *Wheeler, L., & Inderawati, R. (2023, January). *Indonesian preservice teachers' awareness, uncertainty beliefs, values, and behaviors related to climate change*. *2023 ASTE Conference Proceedings*. Salt Lake City: Association for Science Teacher Education.

Vela, K. N., *Parslow, M., **Trundle, K. C.**, *Wheeler, L., Joy, D., & Hagevik, R. (2023, January). *How do students' science and mathematics identities and their connection to nature impact their desire to pursue STEAM careers?* *2023 ASTE Conference Proceedings*. Salt Lake City: Association for Science Teacher Education.

*Wheeler, L., **Trundle, K. C.**, Vela, K. N., Joy, D., *Parslow, M., & Hagevik, R. (2023, January). *Gardening connects me to nature: Middle school students STEM capital*. *2023 ASTE Conference Proceedings*. Salt Lake City: Association for Science Teacher Education.

Trundle, K. C. & Hagevik, R. (2022). Digging into school gardens: A systematic review of the research. *2022 ASTE Conference Proceedings*. Virtual Conference: Association for Science Teacher Education.

Hagevik, R., **Trundle, K. C.**, & Falls, I. (2021). School gardening: Teaching sustainability through hearts-on, hands-on, minds-on learning. *2021 ASTE Conference Proceedings*. Virtual Conference: Association for Science Teacher Education.

Hagevik, R. & **Trundle, K. C.** (2020). Garden-based education for engagement of underrepresented youth in STEM. *2020 ASTE Conference Proceedings*. San Antonio: Association for Science Teacher Education.

Saçkes, M., **Trundle, K. C.**, & Shaheen, M., (2018). The association between parental beliefs and preferences in early science education. *2018 ASTE Conference Proceedings*. Baltimore: Association for Science Teacher Education.

Trundle, K. C., McCance, K., & Shaheen, M., (2018). Digging into gardening to grow science learning. *2018 ASTE Conference Proceedings*. Baltimore: Association for Science Teacher Education.

*Green, K., **Trundle, K. C.**, & Shaheen, M., (2017). *Integrating arts into science: Findings from a review of the literature*. *2017 ASTE Conference Proceedings*. Des Moines, IA: Association for Science Teacher Education.

*Smith, M. M., Ding, L., & **Trundle, K. C.**, (2017). Continued psychometric evaluation of the English version of The Nature of Solutions and Solubility a Diagnostic Instrument. *2017 ASTE Conference Proceedings*. Des Moines, IA: Association for Science Teacher Education.

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classical test theory. *2016 ASTE Conference Proceedings*. Reno, NV. Association for Science Teacher Education.

- *Smith, M. M., Saçkes, M., & **Trundle**, K. C. (2015). A cross-cultural examination of U.S. and Turkish preschoolers' ideas about objects in the sky. *2015 ASTE Conference Proceedings*. Portland, OR. Association for Science Teacher Education.
- Irving, K.E., Callam, C., Ding, L., Harper, K., Heckler, A., Krissek, L., Patton, B., Ridgway, J., **Trundle**, K., & Stroot, S. (2014). Methods in teaching secondary science II: An innovative collaboration between education, arts & sciences and engineering faculty. *2014 ASTE Conference Proceedings*. San Antonio, TX. Association for Science Teacher Education.
- *Miller, H. L., * Smith, M. M., **Trundle**, K. C., * Hobson, S. M., * Mollohan, K. N., * Hilson, M. P., & Krissek, L. A.. (2014). I can dig it! What do elementary students know about the properties of rocks and soils? *2014 ASTE Conference Proceedings*. San Antonio, TX. Association for Science Teacher Education.
- *Smith, M. M. & **Trundle**, K. C. (2014). Hearts-on, hands-on, minds-on: A model for preschool science learning. *2014 ASTE Conference Proceedings*. San Antonio, TX. Association for Science Teacher Education.
- *Smith, M. M., **Trundle**, K. C., * Miller, H. L., * Saçkes, M., & *Mollohan, K. N. (2013). Using science inquiry to promote conceptual change with in-service preschool teachers. *2013 ASTE Conference Proceedings*. Charleston, SC: Association for Science Teacher Education.
- Trundle**, K. C., * Miller, H. L., * Smith, M. M., * Saçkes, M., & * Mollohan, K. N. (2013). Preschoolers' ideas about day and night and objects in the sky before and after play-based science instruction. *2013 ASTE Conference Proceedings*. Charleston, SC: Association for Science Teacher Education.
- Trundle**, K. C., * Hobson, S. M., * Miller, H. L., * Smith, M. M., * Hilson, M. P., & Krissek, L. A. (2012). Digging into children's understandings of rocks and soils. *2012 ASTE Conference Proceedings*. Clearwater Beach, FL: Association for Science Teacher Education.
- *Saçkes, M., * Hilson, M., **Trundle**, K. C. & Krissek, L. A. (2011).The relationship between the change in science content knowledge and science teaching efficacy beliefs of in-service elementary and middle school teachers. *2011 ASTE Conference Proceedings*. Minneapolis, MN: Association for Science Teacher Education.
- *Saçkes, M., **Trundle**, K. C. & Bell, R. L. (2011). The effect of computer-based instruction on young children's academic growth. *2011 ASTE Conference Proceedings*. Minneapolis, MN: Association for Science Teacher Education.
- *Wild, T. & **Trundle**, K. C. (2011). Teacher perceptions of teaching middle school students with visual impairments about seasonal change concepts. *2011 ASTE Conference Proceedings*. Minneapolis, MN: Association for Science Teacher Education.
- *Hobson, S., **Trundle**, K. C., & * Saçkes, M. (2010). Fostering science inquiry to promote conceptual change with young children. *2010 ASTE Conference Proceedings*. Sacramento, CA.: Association for Science Teacher Education.
- *Saçkes, M., * Hilson, M., **Trundle**, K. C. & Krissek, L. A. (2010). The relationship between content knowledge of earth and space science concepts and science teaching efficacy beliefs of in-service elementary and middle school teachers. *2010 ASTE Conference Proceedings*. Sacramento, CA.: Association for Science Teacher Education.

- *Saçkes, M., & **Trundle**, K. C. (2010). The influence of metaconceptual awareness on the change and the durability of conceptual understandings. *2010 ASTE Conference Proceedings*. Sacramento, CA.: Association for Science Teacher Education.
- Bell, R. L. & **Trundle**, K. C. (2009). The use of a computer simulation to promote conceptual change: A quasi-experimental study. In *Proceedings of the 2009 Annual Meeting of the National Association of Research in Science Teaching*. Garden Grove, CA: National Association of Research in Science Teaching.
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- *Hilson, M., **Trundle**, K. C., & Farland, D. (2009). Linking urban student achievement to teacher professional development. *2009 ASTE Conference Proceedings*. Hartford, CT: Association for Science Teacher Education.
- *Hobson, S., **Trundle**, K. C., & * Saçkes, M. (2009). Young elementary students' conceptual understandings of lunar phases before and after an inquiry-based and technology-enhanced instructional intervention. *2009 ASTE Conference Proceedings*. Hartford, CT: Association for Science Teacher Education.
- *Saçkes, M. & **Trundle**, K. C. (2009). Intentional conceptual change: The role of cognitive, metacognitive, and motivational variables in conceptual change. *2009 ASTE Conference Proceedings*. Hartford, CT: Association for Science Teacher Education.
- *Wild, T. & **Trundle**, K. C. (2009). Students' with visual impairments conceptual understanding of seasonal change. *2009 ASTE Conference Proceedings*. Hartford, CT: Association for Science Teacher Education.
- *Inan, H. Z., **Trundle**, K. C., & Kantor-Martin, R. (2008). *Quality environment and quality science education in a Reggio Emilia-inspired preschool*. *2008 ASTE Conference Proceedings*. St. Louis: Association for Science Teacher Education.
- Krissek, L. A., * Saçkes, M., & **Trundle**, K. C. (2008). *Early childhood teachers' understanding of the earth science concepts before and after instruction*. *2008 ASTE Conference Proceedings*. St. Louis: Association for Science Teacher Education.
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- Bell, R. L. & **Trundle**, K. C. (2007). Using technology to promote conceptual change: Phase 3 of the research. *2007 ASTE Conference Proceedings*. Clearwater Beach, FL: Association for Science Teacher Education.

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- Trundle**, K. C. & Krissek, L. A. (2006). Inservice teachers' use of multiple representations to teach standards-based earth science concepts. In *Proceedings of the 2006 Annual Meeting of the National Association of Research in Science Teaching*. San Francisco, CA: National Association of Research in Science Teaching.
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- Dwyer, W., Sunal, D., Giesen, J., Sunal, C. & **Trundle**, K. (2001). Assessing Best Practices in Online Learning: A Review of the Literature. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2001* (pp. 175-182). Chesapeake, VA: AACE.

Unpublished Scholarly Presentations

International/National: Invited

- Campbell, K., **Trundle**, K. C., Hagevik, R., Vela, K.N., Krissek, L., Villa, A. H., & Boone, W. J. (2025, November 9-13). *Engaging K-12 teachers as partners in STEAM curriculum development and education research* [Invited Presentation]. Entomological Society of America, Portland, OR, United States.
- Trundle**, K. C. (2024, November). *Child-centered learning environments*. [Guest Speaker]. Sriwijaya University, Faculty of Teacher Training and Education. Palembang, South Sumatra, Indonesia.
- Trundle**, K. C. (2024, November). *Informational texts in early childhood classrooms*. [Guest Speaker]. Sriwijaya University, Faculty of Teacher Training and Education. Palembang, South Sumatra, Indonesia.
- Trundle**, K. C. (2024, September). *Indonesian and Turkish preservice science teachers' orientations towards climate change* [Keynote address]. 6th Sriwijaya University Learning and Education International Conference (SULE-IC). Palembang, South Sumatra, Indonesia.
- Trundle**, K. C. (2024, September). *Publishing in reputable research journals*. [Guest Speaker]. Sriwijaya University, Faculty of Teacher Training and Education. Palembang, South Sumatra, Indonesia.
- Trundle**, K. C. (2024, September). *Social and emotional learning*. [Guest Speaker]. Sriwijaya University, Faculty of Teacher Training and Education. Palembang, South Sumatra, Indonesia.
- Trundle**, K. C. (2024, September). *STEAM learning and young children*. [Guest Speaker]. Sriwijaya University, Faculty of Teacher Training and Education. Palembang, South Sumatra, Indonesia.
- Trundle**, K. C. (2024, September). *The 3-H social and emotional learning model*. [Guest Speaker]. Sriwijaya University, Faculty of Teacher Training and Education. Palembang, South Sumatra, Indonesia.

