

Thursday, August 28, 2025

Poster Session

11:00 a.m. – 12:00 p.m.

Terrace Room

Poster 1 - **Empowering K-12 Educators through AI Literacy**

Dr. David T. Marshall - Faculty, Department of Educational Foundations, Leadership, and Technology, College of Education

Dr. Asim Ali - Executive Director, Biggio Center

Dr. Katelyn R. Nelson - Emerging Technologies & Academic Innovation Specialist, Biggio Center

Shuqi Du - Graduate student, Department of Educational Foundations, Leadership, and Technology, College of Education

Shawndra Bowers - Staff, Biggio Center

The advancement of artificial intelligence (AI) is transforming education, necessitating strategic access and collaborative opportunities for educators. The Integrating AI for Transformative Learning in K-12 Schools course, developed by the Auburn University Biggio Center, addresses the pressing need for AI literacy among K-12 educators. Designed as a self-paced, modular program, the course equips educators with foundational AI concepts, practical classroom applications, and critical ethical considerations. This poster presentation will showcase how the course's development aligned with strategic engagement principles, emphasizing access, opportunity, and collaboration. The design process involved partnerships with educators, instructional designers and AI experts, ensuring the content was relevant, accessible and inclusive. Digital badges offer micro-credentials to recognize educators' achievements, supporting continuous professional growth. The presentation will highlight the course's impact on fostering AI readiness in schools, promoting equitable access to technology, and building sustainable educational communities. It will also share insights into overcoming barriers and strategies for collaborative engagement, offering participants actionable ideas to replicate or adapt in their educational contexts.

Poster 2 - **Bridging Minds and Communities: Psychology Students Supporting Children's Growth with Circles Opelika**

Dr. Tracy Witte - Faculty, Department of Psychological Sciences, College of Liberal Arts

More than 17% of the 31,361 citizens of Opelika, Alabama, live in poverty – a rate higher than the national average. Twenty-eight percent of Opelika's children live in poverty, which is 1.5 times the rate of the Auburn-Opelika metro area. Circles USA is a national organization specifically aimed at poverty reduction. Our local chapter, Circles Opelika, is the only one in Alabama and has existed since 2019. This presentation will discuss engaged scholarship between Dr. Tracy Witte and Circles Opelika. During the weekly Circles of Opelika meetings, children's programming is



provided so that childcare is not a barrier to participation. Until recently, the children's programming has been primarily managed by one individual. Although her tremendous efforts were laudable, with the number and age range of children being served, there was a clear need for an influx of new volunteers.

The number of undergraduate psychology majors at Auburn University has grown more than 46% since 2017. With a finite number of faculty, we struggle to provide High-Impact Practices, which are essential for preparing students for graduate school and/or their future careers, for the many undergraduates seeking them out. The need for volunteers for the Circles Children's Program provides an excellent opportunity for the Department of Psychological Sciences to expand our capacity for High-Impact Practice for our students.

The current project focuses on building out the necessary infrastructure for the children's programming that is essential for the success and well-being of the Circles program. In addition to benefitting the Opelika community, this project will also benefit Auburn University psychology undergraduate students by creating a new, rich opportunity to engage in High-Impact Practices. This is consistent with strategic priorities identified by the Dean of the AU College of Liberal Arts and Auburn University's 2035 strategic plan.

Poster 3 - AU SOLVES: Engaging Community Partners with Interdisciplinary Teams to Solve Stakeholder-Identified Problems Through Co-Produced Sustainability Research

Dr. Karen McNeal - Faculty, Department of Geosciences, College of Sciences and Mathematics
Dr. Chandana Mitra - Faculty, Department of Geosciences, College of Sciences and Mathematics
Dr. Hollie Cost, Assistant Vice President, Office of Public Service, University Outreach

