

Final Map Numbers	Presentation Session	Title	Authors
1	1:30-2:40	Anthropocentric Thinking about Antibiotic Resistance and Ecosystems	Andrea Burton, University of Washington-Tacoma Campus Sarah Bissonette, California State University-Stanislaus Eloise Davenport, Stanislaus College Kimberly Tanner, San Francisco State University John Coley, Northeastern University
2	1:30-2:40	Assessing the Value in and the Use of Science Communication Curriculum in Atmospheric Science Undergraduate Programs	Kierstin Blomberg, University of Nebraska-Lincoln Dawn Kopacz, University of Nebraska-Lincoln
3	1:30-2:40	Space Weather in Introductory Curricula: Design and Early Implementation of an Educational Intervention	Tony Williams, Auburn University karen mcneal, Auburn University
4	1:30-2:40	Enhancing Geoscience Education: A Comparative Study of Undergraduate Student Interpretation of Isotope Data Using Microfossils and the CER Framework	Brenda Costello, The University of Texas at Arlington Cory Forbes, The University of Texas at Arlington
5	1:30-2:40	Begging the Question: Bringing the "Question Formulation Technique" to Geoscience Education	Caitlin Callahan, Grand Valley State University Katherine Ryker, University of South Carolina-Columbia
6	1:30-2:40	Geoscience Instructor Perspectives on Analogies in the Classroom	Caden Rhoades, Northern Illinois University Nicole LaDue, Northern Illinois University
7	1:30-2:40	Exploring the Contributions of Course Materials to the Growth of Spatial Thinking Skills in Meteorology Majors	Lauren Burns, The University of North Carolina at Charlotte Casey Davenport, University of North Carolina at Charlotte
8	1:30-2:40	Who benefits from stream tables? Spatial thinking as a potential moderator of hydrology instruction	Haven Townsend, University of South Carolina-Columbia Shannon E Powers, University of South Carolina-Columbia Benny Thoms-Warzecha, University of South Carolina-Columbia Emily Baumann, University of South Carolina-Columbia Ashley Draven Prior, University of South Carolina-Columbia Katherine Ryker, University of South Carolina-Columbia
9	1:30-2:40	A Longitudinal Analysis of Self-Efficacy in First-Year Undergraduate Meteorology Majors	Eli Blackwelder, University of North Carolina at Charlotte Casey Davenport, University of North Carolina at Charlotte
10	1:30-2:40	Investigating the relationship between student interest and instructional practices	Elizabeth Urban, Boise State University Karen Viskupic, Boise State University
11	1:30-2:40	Using the Theory of Planned Behavior to Measure Student's Interest in Enrolling in Introductory Geology Courses and Future Geology Courses	Annie Klyce, Vanderbilt University Katherine Ryker, University of South Carolina-Columbia
12	1:30-2:40	Reimagining Geoscience Field Education Through Accessible and Community-Engaged Field Camp Models	Melissa Ortega, The University of Texas at El Paso Jason Ricketts, The University of Texas at El Paso Jay Chapman, The University of Texas at El Paso Sarah De Los Santos Upton, The University of Texas at El Paso
13	1:30-2:40	Embodied Access: Investigating Robotic Proxies in Geoscience Field Courses	Michael Cox, University of Florida Anita Marshall, University of Florida
14	1:30-2:40	Development of a Field Teaching Observation Protocol (FTOP) for Geoscience Field Instruction	Edward Riccio, Central Washington University Anne Egger, Central Washington University
15	1:30-2:40	Is field camp still relevant? Evaluating four years of evidence from a traditional field-based geology capstone	Lance Tully, University of South Carolina-Columbia Katherine Ryker, University of South Carolina-Columbia David Barbeau, University of South Carolina-Columbia Andrew Leier, University of South Carolina-Columbia Laura Rademacher, University of the Pacific
16	1:30-2:40	Integrating Education Research in Atmospheric Science Field Campaigns	Melissa Burt, Colorado State University-Fort Collins Rebecca Haacker, National Center for Atmospheric Research Peggy McNeal, Towson University Emily Fischer, Colorado State University-Fort Collins Dawn Kopacz, University of Nebraska-Lincoln Kathy Quardokus Fisher, University of Notre Dame
17	1:30-2:40	Learning from Where We Are: Impacts of Place-Based Education on Place Attachment and Engagement in Introductory Geoscience Labs	Emily Baumann, University of South Carolina-Columbia Katherine Ryker, University of South Carolina-Columbia