- Trundle, K. C.** (2023, November). *Arts integration and STEAM learning*. [Invited talk]. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C.** (2023, October). *Arts integration and STEAM learning*. [Keynote address]. International Necatibey Education and Social Sciences Research Congress (INESRC2023). Balikesir University, Balikesir, Turkey.
- Trundle, K. C.** (2023, October). *Inquiry and early childhood education*. [Invited talk]. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C.** (2023, August). *Arts integration and STEAM learning*. [Keynote address]. Necatibey School of Education Culture, Arts, and Education Events. Balikesir University, Balikesir, Turkey.
- Hagevik, R. & **Trundle, K. C.** (2023, August). *Garden based learning: A systematic review of the research*. [Keynote address]. Necatibey School of Education Culture, Arts, and Education Events. Balikesir University, Balikesir, Turkey.
- Trundle, K. C.** (2023, August). *Climate change education*. [Keynote address]. Bogazici University, Istanbul, Turkey.
- Trundle, K. C.** (2023, August). *Climate change education*. [Keynote address]. Akdeniz University, Antalya, Turkey.
- Trundle, K. C.** (2023, July). *Arts integration: STEAM*. [Featured Talk]. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C.** (2023, July). *Early childhood education*. [Featured Talk]. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C. & Wheeler, L.** (2023, July). *Climate change education*. [Featured Talk]. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C.** (2023, July). *Social emotional learning*. [Keynote]. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C. & Wheeler, L.** (2023, July). *Publishing in reputable research journals*. [Workshop]. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C. & Wheeler, L.** (2023, July). *Qualitative educational research*. [Workshop]. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C.** (2022, October). *Ecojustice and climate change: Educating for a sustainable future*. [Keynote address]. Sriwijaya University Learning and Education International Conference (SULE-IC) 2022. Palembang, South Sumatra, Indonesia.
- Trundle, K. C.** (2022, October). *STEAM: Integrating the arts into STEM education*. [Keynote address]. Annual Conference on Education and Social Science. Mataram, West Nusa Tenggara, Indonesia.
- Trundle, K. C.** (2022, March). *First impressions matter: Preparing and maintaining a competitive CV and coverletter*. NARST.
- Trundle, K. C.** (2022, January). *First impressions matter: Preparing and maintaining a competitive CV and coverletter*. Association for Science Teacher Education, Greenville, SC.

- Hagevik, R. & **Trundle**, K. C. (2021, December). *Accreditation: U.S. Teacher Education Programs*. [Keynote address]. Conference on International Accreditation of Teacher Education Programs. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle**, K. C. (2021, December). *STEAM teaching and learning: Integration of the arts into STEM*. [Invited lecture]. Teaching and Learning in Interdisciplinary Contexts Symposium, Sultan Qaboos University, Al Khoud, Oman.
- Trundle**, K. C. (2021, November). *STEAM: Creatively integrating the arts into STEM education*. [Keynote address]. Educational Science International Conference (ECIS), Samarinda, Indonesia.
- Trundle**, K. C. (2021, October). *Learners, vacationers, and prisoners: Conducting astronomy education research in PreK-12 settings*. [Invited talk and Panel discussion]. International Astronomical Union Shaw Workshop on Astronomy for Education, Heidelberg, Germany.
- Trundle**, K. C. (2021, March). *First impressions matter: Preparing and maintaining a competitive CV and coverletter*. NARST.
- Trundle**, K. C. (2021, January). *First impressions matter: Preparing and maintaining a competitive CV and coverletter*. Association for Science Teacher Education.
- Trundle**, K. C. (2020, March). *First impressions matter: Preparing and maintaining a competitive CV and coverletter*. NARST, Portland, OR. (Conference canceled)
- Trundle**, K. C. (2020, January). *First impressions matter: Preparing and maintaining a competitive CV and coverletter*. Association for Science Teacher Education, San Antonio, TX.
- Trundle**, K. C. (2019, August). *Students' conceptual understandings enhanced through technology instruction and visualizations*. European Science Education Research Association, Bologna, Italy.
- Trundle**, K. C. (2019, August). *Current trends in STEAM education*. [Keynote address]. International Conference on Mathematics, Science, and Computer Education (IC-MSCEdu) 2019. Banjarmasin, South Kalimantan, Indonesia.
- Trundle**, K. C. (2019, April). *Developing and maintaining your curriculum vitae*. NARST, Baltimore, MD.
- Trundle**, K. C. (2019, January). *Developing and maintaining your curriculum vitae*. Association for Science Teacher Education, Savannah, GA.
- Trundle**, K. C. (2018, October). *Integrating the arts into science teaching and learning*. [Keynote address]. Sriwijaya University Learning and Education International Conference (SULE-IC) 2018. Palembang, South Sumatra, Indonesia.
- Trundle**, K. C. (2018, July). *Reaching for the stars: Stellar insights from astronomy education research*. [Keynote address]. Robotic Telescopes, Student Research, & Education Conference and the International Astronomy Teaching Summit Conference. Hilo, Hawaii.
- Trundle**, K. C. (2018, May). *Publishing in peer reviewed journals*. [Keynote address]. Conference on Integrating the Arts, Creativity, and Design into STEM Education. Sriwijaya University. Palembang, South Sumatra, Indonesia.

- Trundle, K. C.** (2018, May). *STEM education*. [Keynote address]. Conference on Integrating the Arts, Creativity, and Design into STEM Education. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C., & * Green, K.** (2018, May). *Integrating the arts into science teaching and learning*. [Keynote address]. Conference on Integrating the Arts, Creativity, and Design into STEM Education. Sriwijaya University. Palembang, South Sumatra, Indonesia.
- Trundle, K. C.** (2017, October). *Digging into gardening to germinate science learning*. [Keynote address]. 15th Annual Design Institute. Raleigh, North Carolina.
- Trundle, K. C.** (2017, May). *Innovative and integrated science, technology, engineering, arts and mathematics (STEAM) curriculum for preschool children: Research and practice*. [Keynote address]. World Forum on Early Care and Education. Auckland, New Zealand.
- Trundle, K. C., * Green, K., & Shaheen, M.** (2016, October). *Integrating the arts into science teaching and learning*. [Keynote address]. Sriwijaya University Learning and Education International Conference (SULE-IC) 2016. Palembang, South Sumatra, Indonesia.
- Trundle, K. C.** (2016, May). *STEM and STEAM during the early childhood years*. [Keynote address]. International Conference on Education in Mathematics, Science and Technology (ICEMST). Bodrum, Turkey.
- Trundle, K. C.** (2015, May). *STEAM education and the curriculum writing process*. [Workshop]. Primrose Schools National Headquarters. Atlanta.
- Trundle, K. C.** (2015, May). *Teaching science for young children: Inquiry-based play*. [Keynote address]. Primrose Schools Conference. Chicago.
- Trundle, K. C.** (2015, March). *Teaching science for young children: Inquiry-based play*. [Keynote address]. Middle East Technical University Collage Symposium. Ankara, Turkey.
- Trundle, K. C.** (2014, November). *Incorporating literacy into core subject areas: An example from science*. [Keynote address]. Shelby County Schools Elementary Mini Conference. Memphis.
- Trundle, K. C.** (2014, October). *Scientific literacy and effective instruction*. [Keynote address]. National Geographic Learning Professional Development Symposium. Memphis.
- Trundle, K. C.** (2014, October). *Scientific literacy and effective instruction*. [Keynote address]. National Geographic Learning Professional Development Symposium. Nashville.
- Trundle, K. C.** (2014, October). *Scientific literacy and effective instruction*. [Keynote address]. National Geographic Learning Professional Development Symposium. Knoxville.
- Trundle, K. C.** (2013, August). *The importance of science in early childhood learning*. [Keynote address]. Hubei Science and Technology Museum Research Society. Xianning, China.
- Trundle, K. C.** (2013, June). *Science in elementary schools*. [Invited talk]. Undiksha University, Singaraja, Indonesia.
- Trundle, K. C.** (2013, June). *Trends and issues in education research*. [Invited talk]. Undiksha University, Singaraja, Indonesia.
- Trundle, K. C.** (2013, June). *Trends and issues in science education*. [Invited talk]. Undiksha University, Singaraja, Indonesia.
- Trundle, K. C.** (2013, June). *Using mixed methods to describe and measure conceptual change*. Universitas Negeri Semarang (UNNES), Semarang, Indonesia.

- Trundle, K. C.** (2013, January). *The effectiveness of Physics by Inquiry to teach the cause of moon phases*. American Association of Physics Teachers, New Orleans.
- Trundle, K. C.** (2012, October). *Using mixed methods to describe and measure conceptual change*. Bogazici University, Istanbul, Turkey.
- Trundle, K. C.** (2012, September). *Science and early childhood education*. [Keynote address]. International Congress on Early Childhood Education. Adana, Turkey.
- Trundle, K. C.** (2012, August). *Using mixed methods to describe and measure conceptual change*. Universitas Negeri Semarang (UNNES), Semarang, Indonesia.
- Trundle, K. C.** (2012, March). *Elementary extravaganza: Let it roll!* National Science Teachers Association, Indianapolis, IN.
- Trundle, K. C.** (2011, October). *Using qualitative methods to describe conceptual change*. Bogazici University, Istanbul, Turkey.
- Trundle, K. C.** (2011, October). *Using qualitative methods to describe conceptual change*. Gazi University, Ankara, Turkey.
- Trundle, K. C.** (2011, October). *Using qualitative methods to describe conceptual change*. Çukurova University, Adana, Turkey.
- Trundle, K. C.** (2011, October). *Using qualitative methods to describe conceptual change*. Balikesir University, Balikesir, Turkey.
- Trundle, K. C.** (2011, March). *The magnetic attraction of inquiry: Transforming science instruction*. National Science Teachers Association, San Francisco, CA.
- Trundle, K. C.** (2011, March). *The magnetic attraction of inquiry: Transforming science instruction*. ASCD, San Francisco, CA.
- Trundle, K. C.** (2003, December). *Conceptions about standards-based lunar concepts*. American Geophysical Union, San Francisco, CA.
- International/National: Peer-reviewed** (*Doctoral advisee/student)
- Vela, K. N., Trundle, K. C., Krissek, L. A., Hagevik, R., Campbell, K. U., Villa, A. H., & Boone, W. J. (2026, April). *Planting futures: Garden-based STEAM curriculum for environmental awareness and action*. American Educational Research Association (AERA), Los Angeles.
- Trundle, K. C., Vela, K. N., Krissek, L. A., Campbell, K. U., Hagevik, R., Villa, A. H., & Boone, W. J.** (2026, March). Pollinator conservation and equitable access to green spaces: A case for school gardens. Asian Conference on Education & International Development (ACEID). Tokyo, Japan.
- Açıklalın, M., Açıklalın, F. S., **Trundle, K. C.**, Alatlı, B., Muğaloğlu, E. Z., Kesten, A., Aksüt-Arslan, P., Kocakulah, S., Hartono, H. (2026, January). *A comparison of Turkish and Indonesian science and social studies preservice teachers' views toward civic engagement and climate change*. Hawaii International Conference on Education (HICE), Honolulu.
- Inan, H., Aksut Arslan, P., Wheeler, L., Alati, B., & **Trundle, K. C.** (2026, January). *Indonesian, Turkish, and U.S. early childhood and elementary preservice teachers' climate change identities and behaviors*. Hawaii International Conference on Education, Honolulu.