The project aims to connect interdisciplinary researchers with stakeholder communities, provide training in coproduction of science, and offer real-world research and team science experiences to AU graduate students, post-doctoral scholars and faculty. We leverage the existing model and lessons learned from the successful \$3M National Science Foundation Research Traineeship (NRT) award funded Climate Resilience project that was led by AU's Department of Geosciences. We have scaled up the NRT program's model to the university level to support graduate student career development to solve challenging sustainability related problems with interdisciplinary solutions. This initiative offers resources such as online portals and workshops, facilitating collaborations between faculty, students, community and external stakeholders, and financial support for collaborative teams working with stakeholders. This approach benefits AU by integrating faculty research with graduate student training and fostering stronger partnerships with external stakeholders, ultimately enhancing the institution's research profile. Graduate students gain valuable research experiences, expand their professional networks, and increase their employability post-graduation. Faculty benefit from cross departmental collaboration as they work collectively, streamline broader impacts support, and increase engagement with external stakeholders. Stakeholders receive tailored research solutions, form connections with AU researchers, and contribute to advancing knowledge in their respective fields and sectors. Ultimately, this project enables AU researchers to work with community stakeholders to solve real-world problems across various disciplines and sectors across the sustainability footprint.

Poster 4 - **Cypress Nature Preserve: Designing & Building a Landscape of Learning in Montgomery, Alabama**

David Hill - Faculty, Landscape Architecture Program, College of Architecture, Design & Construction

In the heart of Montgomery, just over one mile from the Alabama State Capitol Building, lies a 250-acre tract of land containing wetlands, ancient river bluffs, natural seeps and deep ravines. This seemingly forgotten land is home to a tremendous diversity of life. To date, more than 125 species of birds, 65 species of trees and 30 flowering plants, as well as numerous ferns, vines, mushrooms and, of course, insects have been identified.

This urban wild (a remnant natural system found within a developed urban area) offers a tremendous resource for ecological observation, hands-on learning and public recreation. This city-owned land has the potential to become the Cypress Nature Preserve, a public landscape that opens these incredibly diverse bogs and thickets up to visitors while also protecting the fragile ecologies and ecosystem services that have developed over time. This hidden gem is a unique ecological system located within walking distance of Montgomery's downtown and Riverfront Park.

Once open to the public, Cypress Nature Preserve has the capacity to provide an outdoor environmental education facility and new outdoor recreational opportunities while promoting the environmental health of Montgomery by providing storm water retention, water filtration, air purification and carbon sequestration. The preserve will also support the continued economic revitalization of downtown by promoting eco-tourism. Users of the preserve will come from all walks of life and interests and we hope it will become a regional hotspot for photographers, bird watchers, hikers, bikers and nature lovers.

This project has the potential to improve the quality of life for people in and around Montgomery, Alabama through improved health, education and play. This project also offers education benefits to Auburn University students as they cultivate a productive dialogue with a real community, design landscape interventions, and install a productive landscape of learning.

Poster 5 - **Spaces of Self-Expression for Multilingual People**

Dr. Iulia Pittman - Faculty, Department of World Languages, Literatures and Cultures, College of Liberal Arts

This presentation focuses on the need for spaces of self-expression for multilingual people through off- and on-campus events and through virtual means. Multilingual people do not have many opportunities to share their language and culture in meaningful ways. As a result, they do not feel seen and heard, and this can impact their work and sense of identity. The presenter will give an overview of previous multilingual campus and community events that have led to a greater sense of belonging and understanding of identity. While these events have been well-attended, and the feedback has been overwhelmingly positive, the visibility of multilingual

people is still fairly low. This presentation proposes a new initiative that represents a platform for multilingual people to share their stories. A podcast series hosted by a faculty member from the Department of World Languages, Literatures and Cultures will invite multilingual people at Auburn University to talk about their multilingual background and how they leverage it into their academic work. Previous events that the host has been involved in and interviews related to her research led to a large network of people who will make up the guest list. The podcast can reach people at Auburn University, in the Auburn-Opelika community, and beyond our local community. Sharing one's story can be a powerful tool that leads to better understanding of identity and can invite others into places of authenticity and self-expression.

Poster 6 - Developing C.L.E.A.R. (Civic, Legal, Ethical, Analogous, Reasoning) Thinking in secondary social studies

Dr. Jada Kohlmeier - Faculty, Department of Curriculum and Teaching, College of Education

Dr. Steven Brown - Faculty, Department of Political Science, College of Liberal Arts

Dr. David Marshall - Faculty, Department of Educational Foundations, Leadership, and Technology, College of Education

Dr. Jesús Tirado - Faculty, Department of Curriculum and Teaching, College of Education

Matthew Summerlin - Graduate student, Department of Curriculum and Teaching, College of Education

Megan Andrews - Graduate student, Department of Curriculum and Teaching, College of Education

Our three-year, nation-wide, Virtual Lesson Study (VLS) project is engaging 40 secondary social studies teachers to develop the teachers' capacity to design and implement authentic pedagogy. Teachers receive asynchronous historical and constitutional content readings, lectures and synchronous discussions with Dr. Steven Brown in political science. Teachers also receive asynchronous video case models and lectures from Dr. Kohlmeier on authentic pedagogy in social studies.