18	1:30-2:40	Student Motivations for Enrollment in Online vs. In-Person Geoscience Courses and Their Impact on Academic Performance and Outcomes	Allison Good, Middle Tennessee State University Todd Moore, Middle Tennessee State University Alisa Hass, Middle Tennessee State University Brittany Price, Middle Tennessee State University
19	1:30-2:40	Contributing to Impactful Educational Change by Connecting Theory and Practice: Advice from the SERC Case	Kristin O'Connell, Carleton College Ellen Iverson, Carleton College Sean Fox, Carleton College Monica Bruckner, Carleton College John McDaris, Carleton College Ashley Carlson, Carleton College Cailin Huyck Orr, Carleton College Amy Collette, Carleton College
20	1:30-2:40	Impacts of specifications grading on student learning, engagement, and motivation in an introductory geology course	Lily Claiborne, Vanderbilt University
21	1:30-2:40	Ungrading Across the Geosciences: Evidence, Strategies, and Classroom Applications	Montana Etten-Bohm, University of North Dakota Daria Kluver, Central Michigan University Zachary Handlos, Georgia Institute of Technology-Main Campus George Hademenos, Richardson High School, Richardson, TX, USA
22	1:30-2:40	Building a Geoscience Talent Pipeline: Outcomes from a TSU-UTK Partnership to Expand Undergraduate Research, Mentoring, and Career Pathways	Reginald S. Archer, Tennessee State University Michael McKinney, The University of Tennessee-Knoxville Thomas Byl, Tennessee State University Stephanie K. Drumheller-Horton, The University of Tennessee-Knoxville
23	1:30-2:40	Voices on the Horizon: Youth Choral Music as a Pathway to Climate Understanding and Agency	Alexandra Davatzes, Temple University Elizabeth Parker, Temple University
24	1:30-2:40	The Student Seaglider Center: A Student-Run Model for Experiential Learning and Career Development in the Geosciences	Sasha Seroy, University of Washington-Seattle Campus Layla Airola, University of Washington-Seattle Campus A. Rick Rupan, University of Washington-Seattle Campus Catherine Kohlman, University of Washington-Seattle Campus Fritz Stahr, University of Washington-Seattle Campus Charles C. Eriksen, University of Washington-Seattle Campus
25	1:30-2:40	Identity, Belonging and Inquiry in Science (IBIS) Program: Building Inclusive Marine Science Pathways through Graduate-Undergraduate Research Partnerships	Mikelle Nuwer, University of Washington-Seattle Campus Jane Dolliver, University of Washington-Seattle Campus José Guzmán, University of Washington-Seattle Campus Cynthia Levine, University of Washington-Seattle Campus
26	1:30-2:40	Cascadia Region Earthquake Science Center (CRESCENT)'s Cores to Code – A Paleoseismology Summer School for Undergraduates	Shannon Fasola, University of Oregon Harvey Kelsey, California State Polytechnic University-Humboldt Tina Dura, Virginia Polytechnic Institute and State University Andrea Hawkes, University of North Carolina Wilmington Diego Melgar, University of Oregon Andrew Meigs, Oregon State University
27	1:30-2:40	Strategies and Activities for Building Geoscience Workforce Skills and Awareness: Web-based Resources for Geoscience Instructors	Karen Viskupic, Boise State University Anne Egger, Central Washington University
28	1:30-2:40	Advancing Geoscience Career Readiness Through Alumni Mentorship at Western Michigan University	Heather Petcovic, Western Michigan University Paul R. Goudreault, Enorine Partners, LLC Thomas Howe, Western Michigan University
29	1:30-2:40	Ready 2 Rock: Preparing Undergraduate Geoscience Students for Professional Conferences, Networking, and Career Pathways	Tess Oldroyd-Johnson, Idaho State University
30	1:30-2:40	Alignment Between Expectancy-Value and Diversity, Equity, and Inclusion to Broaden STEM Participation	Wilnelly Ventura-Valentin, University of Southern Indiana Mike Brudzinski, Miami University-Oxford Michael Hubenthal, EarthScope Gillian B Haberli, EarthScope Elise Meyer, Tufts University

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31	1:30-2:40	Attracting students to geoscience departments: New research-based materials for your department	Rachel Teasdale, California State University-Chico Debra Johnson, California State University-Chico Susan Riggins, California State University-Chico Andrew Harp, Shasta College Cheyenne Young, California State University-Chico Tom George, Pleasant Valley High School Gwen Ryan, California State University-Chico
32	1:30-2:40	Enhancing undergraduate learning through TA development	Michelle Zill, University of Southern California