- Trundle**, K. C., Vela, K. N., Krissek, L. A., Campbell, K. U., Hagevik, R., Villa, A. H., & Boone, W. J. (2026, January). *Using school gardens to promote pollinator conservation and address inequitable access to green spaces*. Hawaii International Conference on Education (HICE), Honolulu.
- Vela, K. N., **Trundle**, K. C., & Hagevik, R. (2025, October). *An integrated STEAM garden-based curriculum can support student advocacy for ecojustice*. National Council of Teachers of Mathematics, Atlanta, Georgia.
- Saçkes M., Işıtan S., Özgül S. G., & **Trundle** K. C. (2025, August). *False-belief understanding and science concept acquisition in Turkish preschoolers*. European Early Childhood Education Research Association (EECERA). Bratislava, Slovakia.
- Açıklalın, M., Savaşçı-Açıklalın, F., Alatlı, B. K., **Trundle**, K. C., Hagevik, R., Mugaloglu, E. Z., Kesten, A., Kocakulah, M. S., & Aksüt-Arslan, P. (2025, August). *A cross-cultural study comparison of preservice science and social studies teachers' civic engagement levels climate change*. European Science Education Research Association, Copenhagen, Denmark.
- Aksit, O., Hagevik, R. A., Adadan, E., Alatlı, B. K., Yürük, N., Mugaloglu, E. Z., Kocakulah, M. S., Uçar, S., **Trundle**, K. C., (2025, August). *A comparative study of Turkish and Indonesian preservice science teachers' beliefs and behaviors about climate literacy*. European Science Education Research Association, Copenhagen, Denmark.
- Hartono, Sofendi, Alatlı, B. K., **Trundle**, K. C., Hagevik, R., & Wheeler, L. (2025, August). *Indonesian preservice teachers and climate change: A comparison across majors*. European Science Education Research Association, Copenhagen, Denmark.
- Trundle**, K. C., Hagevik, R., Vela, K.N., Krissek, L., Campbell, K.U., Villa, A. H., & Boone, W. J. (2025, August). *Cultivating pollinator protectors through garden-based STEAM learning: Children's self-efficacy for environmental action and attitudes and knowledge about pollinators*. European Science Education Research Association, Copenhagen, Denmark.
- Wheeler, L., Inan, H. Z., Arslan, P.A., Alatlı, B. K., **Trundle**, K. C., & Hagevik, R. (2025, August). *Indonesian, Turkish, and U.S. early childhood and elementary preservice teachers' beliefs, attitudes, knowledge, and behaviors related to climate change*. European Science Education Research Association, Copenhagen, Denmark.
- Vela, K.N., Hagevik, R., **Trundle**, K. C., Campbell, K.U., Villa, A. H., Krissek, L., & Boone, W. J. (2025, April). *Improving students' knowledge, connection to nature, and self-efficacy toward environmental action through integrated STEAM curriculum*. AERA, Denver, CO.
- Aksit, O., Ceyhan, G., Hagevik, R., Yürük, N., Alatlı, B. K., Kocakulah, S., Adadan, E., Muğaloğlu, E. Z., Wheeler, L., & **Trundle**, K. C., (2025, March). *A cross-cultural study comparing Turkish and Indonesian preservice science teachers' orientations towards climate change*. NARST, Washington, D.C.
- Trundle**, K. C., Hagevik, R., Vela, K.N., Krissek, L., Campbell, K.U., Boone, W. J., & Villa, A. H. (2025, March). *Garden-based STEAM learning and children's self-efficacy for environmental action and attitudes and knowledge about pollinators*. NARST, Washington, D.C.

- Trundle**, K. C., Hartono, Inderawati, R., Hagevik, R., & Wheeler, L. (2025, January). *Indonesian preservice teachers and climate change: Awareness, uncertainty beliefs, values, and behaviors*. Hawaii International Conference on Education (HICE), Honolulu.
- Trundle**, K. C., Hagevik, R., Vela, K. N., Campbell, K. U., Krissek, L. A., Boone, W. J., & Villa, A. H. (2025, January). *Supporting pollinator conservation: The impacts of a summer bee camp on elementary students' self-efficacy, attitudes, and knowledge*. Hawaii International Conference on Education, Honolulu.
- Hagevik, R., **Trundle**, K. C., Vela, K. N., Campbell, K. U., Villa, A. H., Krissek, L. A., & Boone, W. J. (2025, January). *Building connections to nature: Impacts of bee camps on elementary students' orientation and knowledge of pollinators and the environment*. Association for Science Teacher Education, Long Beach, CA, United States.
- *Parslow, M., Hagevik, R., **Trundle**, K. C., Vela, K.N., Campbell, K.U., Villa, A.H. (2025, January). *School STEAM garden-based learning: Empowering students to BEE environmental ambassadors*. Association for Science Teacher Education. Long Beach, CA.
- Campbell, K.U. **Trundle**, K. C., Hagevik, R., Vela, K.N., Villa, A.H., Krissek, L., (2024, November). *STEAM K-12 curriculum development that connects youth with insects in the school garden*. Entomological Society of America, Phoenix, AZ.
- *Parslow, M., Vela, K. N., *Weber, D., **Trundle**, K. C., & Hagevik, R. (2024, September). *Growing green: A mathematical blueprint for school garden planning*. National Council of Teachers of Mathematics Annual Conference, Chicago, IL, United States.
- Vela, K. N., *Weber, D., *Parslow, M., **Trundle**, K. C., & Hagevik, R. (2024, September). *Quantifying the skies: Estimating cloud coverage*. National Council of Teachers of Mathematics Annual Conference, Chicago, IL, United States.
- *Weber, D., Vela, K. N., *Parslow, M., **Trundle**, K. C., & Hagevik, R. (2024, September). *Capturing the rain, quantifying irrigation*. National Council of Teachers of Mathematics Annual Conference, Chicago, IL, United States.
- *Parslow, M., Vela, K. N., Hagevik, R., **Trundle**, K. C., & Wheeler, L. (2024, April). *Effects of a STEAM garden- based learning program on middle grades students' STEAM career interests*. AERA, Philadelphia, PA, United States.
- *Parslow, M., Vela, K. N., Hagevik, R., **Trundle**, K. C., & Wheeler, L. (2024, March). *Middle school students' science career interests improve with school garden and STEAM projects elective course*. NARST, Denver, CO, United States.
- Vela, K. N., *Weber, D., Hagevik, R., *Parslow, M., **Trundle**, K. C., Wheeler, L. (2024, March). *Impact of interdisciplinary integrated STEAM garden-based curriculum on students' knowledge, self-efficacy, and attitudes*. NARST, Denver, CO, United States.
- Hagevik, R., **Trundle**, K.C., Krissek, Wheeler, L. (2024, March) *Digging in a school garden*. National Science Teacher Association, Denver, CO, United States.
- Trundle**, K.C., Hagevik, R., Vela, K.N. (2024, March). *K-12 STEAM garden-based learning resources: Integrated, online, and FREE*. National Science Teacher Association, Denver, CO, United States.

- Wheeler, L., Hagevik, R., & **Trundle**, K.C. (2024, March). *BEE an engineer: Designing for biodiversity in a schoolyard*. National Science Teacher Association, Denver, CO, United States
- Hagevik, R., **Trundle**, K.C., Vela, K.N., Campbell, K.U., Krissek, L., Boone, W., *Sanders, J. (2024, January). *Effects of a bee camp experience on elementary students' knowledge and attitudes toward pollinator conservation*. Association for Science Teacher Education, New Orleans, LA, United States.
- Campbell, K.U. **Trundle**, K. C., Hagevik, R., Vela, K.N., Villa, A., Krissek, L., (2023, November). *Using insects in a garden-based learning curriculum to foster environmental stewardship*. Entomological Society of America, National Harbor, MD.
- Hagevik, R., **Trundle**, K. C., Vela, K., *Wheeler, L., & *Parslow, M. (2023, August). *Adolescents' knowledge and attitudes toward pollinators: Implications for conservation*. European Science Education Research Association, Cappadocia, Turkey.
- *Parslow, M., Vela, K., Hagevik, R., **Trundle**, K. C., & *Wheeler, L. (2023, August). *Science and mathematics identities, and connection to nature impact students' STEAM career interests*. European Science Education Research Association, Cappadocia, Turkey.
- Trundle**, K. C., Hagevik, R., *Wheeler, L., Inderawati, R., Hartono, H., & Sahin, E. (2023, August). *Indonesian preservice teachers' behaviours and attitudes related to climate change*. European Science Education Research Association, Cappadocia, Turkey.
- *Wheeler, L., **Trundle**, K. C., Hagevik, H., *Parslow, M., & Vela, K.. (2023, August). *Time spent out of doors and nature identity*. European Science Education Research Association, Cappadocia, Turkey.
- Bowen, G. M., Luft, J., Akerson, V., Crowther, D., Lederman, J., Sampson, V., & **Trundle**, K. C. (2023, April). *Translating (Y)our research into forms that are useful to K-12 science educators*. NARST, Chicago.
- Hagevik, R., **Trundle**, K. C., Campbell, K.U., Vela, K.N., *Wheeler, L., *Parslow, M., & Joy, D. (2023, April). *Examining secondary students' awareness of bee conservation in the U.S.* NARST, Chicago.
- *Parslow, M., Vela, K. N., **Trundle** K. C., Hagevik, R., *Wheeler, L., & Joy, D. (2023, April). *How do students' science, mathematics, and nature identities impact students' interest in STEAM careers?* NARST, Chicago.
- Trundle**, K. C., Hagevik, R., *Wheeler, L., Knowles, R., Silvhiany, S., Inderawati, R., Hartono, H., & Sofendi, S. (2023, April). *Indonesian preservice teachers and climate change: Awareness, beliefs, values, and behaviors*. NARST, Chicago.
- * Wheeler, L., **Trundle**, K. C., Hagevik, R., Vela, K., Joy, D., & *Parslow, M. (2023, April). *Nature capital effects on middle school nature identities*. NARST, Chicago.
- Trundle**, K. C., Hagevik, R., *Wheeler, L., Knowles, R., Silvhiany, S., Inderawati, R., Hartono, H., & Sofendi, S. (2023, April). *Indonesian preservice teachers and climate change*. AERA, Chicago.
- Vela, K. N., *Parslow, M., **Trundle**, K. C., Hagevik, R. Joy, D., & *Wheeler, L. (2023, April). *Science and mathematics identities and connection to nature—impact on students' interest in STEAM careers*. AERA, Chicago.

