

Tuesday Poster Session

1:30 – 4:00 p.m. | Science & Technology
Building (STB) Lobby



EARTH EDUCATORS'
RENDEZVOUS

Geoscience Education Research

#1 [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 [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 [Space Weather in Introductory Curricula: Design and Early Implementation of an Educational Intervention](#)

Tony Williams, Auburn University
Karen McNeal, Auburn University

#4 [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 [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 [Geoscience Instructor Perspectives on Analogies in the Classroom](#)

Caden Rhoades, Northern Illinois University
Nicole LaDue, Northern Illinois University

#7 [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 [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 [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 [Investigating the relationship between student interest and instructional practices](#)

Elizabeth Urban, Boise State University
Karen Viskupic, Boise State University

#11 [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

Tuesday Poster Session

1:30 – 4:00 p.m. | Science & Technology
Building (STB) Lobby



EARTH EDUCATORS'
RENDEZVOUS

#12 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 Embodied Access: Investigating Robotic Proxies in Geoscience Field Courses

Michael Cox, University of Florida
Anita Marshall, University of Florida

#14 Development of a Field Teaching Observation Protocol (FTOP) for Geoscience Field Instruction

Edward Riccio, Central Washington University
Anne Egger, Central Washington University

#15 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 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 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 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 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 Impacts of specifications grading on student learning, engagement, and motivation in an introductory geology course

Lily Claiborne, Vanderbilt University

Tuesday Poster Session

1:30 – 4:00 p.m. | Science & Technology
Building (STB) Lobby



EARTH EDUCATORS'
RENDEZVOUS

#21 [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 [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 [Voices on the Horizon: Youth Choral Music as a Pathway to Climate Understanding and Agency](#)

Alexandra Davatzes, Temple University
Elizabeth Parker, Temple University

Tuesday Poster Session

1:30 – 4:00 p.m. | Science & Technology
Building (STB) Lobby



EARTH EDUCATORS'
RENDEZVOUS

Building Strong Programs

#24 [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 [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 [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 [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 [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 [Ready 2 Rock: Preparing Undergraduate Geoscience Students for Professional Conferences, Networking, and Career Pathways](#)

Tess Oldroyd-Johnson, Idaho State University

#30 [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

#31 [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

Tuesday Poster Session

1:30 – 4:00 p.m. | Science & Technology
Building (STB) Lobby



EARTH EDUCATORS'
RENDEZVOUS

#32 [Enhancing undergraduate learning through TA development](#)

Michelle Zill, University of Southern California

#33 [Using Student Feedback to Inform Inclusive Pedagogical Design in an Undergraduate Earth Materials Course](#)

Eric Palma, California State University-Long Beach

#34 [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 [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 [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 [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 [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

Tuesday Poster Session

1:30 – 4:00 p.m. | Science & Technology
Building (STB) Lobby



EARTH EDUCATORS'
RENDEZVOUS

Curriculum & Instruction

[#39 Building Hazard Literacy to Strengthen STEAM Pathways Across K-12 and Higher Education](#)

Michelle Ritchie, University of Georgia

[#40 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 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 Interdisciplinary Research, as Told through Comics](#)

Elena Robakiewicz, University of Cologne
Frederik von Reumont, University of Cologne
Verena Foerster, University of Cologne

[#43 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 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 Maps, Mentoring, and Place: Service Learning in Introductory Geography](#)

Jerry Griffith, University of North Carolina at Pembroke

[#46 Spectral Reimaging in the National Parks](#)

Carmi Thompson, Ohio State University-Main Campus

[#47 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 Building Student Quantitative Skills in an Oceanography Course](#)

Martin Farley, University of North Carolina at Pembroke

[#49 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

Tuesday Poster Session

1:30 – 4:00 p.m. | Science & Technology
Building (STB) Lobby



EARTH EDUCATORS'
RENDEZVOUS

#50 [Experiential learning through air quality citizen science](#)

Stacy Porter, Denison University

#51 [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 [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 [Assessment Strategies and Student Performance in an Introductory Oceanography Lab at Baylor University](#)

Sharon Browning, Baylor University

#54 [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 [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 [From Rocks to Reasoning: Transforming Learning in Physical Geology](#)

Erin Klauk, University of Wyoming

#57 [Transforming your introductory course to be more equitable and effective](#)

Anne Egger, Central Washington University

#58 [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 [Designing Classes: Utilizing Makerspaces to Create Classroom Materials](#)

Julienne Beblo, University of North Carolina at Chapel Hill

#60 [The Value of a Free Textbook in Introductory Earth Science Education](#)

Laura Naser, Virginia Polytechnic Institute and State University

#61 [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 [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

Tuesday Poster Session

1:30 – 4:00 p.m. | Science & Technology
Building (STB) Lobby



EARTH EDUCATORS'
RENDEZVOUS

#63 [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 [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 Riggan, 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 [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 [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 [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 [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