33	1:30-2:40	Using Student Feedback to Inform Inclusive Pedagogical Design in an Undergraduate Earth Materials Course	Eric Palma, California State University-Long Beach
34	1:30-2:40	Connecting 2YC faculty to land surface hazards researchers for training and professional development	Megan Plenge, University of North Carolina at Chapel Hill Eric Kirby, Pennsylvania State University-Penn State Brandywine Beth Pratt-Sitaula, EarthScope Consortium Marin Clark, University of Michigan-Ann Arbor
35	1:30-2:40	Longitudinal impacts of the Traveling Workshops Program and identification of emerging needs	Megan Plenge, University of North Carolina at Chapel Hill Anne Egger, Central Washington University Karen Viskupic, Boise State University
36	1:30-2:40	Supporting a Cohort of Early-Career Faculty as They Develop and Teach New Courses	Kat Huybers, University of Washington-Seattle Campus Kristi Straus, University of Washington-Seattle Campus José Guzmán, University of Washington-Seattle Campus
37	1:30-2:40	Lessons learned about enabling and catalyzing systematic change across contexts: SERC as a community backbone	John McDaris, Carleton College Cailin Huyck Orr, Carleton College Kristin O'Connell, Carleton College
38	1:30-2:40	Strengthening the Broader Impacts of Your Science and Teaching Through SERC	Ellen Iverson, Carleton College Kristin O'Connell, Carleton College Kerry Vachta, Carleton College Sean Fox, Carleton College John McDaris, Carleton College
39	2:50-4:00	Building Hazard Literacy to Strengthen STEAM Pathways Across K-12 and Higher Education	Michelle Ritchie, University of Georgia
40	2:50-4:00	Doughnut economics as a lens to build Earth Science literacy to support society's social foundation and prevent ecological ceiling overshoot	Laura Rosales Lagarde, Nevada State University
41	2:50-4:00	Impact of a Mindful Nature-Awareness Practice on Connectedness to Nature and Implications for Recruiting Geoscience Majors	Kelsey Bitting, Elon University Jill McSweeney, Elon University Evan Small, Elon University Abigail Manning, Elon University Kiley Sherlock, Elon University
42	2:50-4:00	Interdisciplinary Research, as Told through Comics	Elena Robakiewicz, University of Cologne Frederik von Reumont, University of Cologne Verena Foerster, University of Cologne
43	2:50-4:00	Harnessing state geological survey monitoring networks for place-based learning: examples from Kentucky	McKenzie Brannon, University of Kentucky Elizabeth Adams, University of Kentucky E. Glynn Beck, University of Kentucky Matthew Crawford, University of Kentucky Doug Curl, University of Kentucky Michael McGlue, University of Kentucky
44	2:50-4:00	Cultivating place in the classroom through water and geology in the Southwest	Cameron Reed, University of New Mexico-Main Campus Steven Semken, Arizona State University Campus Immersion Lindsay Worthington, University of New Mexico-Main Campus
45	2:50-4:00	Maps, Mentoring, and Place: Service Learning in Introductory Geography	Jerry Griffith, University of North Carolina at Pembroke
46	2:50-4:00	Spectral Reimaging in the National Parks	Carmi Thompson, Ohio State University-Main Campus
47	2:50-4:00	Increasing Spatial Thinking and 3D Visualization Skills with Visible Geology	Alyssa Abbey, California State University-Long Beach Amy Weislogel, West Virginia University Rory McFadden, Carleton College Andrew Laskowski, Montana State University Hannah Blatchford, Eastern Michigan University
48	2:50-4:00	Building Student Quantitative Skills in an Oceanography Course	Martin Farley, University of North Carolina at Pembroke
49	2:50-4:00	The Math Your Earth Science Majors Need modules can help your students bridge the gap between math and geoscience	Eric Baer, Highline College Beth Pratt-Sitaula, EarthScope Consortium Rory McFadden, Carleton College Michael Coe, Cedar Lake Research Group LLC
50	2:50-4:00	Experiential learning through air quality citizen science	Stacy Porter, Denison University
51	2:50-4:00	Impact of Active Learning Implementation on Student Performance in Introductory Atmospheric Science Laboratory Classrooms	Kassidy Kjos, University of North Dakota Montana Etten-Bohm, University of North Dakota Dr. Jacob Carstens, University of North Dakota Dr. Elizabeth Suazo-Flores, University of North Dakota