- Trundle, K. C., Hagevik, R., & Vela, K.N.** (2023, March). *Garden-based STEAM learning and smart foodscapes: Protecting rangelands and pollinators*. National Science Teachers Association, Atlanta.
- Trundle, K. C., & Rhodes, S.** (2023, March). *Cultivating social and emotional learning through school gardening*. National Science Teachers Association, Atlanta.
- *Wheeler, L., **Trundle, K. C., & Hagevik, R.** (2023, March). *The next generation of engineers*. National Science Teachers Association, Atlanta.
- Hagevik, R., **Trundle, K. C.,** Campbell, K.U., Vela, K.N., Wheeler, L., Parslow, M., & Joy, D. (2023, January). *Measuring secondary students' perceptions of bee conservation*. Association for Science Teacher Education, Salt Lake City, Utah.
- Hartono, H., Sofendi, S., Knowles, R., **Trundle, K. C.,** Silvhiyany, S., Hagevik, R., *Wheeler, L., & Inderawati, R. (2023, January). *Indonesian preservice teachers' awareness, uncertainty beliefs, values, and behaviors related to climate change*. Association for Science Teacher Education, Salt Lake City.
- Trundle, K. C.,** *Wheeler, L., *Locklear, J., *Parslow, M., *Saunderson, L., Hagevik, R., & Campbell, K. U. (2023, January). *The buzz about bees!* Association for Science Teacher Education, Salt Lake City.
- Trundle, K. C.,** Larsen, L., Rhodes, S., *Saunderson, L., & Simonds, N. (2023, January). *Land acknowledgement for traditional, historic lands of Utah Tribes*. Association for Science Teacher Education, Salt Lake City, UT.
- Vela, K. N., *Parslow, M., **Trundle, K. C.,** *Wheeler, L., Joy, D., & Hagevik, R. (2023, January). *How do students' science and mathematics identities and their connection to nature impact their desire to pursue STEAM careers?* Association for Science Teacher Education, Salt Lake City.
- *Wheeler, L., **Trundle, K. C.,** Vela, K. N., Joy, D., *Parslow, M., & Hagevik, R. (2023, January). *Gardening connects me to nature: Middle school students STEM capital*. Association for Science Teacher Education, Salt Lake City.
- Trundle, K. C. & Hagevik, R.** (2022, April). *Using school gardens to teach science: A systematic review of the research*. AERA, San Diego.
- Trundle, K. C. & Hagevik, R.** (2022, March). *Empirical research on school garden-based learning: A systematic review of the literature*. NARST, Vancouver.
- Trundle, K. C. & Hagevik, R.** (2022, January). *Digging into school gardens: A systematic review of the research*. Association for Science Teacher Education, Greenville, South Carolina.
- Hagevik, R., **Trundle, K. C.,** & Falls, I. (2021, January). *School gardening: Teaching sustainability through hearts-on, hands-on, minds-on learning*. Association for Science Teacher Education, Virtual Conference.
- Lederman, N. G., Akerson, V. L., Crowther, D., Lederman, J., Sampson, V. D., & **Trundle, K. C.** (2020, March). *Translating your research into forms that are useful to K-12 science educators*. NARST, Portland, OR. (Conference canceled)
- Hagevik, R. & **Trundle, K. C.** (2020, January). *Garden-based education for engagement of underrepresented youth in STEM*. Association for Science Teacher Education, San Antonio.

- Hagevik, R. & **Trundle**, K. C. (2019, August). *The effects of gardening on STEM identity for underrepresented youth*. European Science Education Research Association, Bologna, Italy.
- Saçkes, M., **Trundle**, K. C., & Shaheen, M., (2018, January). *The association between parental beliefs and preferences in early science education*. Association for Science Teacher Education, Baltimore.
- Trundle**, K. C., *McCance, K., & Shaheen, M., (2018, January). *Digging into gardening to grow science learning*. Association for Science Teacher Education, Baltimore.
- Trundle**, K. C., *Green, K., & Shaheen, M., (2017, August). *Integrating arts and science*. European Science Education Research Association, Dublin, Ireland.
- *Green, K., **Trundle**, K. C., & Shaheen, M., (2017, April). *Transforming science teaching and learning through arts integration*. AERA, San Antonio, TX.
- *Green, K., **Trundle**, K. C., & Shaheen, M., (2017, April). *Integrating the arts into science teaching and learning*. NARST, San Antonio, TX.
- *Green, K., **Trundle**, K. C., & Shaheen, M., (2017, January). *Integrating arts into science: Findings from a review of the literature*. Association for Science Teacher Education, Des Moines, IA.
- *Smith, M. M., Ding, L., & **Trundle**, K. C., (2017, January). *Continued psychometric evaluation of the English version of The Nature of Solutions and Solubility a Diagnostic Instrument*. Association for Science Teacher Education, Des Moines, IA.
- *Smith, M. M., Ding, L., & **Trundle**, K. C. (2016, April). *Psychometric evaluation of the Nature of Solutions and Solubility—Diagnostic Instrument English version*. NARST, Baltimore, MD.
- *Smith, M. M., Ding, L., & **Trundle**, K. C. (2016, January). *The English version of The Nature of Solutions and Solubility—Diagnostic Instrument (NSS–DI Eng): A psychometric evaluation using classical test theory*. Association for Science Teacher Education, Reno, NV.
- Trundle**, K. C., *Saçkes, M., & *Smith, M. M. (2015, September). *U.S. and Turkish preschoolers' observational knowledge of astronomy concepts*. European Science Education Research Association, Helsinki, Finland.
- Trundle**, K. C., *Saçkes, M., & *Smith, M. M. (2015, April). *Objects in the sky: a Cross-Cultural examination of preschoolers' ideas*. AERA, Chicago, IL.
- Trundle**, K. C., Bell, R. L., & *St. Clair, T. (2015, March). *Teaching inquiry and the nature of science, K-8*. National Science Teachers Association, Chicago, IL.
- *Smith, M. M., *Saçkes, M., & **Trundle**, K. C. (2015, January). *A cross-cultural examination of U.S. and Turkish preschoolers' ideas about objects in the sky*. Association for Science Teacher Education, Portland, OR.
- Irving, K.E., Callam, C., Ding, L., Harper, K., Heckler, A., Krissek, L., Patton, B., Ridgway, J., **Trundle**, K., & Stroot, S. (2014, January). *Methods in teaching secondary science II: An innovative collaboration between education, arts & sciences and engineering faculty*. Association for Science Teacher Education, San Antonio, TX.
- *Miller, H. L., *Smith, M. M., **Trundle**, K. C., *Hobson, S. M., *Mollohan, K. N., *Hilson, M. P., & Krissek, L. A.. (2014, January). *I can dig it! What do elementary students know about*

the properties of rocks and soils? Association for Science Teacher Education, San Antonio, TX.

- *Smith, M. M. & **Trundle**, K. C. (2014, January). *Hearts-on, hands-on, minds-on: A model for preschool science learning*. Association for Science Teacher Education, San Antonio, TX.
- *Miller, H. L., *Smith, M. M., **Trundle**, K. C., *Saçkes, M., & *Mollohan, K. N. (2013, April). *Astronomy in preschool? Using play-based science instruction to teach space science concepts to preschool children*. NARST, Rio Grande, Puerto Rico.
- *Smith, M. M., *Miller, H. L., **Trundle**, K. C., & *Saçkes, M. (2013, April). *Promoting conceptual change using an inquiry-based professional development with in-service preschool teachers*. NARST, Rio Grande, Puerto Rico.
- Yurttas, G. D., *Yürük, N. & **Trundle**, K. C. (2013, February). *8th grade students' alternative conceptions of the moon phases*. World Conference on Educational Sciences, Rome.
- *Smith, M. M., **Trundle**, K. C., *Miller, H. L., *Saçkes, M., & *Mollohan, K. N. (2013, January). *Using science inquiry to promote conceptual change with in-service preschool teachers*. Association for Science Teacher Education, Charleston, SC.
- Trundle**, K. C., *Miller, H. L., *Smith, M. M., *Saçkes, M., & *Mollohan, K. N. (2013, January). *Preschoolers' ideas about day and night and objects in the sky before and after play-based science instruction*. Association for Science Teacher Education, Charleston, SC.
- *Uçar, S., **Trundle**, K. C., & Krissek, L. A. (2012, October). *Early childhood preservice teachers and their understandings of earth science concepts*. XV IOSTE International Symposium on Science & Technology Education for Development, Citizenship and Social Justice.
- Trundle**, K. C., *Saçkes, M., *Smith, M. M., & *Miller, H. L. (2012, September). *Preschoolers' ideas about day and night and objects in the sky*. International Congress on Early Childhood Education. Adana, Turkey.
- Trundle**, K. C. & Bell, R. L. (2012, March). *Observation, inference, and the nature of science*. National Science Teachers Association, Indianapolis, IN.
- Trundle**, K. C., *Hobson, S. M., *Miller, H. L., *Smith, M. M., *Hilson, M. P., & Krissek, L. A. (2012, January). *Digging into children's understandings of rocks and soils*. Association for Science Teacher Education, Clearwater Beach, FL.
- *Saçkes, M., **Trundle**, K. C. & Bell, R. L. (2011, April). *The effect of computer-based instruction on young children's academic growth*. AERA, New Orleans, LA.
- Voithofer, R., Erchick, D., **Trundle**, K. C. & Dixon, A. (2011, April). *Teaching genetic literacy in middle school using an evolutionary genetic simulation*. AERA, New Orleans, LA.
- Bell, R. L. & **Trundle**, K. C. (2011, March). *Teaching about inquiry and the nature of science in grades K-8*. National Science Teachers Association, San Francisco, CA.
- *Saçkes, M., *Hilson, M., **Trundle**, K. C. & Krissek, L. A. (2011, January). *The relationship between the change in science content knowledge and science teaching efficacy beliefs of in-service elementary and middle school teachers*. Association for Science Teacher Education, Minneapolis, MN.
- *Saçkes, M., **Trundle**, K. C. & Bell, R. L. (2011, January). *The effect of computer-based instruction on young children's academic growth*. Association for Science Teacher Education, Minneapolis, MN.

- *Wild, T. & **Trundle**, K. C. (2011, January). *Teacher perceptions of teaching middle school students with visual impairments about seasonal change concepts*. Association for Science Teacher Education, Minneapolis, MN.
- *Saçkes, M., & **Trundle**, K. C. (2010, March). *The role of metaconceptual awareness in the change and the durability of conceptual understandings*. NARST, Philadelphia, PA
- *Hobson, S., **Trundle**, K. C., & *Saçkes, M. (2010, January). *Fostering science inquiry to promote conceptual change with young children*. Association for Science Teacher Education, Sacramento, CA.
- *Saçkes, M., *Hilson, M., **Trundle**, K. C. & Krissek, L. A. (2010, January). *The relationship between content knowledge of earth and space science concepts and science teaching efficacy beliefs of in-service elementary and middle school teachers*. Association for Science Teacher Education, Sacramento, CA.
- *Saçkes, M., & **Trundle**, K. C. (2010, January). *The influence of metaconceptual awareness on the change and the durability of conceptual understandings*. Association for Science Teacher Education, Sacramento, CA.
- *Uçar, S. & **Trundle**, K. C. (2009, August). *Turkish pre-service teachers' conceptions of tides and the impact of inquiry-based and technology supported instruction on tides*. European Science Education Research Association, Istanbul, Turkey.
- *Saçkes, M., Flevaris, L., & **Trundle**, K. C. (2009, April). *Children's mental models of the mechanism of rainfall*. Society for Research in Child Development, Denver, CO.
- Bell, R. L. & **Trundle**, K. C. (2009, April). *The use of a computer simulation to promote conceptual change: A quasi-experimental study*. NARST, Garden Grove, CA.
- *Hilson, M., **Trundle**, K. C., & Farland, D. (2009, April). *Classroom action research as professional development in science education*. NARST, Garden Grove, CA.
- *Hobson, S., **Trundle**, K. C., & *Saçkes, M. (2009, April). *Young children's conceptual understanding about the moon before and after an inquiry-based, technology-enhanced experience*. NARST, Garden Grove, CA.
- *Saçkes, M. & **Trundle**, K. C. (2009, April). *The role of cognitive, metacognitive, and motivational variables in conceptual change in astronomy*. NARST, Garden Grove, CA.
- *Wild, T. & **Trundle**, K. C. (2009, April). *The conceptual understandings of middle school students with visual impairments concerning seasonal change*. NARST, Garden Grove, CA.
- *Hilson, M., **Trundle**, K. C., & Farland, D. (2009, January). *Linking urban student achievement to teacher professional development*. Association for Science Teacher Education, Hartford, CT.
- *Hobson, S., **Trundle**, K. C., & *Saçkes, M. (2009, January). *Young elementary students' conceptual understandings of lunar phases before and after an inquiry-based and technology-enhanced instructional intervention*. Association for Science Teacher Education, Hartford, CT.
- *Saçkes, M. & **Trundle**, K. C. (2009, January). *Intentional conceptual change: The role of cognitive, metacognitive, and motivational variables in conceptual change*. Association for Science Teacher Education, Hartford, CT.

- *Wild, T. & **Trundle**, K. C. (2009, January). *Students' with visual impairments conceptual understanding of seasonal change*. Association for Science Teacher Education, Hartford, CT.
- *Adadan, E., **Trundle**, K.C., & Irving, K. (2008, April). *Progression in grade 11 students' conceptions about the aspects of the particle theory*. NARST, Baltimore, MD.
- *Inan, H. Z., **Trundle**, K. C., & Kantor-Martin, R. (2008, January). *Quality environment and quality science education in a Reggio Emilia-inspired preschool*. Association for Science Teacher Education, St. Louis.
- Krissek, L. A., *Saçkes, M., & **Trundle**, K. C. (2008, January). *Early childhood teachers' understanding of earth science concepts before and after instruction*. Association for Science Teacher Education, St. Louis.
- *Saçkes, M., **Trundle**, K. C., & Krissek, L. A. (2008, January). *Early childhood teachers' understanding of lunar concepts before and after instruction*. Association for Science Teacher Education, St. Louis.
- *Schroeder, C. J. & **Trundle**, K. C. (2008, January). *Informal science education and how it can be effective for learning*. Association for Science Teacher Education, St. Louis.
- Bell, R. L. & **Trundle**, K. C. (2007, November). *Using a computer-based planetarium program to promote conceptual change about moon phases*. School Science and Mathematics Association, Indianapolis, IN.
- *Adadan, E., Irving, K., & **Trundle**, K.C. (2007, April). *High school students' learning pathways of the particulate nature of matter*. NARST, New Orleans, LA.
- *Hilson, M. & **Trundle**, K. C. (2007, April). *Teaching like a researcher: Evaluation of student science achievement gains within teacher classroom action research projects*. NARST, New Orleans, LA.
- *Hobson, S. & **Trundle**, K. C. (2007, April). *Discourse in an early childhood science classroom surrounding the use of planetarium software*. NARST, New Orleans, LA.
- *Inan, H. Z., **Trundle**, K. C., & Kantor-Martin, R. (2007, April). *An exemplary approach to natural sciences education in preschool: Reggio Emilia*. NARST, New Orleans, LA.
- Trundle**, K. C. & Bell, R. L. (2007, April). *A comparison of three instructional interventions designed to promote conceptual change*. NARST, New Orleans, LA.
- *Uçar, S., **Trundle**, K. C. & Krissek, L. A. (2007, April). *The impact of inquiry-based and technology supported instruction on pre-service teachers' conceptions of tides*. NARST, New Orleans, LA.
- *Inan, H. Z., **Trundle**, K. C., & Kantor-Martin, R. (2007, April). *The intersection of effective teaching/learning strategies in natural sciences education and early childhood education approaches: Reggio Emilia and its reflections in an American laboratory preschool*. AERA, Chicago, IL.
- Bell, R. L. & **Trundle**, K. C. (2007, January). *Using technology to promote conceptual change: Phase 3 of the research*. Association for Science Teacher Education, Clearwater Beach, FL.
- *Hilson, M. & **Trundle**, K. C. (2007, January). *Evaluation of student science achievement gains within teacher classroom action research projects*. Association for Science Teacher Education, Clearwater Beach, FL.

- *Hobson, S. & **Trundle**, K. C. (2007, January). *Using a planetarium software program to stimulate discourse in an early childhood classroom*. Association for Science Teacher Education, Clearwater Beach, FL.
- *Inan, H. Z., **Trundle**, K. C., & Kantor-Martin, R. (2007, January). *Exploring natural sciences education within in a Reggio Emilia-inspired preschool context*. Association for Science Teacher Education, Clearwater Beach, FL.
- *Saçkes, M. & **Trundle**, K. C. (2007, January). *Myths and misconceptions: A review of lunar literature*. Association for Science Teacher Education, Clearwater Beach, FL.
- *Uçar, S., **Trundle**, K. C. & Krissek, L. A. (2007, January). *Pre-service teachers' conceptions of tides before and after inquiry-based and technology supported instruction*. Association for Science Teacher Education, Clearwater Beach, FL.
- *Wild, T. & **Trundle**, K. C. (2007, January). *Teaching conservation utilizing the National Wild Turkey Federation curriculum*. Association for Science Teacher Education, Clearwater Beach, FL.
- *Wild, T. & **Trundle**, K. C. (2006, September). *Talking turkey: Utilizing the National Wild Turkey Federation's Conservation Curriculum in teaching students with visual impairments*. Research in the Rockies Fourth Research Summit on Low-Incidence Disabilities, Vail, CO.
- Trundle**, K.C. & Bell, R. L. (2006, April). *Using a computer simulation to promote conceptual change about moon phases*. AERA, San Francisco, CA.
- *Adadan, E., **Trundle**, K.C., & Irving, K. (2006, April). *Learning with multiple representations: High school students' understanding of particulate nature of matter*. NARST, San Francisco, CA.
- Bell, R. L. & **Trundle**, K.C. (2006, April). *Shooting for the moon: Using a computer simulation to facilitate conceptual change about lunar concepts*. NARST, San Francisco, CA.
- Trundle**, K.C. & Krissek, L. A. (2006, April). *Inservice teachers' use of multiple representations to teach standards-based earth science concepts*. NARST, San Francisco, CA.
- *Adadan, E., **Trundle**, K.C., & Irving, K. (2006, January). *High school students' understanding of the nature of matter*. Association for Science Teacher Education, Portland, OR.
- Krissek, L. A. & **Trundle**, K.C. (2006, January). *Inservice teachers' integration of multiple representations into earth science teaching*. Association for Science Teacher Education, Portland, OR.
- Trundle**, K.C. & Bell, R. L. (2006, January). *Using technology to promote conceptual change: Phase 2 of the research*. Association for Science Teacher Education, Portland, OR.
- *Uçar, S., **Trundle**, K. C. & Krissek, L. A. (2006, January). *Preservice teachers' understanding of standards-based earth science content for grades K-4*. Association for Science Teacher Education, Portland, OR.
- Krissek, L. A. & **Trundle**, K.C. (2005, October). *K-12 teachers' preferred forms of representation – the "old dog, new tricks" problem*. Geological Society of America, Salt Lake City, UT.
- Trundle**, K.C. & Bell, R. L. (2005, April). *The use of a computer simulation to promote scientific conceptions of moon phases*. NARST, Dallas, TX.