52	2:50-4:00	Designing Shared Cloud-Based Geophysical Courses: Early Evaluation of Infrastructure, Pedagogy, and Learner Confidence	Tammy Bravo, EarthScope Consortium Gillian B Haberli, EarthScope Melissa Weber, EarthScope Michael Hubenthal, EarthScope
53	2:50-4:00	Assessment Strategies and Student Performance in an Introductory Oceanography Lab at Baylor University	Sharon Browning, Baylor University
54	2:50-4:00	Incorporating Peer and Self Assessment into Scaffolded Group NSF-Style Proposals in Majors-Level Earth Surface Processes	Sarah Williams, Oberlin College Rachel Glade, University of Rochester
55	2:50-4:00	Embedding Wicked Science Across the Curriculum: Transdisciplinary Course Redesign in Earth Sciences at Ohio State	Shelley Judge, The College of Wooster Casey Saup, Ohio State University-Main Campus
56	2:50-4:00	From Rocks to Reasoning: Transforming Learning in Physical Geology	Erin Klauk, University of Wyoming
57	2:50-4:00	Transforming your introductory course to be more equitable and effective	Anne Egger, Central Washington University
58	2:50-4:00	XtalSlice: A Tool to Visualize and Quantify 2D Cross Sections of Mineral Crystal Forms	Arianna Soldati, North Carolina State University at Raleigh Ryan M. Currier, University of West Georgia
59	2:50-4:00	Designing Classes: Utilizing Makerspaces to Create Classroom Materials	Julienne Beblo, University of North Carolina at Chapel Hill
60	2:50-4:00	The Value of a Free Textbook in Introductory Earth Science Education	Laura Nesor, Virginia Polytechnic Institute and State University

Final Map Numbers	Presentation Session	Title	Authors
61	2:50-4:00	Personalizing large introductory geoscience classes using AI-generated videos	Julie Ferguson, University of California-Irvine Bill Tomlinson, University of California-Irvine Donald J. Patterson, University of California-Irvine Rebecca W. Black, University of California-Irvine Andre van der Hoek, University of California-Irvine Matthew J. Bietz, University of California-Irvine
62	2:50-4:00	True Crime Rock Stories: Teaching the Scientific Method with Audio Technology	Jennifer Taylor, The University of Tennessee-Chattanooga Michael Standard, The University of Tennessee-Chattanooga
63	2:50-4:00	Designing a Game Theory- Based Learning Experience to Enhance Undergraduate Students' Reasoning about Stakeholder Competition and Cooperation in Water Systems	Silvia Jessica Mostacedo Marasovic, The University of Texas at Arlington Cory Forbes, The University of Texas at Arlington
64	2:50-4:00	Field notes from the geoscience classroom from NAGT's 2025/2026 Outstanding Teaching Assistants	Madeline Ess, Miami University-Hamilton Wilnelly Ventura-Valentin, University of Southern Indiana Sophia Bautista, The University of Texas at Austin Kaitlyn Ponce, California State University-Monterey Bay Roger Riffin, University of North Carolina at Charlotte Trevor Brooks, The University of Texas at Austin Ashley Scott, Western Michigan University Jacqueline Giblin, Arizona State University Campus Immersion Tessa Czech, University of Utah Michael Park, University of Minnesota-Duluth Devina Kalika, CUNY Queens College Logan Twohey, UNC Charlotte
65	2:50-4:00	Carbon Capture and Storage Education in the Gulf Coast and Integration to High School through a Groundwater Monitoring Lab	Katherine Romanak, The University of Texas at Austin Susan Hovorka, The University of Texas at Austin Angela Luciano, The University of Texas at Austin Dolores van Der Kolk, The University of Texas at Austin
66	2:50-4:00	ESS Scaffolded Inquiry Labs: Online and in-person labs with high inquiry and ease of use	Karen Kortz, Community College of Rhode Island Rachel Rogers, Community College of Rhode Island Roger Hart, Community College of Rhode Island Jessica Smay, San Jose City College
67	2:50-4:00	ESS Scaffolded Inquiry Labs: Highlighting the process of science and scientific and quantitative literacy	Jessica Smay, San Jose City College Karen Kortz, Community College of Rhode Island Roger Hart, Community College of Rhode Island Rachel Rogers, Community College of Rhode Island
68	2:50-4:00	From Feedback to Reform: Transforming Introductory Geology Labs through Student Voices	Benny Thoms-Warzecha, University of South Carolina-Columbia Sydney R. Villaruel, University of South Carolina-Columbia Lance Tully, University of South Carolina-Columbia Haven Townsend, University of South Carolina-Columbia Nandana Goswami, University of South Carolina-Columbia Katherine Ryker, University of South Carolina-Columbia Stephanie Anderson, University of South Carolina-Columbia