- *Beilfuss, M., Krissek, L., Boone, W., **Trundle**, K., *White, O., & *Uçar, S. (2005, January). *Development and validation of the Geology Content Knowledge Assessment*. Association for the Education of Teachers in Science, Colorado Springs, CO.
- Bell, R. L. & **Trundle**, K. C. (2005, January). *The sky's the limit: The impact of planetarium software on preservice teachers' conceptions of moon phases*. Association for the Education of Teachers in Science, Colorado Springs, CO.
- Trundle**, K. C., Krissek, L. A., & *Uçar, S. (2005, January). *Using multiple representations to train teachers to teach standards-based earth science concepts*. Association for the Education of Teachers in Science, Colorado Springs, CO.
- Trundle**, K. C., Bell, R. L. & *Bayes, M. (2004, October). *Using planetarium software to teach astronomy concepts: An example with children who are deaf or hard of hearing*. School Science and Mathematics Association, Atlanta, GA.
- *Uçar, S., *Saçkes, M., **Trundle**, K. C. & Krissek, L. A. (2004, October). *Don't treat your soil like dirt: Learning cycle lessons on soil for grades K-4*. School Science and Mathematics Association, Atlanta, GA.
- Trundle**, K. C., Atwood, R. K. & Christopher, J. E. (2004, January). *Eighth grade students' conceptions of standards-based lunar concepts*. Association for the Education of Teachers in Science, Nashville, TN.
- Trundle**, K. C., Cohen, M. R., & Smith, W. S. (2004, January). *Continuously learning your subject matter: Three case studies of moon phases*. Association for the Education of Teachers in Science, Nashville, TN.
- *Lee, L. H., **Trundle**, K. C., & Smith, W. S. (2003, October). *Under one big sky: Linking students and preservice teachers from around the world through lunar observations*. School Science and Mathematics Association, Columbus, OH.
- Trundle**, K. C., Atwood, R. K. & Christopher, J. E. (2003, March). *A longitudinal study of preservice elementary teachers' conceptions of moon phases*. NARST, Philadelphia, PA.
- Martin, R. E. & **Trundle**, K. C. (2003, January). *The Ohio Resource Center (ORC): A new web-based resource for teacher educators and preservice teachers*. Association for the Education of Teachers in Science, St. Louis, MO.
- Ridgway, J. & **Trundle**, K. C. (2003, January). *The National STEM Digital Libraries Science Metadata Project: Unexpected professional development benefits*. Association for the Education of Teachers in Science, St. Louis, MO.
- Smith, W. S., **Trundle**, K. C. & *Moreillon, T. (2003, January). *Preservice elementary teachers engage students from the Navajo Nation, Indianapolis, Ohio, Alaska, and Australia via the Internet to share and understand students' lunar observations*. Association for the Education of Teachers in Science, St. Louis, MO.
- Trundle**, K. C., Atwood, R. K. & Christopher, J. E. (2003, January). *Preservice elementary teachers' conceptions of standards-based lunar concepts for grades K-4*. Association for the Education of Teachers in Science, St. Louis, MO.
- *Sundberg, C. W., **Trundle**, K. C., Giesen, J. L., *Accalogoun, L., & Sunal, D. W. (2002, April). *Using an online learning environment to develop learning cycle lesson planning skills*. NARST, New Orleans, LA.

- Smith, W. S., **Trundle**, K. C. & *Moreillon, T. (2002, March). *MOON Project: Linking students from around the world through lunar observations*. National Science Teachers Association.
- Christopher, J. E., Atwood, R. K., & **Trundle**, K. C. (2002, January). *Middle school teachers' preparedness to teach standards-based light concepts*. Association for the Education of Teachers in Science, Charlotte, NC.
- *Sundberg, C. W., **Trundle**, K. C., *Accalogoun, L., *Bland, J., Sunal, D. W., Sunal, C. S., & Giesen, J. L. (2002, January). *Learning cycle lesson plan rubric*. Association for the Education of Teachers in Science, Charlotte, NC.
- Sunal, D. W., *Staples, K. A., Sunal, C. S., Shwery, C. S., **Trundle**, K. C., * Sundberg, C., & Odell, M. R. (2001, November). *Effective pedagogy for online learning environments*. 7th Sloan-C International Conference on Online Learning, Orlando, FL.
- Sunal, D. W., Sunal, C. S., **Trundle**, K. C., & Giesen, J. L. (2001, August). *Psychological and sociological factors involved in construction of meaning through online learning: A hypothesis generating study*. American Psychological Association Annual Conference in San Francisco, CA.
- Atwood, R. K., Christopher, J. E., & **Trundle**, K. C. (2001, March). *Standards-based heat and temperature concepts for middle school science: Are teachers adequately prepared?* NARST, St. Louis, MO.
- *Staples, K. A., Sunal, D. W., Mays, A. M., Giesen, J. L., Sunal, C. S., Dwyer, W. M., *Sundberg, C., Wilson, L., & **Trundle**, K. C. (2001, March). *Research design and evaluation for the online learning environment*. NARST, St. Louis, MO.
- Trundle**, K. C., Atwood, R. K., & Christopher, J. E. (2001, March). *Elementary preservice teachers' conceptual understandings of moon phases: Updates and extensions of a preliminary study*. NARST, St. Louis, MO.
- Dwyer, W. M., Sunal, D. W., Giesen, J. L., Sunal, C. S., & **Trundle**, K. C. (2001, March). *Assessing best practices in online learning: A review of the literature*. Society for Information Technology & Teacher Education, Orlando, FL.
- Trundle**, K. C. (2001, January). *Trends in earth/space science education and Kentucky's response to key issues*. Association for the Education of Teachers in Science, Costa Mesa, CA.
- Trundle**, K. C., Atwood, R. K., & Christopher, J. E. (2000, April). *Inquiry-based physics instruction and conceptions of moon phases*. NARST, New Orleans, LA.
- Sundberg, C., Sunal, D., Mays, A., Sunal, C., Dwyer, W., Staples, K., Wilson, L., **Trundle**, K., Giesen, J., & Shwery, C. (2000, April). *Best practice in online instruction: Implications of the literature for higher education*. AERA, Seattle, WA.
- Trundle**, K. C. (2000, January). *Misrepresentation of the moon*. Association for the Education of Teachers in Science, Akron, OH.
- Trundle**, K. C. (1999, January). *Standard-based K-12 geoscience education in Kentucky*. Invited paper. Geological Society of America, Athens, GA.
- Trundle**, K. C., & Robinson, S. (1998, April). *The use of current events with mathematics and science preservice teachers*. School Science and Mathematics Association, Louisville, KY.

Trundle, K. C., & Robinson, S. (1997, October). *Current events: An underutilized resource for mathematics and science teachers*. National Science Teachers Association, Nashville, TN.

Regional: Invited

Trundle, K. C. (2011, September). *The magnetic attraction of inquiry*. Ultimate Educator Expo for Tri-State Educators. Greater Cincinnati Environmental Educators and Cincinnati Zoo & Botanical Garden, Cincinnati, OH.

Regional: Peer-reviewed

*Green, K, **Trundle, K. C.**, & Shaheen, M. (2016, September). *Integrating the arts into science teaching and learning: A review of the literature*. Mid-Atlantic Region meeting of the Association for Science Teacher Education, Gatlinburg, TN.

*Smith, M. M., Ding, L., & **Trundle, K. C.** (2015, October). *A psychometric evaluation of the English version of The Nature of Solutions and Solubility—Diagnostic Instrument (NSS-DI Eng), using classical test theory*. Mid-Atlantic Region meeting of the Association for Science Teacher Education, Lore City, OH.

*Smith, M. M., Saçkes, M., & **Trundle, K. C.** (2014, September). *US and Turkish preschoolers' observational knowledge of day and night cycle*. Mid-Atlantic Regional meeting of the Association of Science Teacher Education, Blowing Rock, NC.

*Mollohan, K., Ding, Ridgway, & **Trundle, K. C.** (2013, September). *College student epistemological views about biology and learning biology*. Mid-Atlantic Regional meeting of the Association of Science Teacher Education, Daniels, WV.

Trundle, K. C., *Hobson, S. M., *Miller, H. L., *Hilson, M. P., *Smith, M. M., Krissek, L. A. (2011, September). *Young children's understandings of rocks and soils*. Mid-Atlantic Regional meeting of the Association of Science Teacher Education, Olive Hill, KY.

Flevaras, L., *Saçkes, M., Gonya, J., & **Trundle, K. C.** (2009, September). *Preservice early childhood teachers' sense of efficacy for integrating mathematics and science: Effectiveness of a methods course*. Mid-Atlantic Regional meeting of the Association of Science Teacher Education, Friendship, OH.

*Saçkes, M., *Hilson, M., **Trundle, K. C.** & Krissek, L. A. (2009, September). *The effect of a summer institute on in-service elementary and middle school teachers' science content knowledge and efficacy beliefs for teaching science*. Mid-Atlantic Regional meeting of the Association of Science Teacher Education, Friendship, OH.

*Wild, T. & **Trundle, K. C.** (2009, September). *Middle school students' with visual impairments conceptual understandings of seasonal change*. Mid-Atlantic Regional meeting of the Association of Science Teacher Education, Friendship, OH.

*Wild, T. & **Trundle, K. C.** (2007, September). *Turkey talk: Teaching conservation to children with visual impairments*. Mid-Atlantic Regional meeting of the Association of Science Teacher Education, Ansted, WV.

*Adadan, E., **Trundle, K. C.**, & Irving, K. (2005, October). *High school students' conceptual understandings of the particulate nature of matter through multiple representations*. Mid-Atlantic Regional meeting of the Association of Science Teacher Educators, Breaks, VA.

- Trundle**, K. C., Atwood, R. K. & Christopher, J. E. (2002, October). *A longitudinal study of preservice elementary teachers' conceptions of moon phases*. Mid-Atlantic Regional meeting of the Association for the Education of Teachers in Science, Natural Bridge, VA.
- Christopher, J. E., Atwood, R. K., & **Trundle**, K. C. (2001, October). *Standards-based light concepts for middle school science: Are teachers adequately prepared?* Mid-Atlantic Regional meeting of the Association for the Education of Teachers in Science, Ansted, WV.
- *Sundberg, C. W., **Trundle**, K. C., *Accalogoun, L., Bland, J., Sunal, D. W., Sunal, C. S., & Giesen, J. L. (2001, October). *Assessing lesson plans with the learning cycle lesson plan rubric*. Mid-Atlantic Regional meeting of the Association for the Education of Teachers in Science, Ansted, WV.
- Trundle**, K. C., *Sundberg, C. W., Giesen, J. L., *Accalogoun, L., Sunal, D. W., *Ruchti, W., & Odell, M. R. (2001, October). *Using an online learning environment to develop science inquiry skills*. Mid-Atlantic Regional meeting of the Association for the Education of Teachers in Science, Ansted, WV.
- *Staples, K. A., Sunal, D. W., Mays, A. M., Giesen, J. L., Sunal, C. S., Dwyer, W. M., *Sundberg, C., Wilson, L., & **Trundle**, K. C. (2000, October). *Teaching and learning online: A review of the research and data-supported best practices*. Southeastern Regional meeting of the Association for the Education of Teachers in Science, Auburn, AL.
- Atwood, R. K., Christopher, J. E., & **Trundle**, K. C. (2000, September). *Standards-based heat and temperature concepts*. Mid-Atlantic Regional meeting of the Association for the Education of Teachers in Science, Corbin, KY.
- Trundle**, K. C., Atwood, R. K., & Christopher, J. E. (2000, September). *Elementary preservice teachers' conceptual understandings of moon phases: A second look*. Mid-Atlantic Regional meeting of the Association for the Education of Teachers in Science, Corbin, KY.
- Trundle**, K. C., Atwood, R. K., & Christopher, J. E. (1999, September). *Elementary preservice teachers' conceptual understandings of moon phases*. Mid-Atlantic Regional meeting of the Association for the Education of Teachers in Science, Kingsport, TN.

State/Local: Invited

- Trundle**, K. C. (2022, April). *First impressions matter: Preparing and maintaining a competitive CV and coverletter*. University of Georgia, Athens, GA.
- Trundle**, K. C. (2021, April). *Gaurdians of wonder: Exploring science with young children*. [Keynote address]. National Geographic Learning Professional Development Symposium. Oklahoma.
- Trundle**, K. C. (2018, September). *Common science misconceptions: Insights from education research*. Weber State University, Ogden, UT.
- Trundle**, K. C. (2014, June). *The higher education perspective on STEM Education*. Fourth Congressional District STEM APP Challenge, Raleigh, NC.
- Trundle**, K. C. (2011, October). *The magnetic attraction of inquiry*. Association of Independent Maryland Schools, Baltimore.
- Trundle**, K. C. (2011, May). *Science education research: Types, topics, methods, issues, and dissemination*. School of Geological Sciences, The Ohio State University, Columbus, OH.

- Trundle, K. C.** (2011, April). *The magnetic attraction of inquiry*. Lutheran Schools Association Conference, New York City.
- Trundle, K. C.** (2010, October). *K-5 teaching strategies for the five E's of science: Building on teachers' strengths in literacy instruction*. Dayton Public Schools Challenger Center, Dayton, OH.
- Trundle, K. C.** (2010, September). *Early science experiences: Inquiry, children's literature, and misconceptions*. New York City Teachers, New York.
- Trundle, K. C. & *Saçkes, M.** (2008, September). *Science by the book: Using children's literature to teach science*. Head Start Education Services Institute, Columbus, OH.
- Trundle, K. C.** (2006, February). *Fourth grade elementary students' conceptions of standards-based lunar concepts*. Physics Education Research Group, Physics Department, The Ohio State University, Columbus, OH.
- Trundle, K. C.** (2005, October). *Look for the moon, reach for the stars!* Ohio Department of Education Early Learning and School Readiness Conference, Columbus, OH.
- Trundle, K. C., & Krissek, L. A.** (2005, September). *Using multiple representations to train teachers to teach Earth science concepts*. Centers of Excellence Symposium on Mathematics and Science Teaching and Learning, Akron, OH.
- Trundle, K. C.** (2005, February). *Conceptions about standards-based lunar concepts*. Carnegie Initiative for the Doctorate Seminar, The Ohio State University, Columbus, OH.
- Trundle, K. C., Krissek, L. A., & *Uçar, S.** (2005, January) *Training teachers to teach standards-based earth science concepts*. Carnegie Initiative for the Doctorate Seminar, The Ohio State University, Columbus, OH.
- Trundle, K. C.** (2003, April). *Navigate your way through the science standards: The magnetic attraction of effective science teaching*. Featured presentation. Ohio Association of Administrators of State and Federal Education Programs, Columbus, OH.
- Trundle, K. C.** (2003, April). *Don't let your mouse get trapped: Finding electronic resources for effective science teaching through the Ohio Resource Center*. Featured presentation. Ohio Association of Administrators of State and Federal Education Programs, Columbus, OH.

State/Local: Peer-reviewed

- Vela, K. N., *Weber, D., *Parslow, M., **Trundle, K. C.**, & Hagevik, R. (2024, January). *Cloudy with a chance of estimation: Exploring cloud coverage*. Utah Council of Teachers of Mathematics, Provo, UT, United States.
- *Weber, D., Vela, K. N., *Parslow, M., **Trundle, K. C.**, & Hagevik, R. (2024, January). *Precipitation and STEAM: How to calculate garden irrigation*. Utah Council of Teachers of Mathematics, Provo, UT, United States.
- Trundle, K. C.** (2010, October). *Tiny bubbles: A big solution to inquiry troubles*. Florida Association of Science Teachers, St Augustine, FL.
- Martin, R. E., & **Trundle, K. C.** (2003, February). *The Ohio Resource Center*. Science Education Council of Ohio, Dayton, OH.

- Christopher, J. E., Atwood, R. K., & **Trundle**, K. C. (2001, November). *Standard-based light concepts for middle school science: Have we adequately prepared teachers?* Kentucky Academy of Science and the Tennessee Academy of Science, Murphreesboro, TN.
- Christopher, J. E., Atwood, R. K., & **Trundle**, K. C. (2001, Spring). *Have we adequately helped middle school teachers prepare to teach heat and temperature concepts?* Kentucky Association of Physics Teachers, Lexington, KY.
- Trundle**, K. C. (2001, October). *The Ohio Resource Center: Science resources for parents.* Ohio Parent Teacher Association Conference, Columbus, OH.
- Trundle**, K. C. (2001, October). *Using the Ohio Resource Center in teacher education programs.* Ohio Confederation of Teacher Education Organizations Conference, Columbus, OH.
- Trundle**, K. C. (2001, September). *The Ohio Resource Center: Science resources for supervisors and teachers.* Ohio SSA Conference, Columbus, OH.
- Trundle**, K. C. (2001, June). *Kentucky Virtual High School: A model of online course development.* Alabama Educational Technology Conference, Birmingham, AL.
- Atwood, R. K., Christopher, J. E., & **Trundle**, K. C. (2001, March). *Have we adequately helped middle school teachers become prepared to teach heat and temperature concepts?* Kentucky Association of Physics Teachers, Paducah, KY.
- Trundle**, K. C., Atwood, R. K., & Christopher, J. E. (2000, December). *Elementary preservice teachers' conceptual understandings of moon phases.* Kentucky Academy of Science, Lexington, KY.
- Trundle**, K. C. (2000, June). *Best practice: Inquiry-based science teaching.* Star Teacher Leadership Academy, Lexington, KY.
- Troland, T. H., & **Trundle**, K. C. (2000, March). *Lives of the stars.* Kentucky Teaching and Learning Conference, Louisville, KY.
- Trundle**, K. C., & Kidwell, K. (2000, March). *Blooming flowers, blossoming minds: Using critical thinking skills to teach science.* Kentucky Teaching and Learning Conference, Louisville, KY.
- Trundle**, K. C. (1999, November). *Crosswalk: Changes in the Kentucky Core Content for Science Assessment.* Kentucky Association of Science Teachers, Lexington, KY.
- Trundle**, K. C. (1999, October). *Development and evaluation of a standards-based physics course for preservice elementary teachers.* Community of Inquiry Colloquium, Lexington, KY.

Creative Works

- Trundle**, K. C. (2009). *Pizza Science Activity Guide for Science Kit, Science Section.* Elmers: Columbus, OH.
- Trundle**, K. C. (2009). *S'mores on a Stick Science Activity Guide for Science Kit, Science Section.* Elmers: Columbus, OH.
- Trundle**, K. C. (2009). *Bubble Science Kit.* Elmers: Columbus, OH.

Service

- National/International**
- Editor in Chief for Journal**

Sriwijaya University Learning and Education International Journal (SULE-IJ), 2024-present

Guest Editor for Journal

Journal of Childhood, Education & Society, 2020-2021

Associate Editor for Journals

Electronic Journal for Research in Science & Mathematics Education, 2021-present

Journal of Science Teacher Education, 2015-2019

Editorial Review Board Member for Journals

Journal of Childhood, Education & Society, 2019-present

Journal of Research in Science Teaching, 2011-2014

Early Childhood Research and Practice, 2012-present

Contemporary Issues in Technology and Teacher Education, 2007-2011

Journal of Science Teacher Education, 2006-2011

Reviewer for Journals

Journal of Research in Science Teaching, Reviewer, 2003-2011, 2014-present

International Journal of Science Education, Reviewer, 2005-present

Science Education, Reviewer, 2006-present

Astronomy Education Review, Reviewer, 2009-present

Computers and Education, Reviewer, 2010-present

Journal of Elementary Science Education, Reviewer, 2006

Journal of Literacy Research, Guest Reviewer, 2010

Reading Research Quarterly, Guest Reviewer, 2009

Elementary School Journal, Reviewer, 2009

Journal of Science Teacher Education, Guest Reviewer, 2005-2006

Journal of Science Education for Students with Disabilities, Reviewer, 2004

Electronic Journal of Science Education, Reviewer, 2003

Leadership for the Association for Science Teacher Education

Chairperson, 2023 Annual International Meeting, Salt Lake City, 2018-2023 (Appointed)

Past President, 2014 (Elected)

President, 2013 (Elected)

President Elect, 2012 (Elected)

Member, Executive Committee, 2011-2014 (Elected)

Member, International Board of Directors, 2009-2014 (Elected)

Chairperson, Publications Committee, 2010-2012 (Appointed)

Chairperson, Editor Search Committee, 2011-2012 (Appointed)

Chairperson, Committee on Regional Units, 2011-2012 (Appointed)
Chairperson, Editor Search Committees (2) , 2009-2010 (Appointed)
Co-Chairperson, Publications Committee, 2009-2010 (Appointed)
Chairperson, Elections Committee, 2008-2009 (Elected)
Member, Elections Committee, 2007-2009 (Elected)
Chairperson, 2008 International Conference Program, 2006-2008
Co-Chairperson, 2008 International Conference, 2006-2008
Member, Long-Range Conference Committee, 2006-2009 (Appointed)
Member, Awards Committee, 2004-2007 (Appointed)
Member, International Board of Directors, 2000-2001 (Elected)
Program Chairperson 2002 Annual International Meeting, 2001-2002 (Appointed)

Leadership for the Council of Scientific Society Presidents

Member, Executive Board, 2013 (Elected)

Leadership for the National Association for Research in Science Teaching (NARST)

Member, Distinguished Career Research Award Committee, 2021-2025 (Appointed)
Member, Early Career Research Award Committee, 2008-2011 (Appointed)
Chairperson, Outstanding Paper Award Committee, 2005-2006 (Appointed)
Co-Chairperson, Outstanding Paper Award Committee, 2004-2005 (Appointed)
Member, Awards Committee, 2004-2006 (Appointed)
Member, Outstanding Paper Award Committee, 2003-2006 (Appointed)
Strand Coordinator for Program Committee, 2001-2005 (Appointed)

Leadership for the School Science and Mathematics Association

Member, Program Committee, 2003 (Appointed)
Member, Membership Committee , 2003-2006 (Appointed)
Member, Proposal Review Committee, 2004

Regional

Leadership for the Association for Science Teacher Education

Regional Director, Mid-Atlantic Region, 2008-2012 (Elected)
Regional Director, Mid-Atlantic Region, 2000-2001 (Elected)
Program Chairperson Annual Mid-Atlantic Regional Meeting, 1999-2000

State

Member, Early Childhood Science Model Curriculum Review Committee, Ohio Department of Education, 2010-2011
Member, Science Content Standards Revision Committee, Ohio Department of Education, 2009

Primary Developer, Phase 2 Science Professional Development Modules for Preschool Teachers and Daycare Workers, Ohio Department of Education, 2009

Primary Developer, Science Professional Development Modules for Preschool Teachers and Daycare Workers, Ohio Department of Education, 2004-2007

University and College

Ombudsperson, Tenure Advisory Committee, Kimberly Snow, Department of Special Education & Rehabilitation Counseling, 2024

Ombudsperson, Tenure Advisory Committee, David Longhurst, Department of Psychology, 2024

Ombudsperson, Tenure Advisory Committee, Becky Hermann, Department of Nursing, 2023

Ombudsperson, Tenure Advisory Committee, Taewon Kim, Department of Psychology, 2023

Ombudsperson, Tenure Advisory Committee, Aryn Dotterer, Department of Human Development and Family Studies, 2022

Ombudsperson, Tenure Advisory Committee, Stephen Kwiatek, Department of Special Education & Rehabilitation Counseling, 2022

Member, Tenure Advisory Committee, Sophia D'Agostino, Special Education and Rehabilitation, 2021

Chairperson, Edith Bowen Laboratory School, Executive Board, 2018-2020

Member, USU Strategic Enrollment Management Planning (SEMP) Committee (2019-2020)

Member, USU Sophomore Success Committee (2019-2020)

Member, Department Head Search Committee, NC State University 2017

Member, Global Coordinator Search Committee, NC State University 2017

Member, Communications Director Search Committee, NC State University 2016

Co-Chair, Leadership in Public Science Cluster Hire Search Committee, NC State University 2015-16

Co-Chair, Summit on Poverty, NC State University 2015-16

Member, Business Advisory Board, Wake NC State STEM Early College High School

Faculty Lead, Collaboration with The Science & Technology Museum of Hubei Province, China, China Gateway, The Ohio State University, 2012-2013

Member, Board of Mentors, Eminence Fellows Program, Kuhn Honors & Scholars Center, The Ohio State University, 2012-2013

Member, Institutional Review Board (IRB), The Ohio State University, Office of Responsible Research Practices (ORRP), 2004-2013

Reviewer Expedited Proposals, Institutional Review Board (IRB), The Ohio State University, Office of Responsible Research Practices (ORRP), 2007-2013

Member, College Council, 2011-2012

Member, Woodrow Wilson Ohio Teaching Fellowship Program Advisory Committee, 2010-2013

Graduate Faculty Representative, The Ohio State University, Graduate School, 2004-2013

Kathy Cabe Trundle

Member, Dean's Taskforce for College Restructuring, 2011
Member, Woodrow Wilson Teaching Fellowship Program Advisory Board, 2010-2011
Member, Curriculum Committee, College of Education, 2004-2006
Faculty Leader, Ohio Department of Education program alignment for Early and Middle
Childhood Science Education, 2003-2005

School/Department

Member, Business Manager Search Committee, 2022
Chairperson, Tenure Advisory Committee, Rachel Turner, 2020-present
Member, Instructional Leadership Faculty Search Committee, 2021-2022
Faculty Lead, Master's of Arts Program, 2010-2011
Member, Graduate Studies Committee, 2004-2006 and 2010-2011
Faculty Coordinator, Petition Reviews for Early and Middle Childhood Education Science, 2004-
2013
Faculty Lead, Early Childhood Education M.Ed. Program, 2008-2010
Member, Scholarship and Fellowship Committee, 2003-2004, 2010-2011
Member, Early Childhood Admissions Committee, 2003-2004, 2007-2011
Reviewer, PhD Admissions, 2007-2011
Faculty Advisor, 8 Milestone Projects for ECE MEd students, 2009-2011
Faculty Evaluator, ECE MEd Milestone Presentations, 2007-2011
Faculty Coordinator, OSU ECE MEd Pilot of the Teacher Performance Assessment (TPA) 2010-
2011
Faculty Evaluator, ECE MEd Capstone Presentations, 2004-2008
Member, Search Committee Science Education, 2007-2008
Member, Search Committee Science Education, Marion Campus, 2005-2006
Member, Search Committee Mathematics Education, Marion Campus, 2005-2006
Member, Search Committee Literacy Education, Marion Campus, 2005-2006
Member, Search Committee American Sign Language, 2005-2006
Member, Search Committee Science Education Mansfield Campus, 2005-2006
Member, Search Committee Science Education Mansfield Campus, 2004-2005
Member, Search Committee Science Education, 2003-2004
Member, Middle Childhood Admissions Committee, 2003

Other Professional/Public Service

Member, Project PLANET Advisory Board, Astronomical Society of the Pacific, 2018-Present
Member, Primrose Early Learning Council, 2016-Present
Advisor, The Fred Rogers Company, 2015

External Examiner, Dissertation, University of the Witwatersrand, Johannesburg, South Africa, 2011

External Evaluator, Promotion and Tenure Committee, Indiana University, 2011, 2018

Provider, Teacher Professional Development, New York City Schools, 2011

Provider, Teacher Professional Development, New York City Schools, 2010

External Evaluator, Project Mastery, National Alternate Assessment Center, University of North Carolina, 2008

Provider, Teacher Professional Development, Head Start Education Services Institute, 2008

Provider, Teacher Professional Development, Knowles Science Teaching Foundation, 2008

Provider, Teacher Professional Development, Knowles Science Teaching Foundation, 2007

Ohio State University Representative, Bexley Education Foundation Educator of the Year Selection Committee, 2005

External Evaluator, Making Science Right, Institute for Applied and Professional Ethics, Ohio University, 2002

Ohio State University Science Representative, Battelle for Kids' - Journey Through Data

Guest Reader, Columbus Public Schools, 2002

State Representative for Ohio, State Collaborative on Assessment and Student Standards (SCASS), 2002

Provider, Teacher Professional Development, New Albany Schools, 2002

Provider, Teacher Professional Development, Shelby City Schools, 2001

Provider, Model Science Teaching, Englewood Elementary School, 2001

Coordinator, Oakdale Science Day, Oakdale Elementary School, 2001

Provider, Teacher Professional Development, Bibb County Schools, January and February 2001

Coordinator, Rockfest Science Festival, Rock Quarry Elementary School, 2000

Project Director, Kentucky Virtual High School: Course Development

University of Alabama Representative, Problem-Based Learning Conference, 2000

University of Alabama Representative, Southeast Student Teachers Are Revitalizing Teaching Through Technology

Advisory Board Member, Tennessee Earth Science Teachers

Vice President, Delta Kappa Gamma Society International

Recording Secretary, Delta Kappa Gamma Society International

Member, Steering and Evaluation Committees, Kentucky Science Academies

Member, Evaluation Committee, Challenger Learning Center of Kentucky

Member, Revision Committee, Science Core Content for Assessment

Member, Science Committee for Kentucky Department of Education. (1998). *Implementation manual for the program of studies: Elementary school*. Frankfort, KY: Author.

Member, Science Committee for Kentucky Department of Education. (1998). *Implementation manual for the program of studies: Middle school*. Frankfort, KY: Author.

Member, Science Committee for Kentucky Department of Education. (1998). *Implementation manual for the program of studies: High school*. Frankfort, KY: Author.

Honors

Outstanding Longtime Service to ASTE, 2021

Fulbright Specialist, 2013, Indonesia

Fulbright Specialist, 2012, Indonesia

Outstanding Science Teacher Educator of the Year, Association for Science Teacher Education (Early Career), 2008

Merit Review, Superior Merit and Dean's Merit: University of Alabama, 2000-2001

Outstanding Graduate Student, Curriculum and Instruction: University of Tennessee, 1999

Leadership Education Award: Greater Knoxville Chamber of Commerce, 1994-1995

Delta Kappa Gamma Society International Graduate Scholarship, 1994

Stokely Institute Fellow: University of Tennessee, 1990

H. G. Loy Teacher of the Year Award, 1989

Dean Stout Award for Excellence in Science Teaching, 1987

Activities

Visiting Scholar, Sriwijaya University, Palembang, Sumatra, Indonesia, 2023-present

Visiting Scholar, Balıkesir University, Balıkesir, Türkiye, 2025

Visiting Scholar, Oregon State University, Corvallis, Oregon, 2013

Visiting Scholar, Boğaziçi University, Istanbul, Türkiye. 2012

Visiting Scholar, Çukurova University, Adana, Türkiye, 2012

Consultant, Primrose Schools, Early Learning Council, 2014-Present

Author, National Geographic Learning, 2009-Present