The teachers were divided into 10 VLS teams facilitated by a leader familiar with authentic pedagogy. The teams developed, over Zoom, a lesson for their curriculum each summer starting in 2024. During the academic year, the teams followed the VLS observation, reflection and revision process twice during the 2024-25 academic year using Swivl for lesson observation and Zoom for reflection and revision sessions. All teachers video-recorded themselves implementing the research lesson and reflected on their own implementation with their Lesson Study Leader.

We used rubrics for authentic pedagogy to score each teachers' research lesson implementation video as well as independently developed lessons they recorded at the start of the project. When we compared the scores from the two lessons, the Lesson Study Lessons scored an average of 5 points higher on an exacting rubric of Authentic Pedagogy Instruction.

Teachers reported benefitting from working with colleagues in districts and states different from their own because they began to see themselves as part of a larger professional community. The Swivl recording technology captured student conversations using microphones that we would

not have captured in person, providing insights into students' historical empathy and civic reasoning. Project teachers reported over 95% satisfaction with VLS after year 1.

VLS is encouraging adoption of authentic pedagogy among the 40 participating teachers in our project. VLS is a promising professional development model that can foster teacher collaboration, reflection and instructional refinement across low-resourced school districts.

Poster 7 - **School of Aviation's Multi-Pronged Approach to Local and National Outreach**

Dr. Daniel Siao - Faculty, School of Aviation, College of Liberal Arts

Dr. Rebecca Baughman - Faculty, School of Aviation, College of Liberal Arts

Martin Harris - Faculty, School of Aviation, College of Liberal Arts

Matthew Graham - Staff, School of Aviation, College of Liberal Arts

Dr. James Birdsong - Faculty, School of Aviation, College of Liberal Arts

With a projected high demand for pilots, collegiate flight programs have gained popularity in recent years; however, much of the profession is shrouded in mystery. What are the paths to becoming a professional pilot? What is the flight training process? What does a career as a pilot look like? Are there job opportunities for pilots outside of airlines? These are some of the questions on the minds of young aspiring pilots and their parents.

Auburn University's School of Aviation strives to promote aviation to the next generation of aviation professionals through our outreach efforts. Aviation is a cost-restrictive industry to enter, and many high school students are not aware of the early requirements to begin the process. In this presentation, we will focus on the School of Aviation's outreach programs: Air Race Classic teams, Pilot for a Day, Girls in Aviation Day, Airshow Displays, and Aviation Summer Camps. These events provide the School with a local and national outreach presence.

These events are designed to promote aviation, recruit potential students, and answer some of the aforementioned questions often raised by aspiring pilots. We use a variety of activities, such as participating in flying competitions to visit cities across the country, offering discovery flights for first-time flyers, inviting the public to meet our student pilots at the airport during pep rallies, offering flying-related crafts for kids, flying aircraft simulators, using immersive technology to demonstrate various aspects of flight, taking aviation-themed field trips, and inviting guest speakers from various sectors of the aviation industry. In this presentation, we propose to discuss each of these events in greater detail, the lessons learned, and our future goals for outreach.

Poster 8 - **Service Learning and Journaling by Undergraduate Elementary Education Majors**

Dr. Jill Salisbury-Glennon - Faculty, Department of Educational Foundations, Leadership, and Technology, College of Education

Dr. Paris Strom - Faculty, Department of Educational Foundations, Leadership, and Technology, College of Education

Amber Johnson - Graduate student, Department of Educational Foundations, Leadership, and Technology, College of Education

Kendrick Wallace - Graduate student, Department of Educational Foundations, Leadership, and Technology, College of Education

The main purpose of this study was to inquire about the types of journaling insights shared by undergraduate teacher education majors (juniors and seniors) based on their school-based service learning experiences. The assignment for the journal reflections was developed for a required course, FOUN 3100 (Child Development, Learning, Motivation and Assessment). The assignment prompts used were designed by the professor. The present study aimed to discover important journal themes that emerged from pre-service teacher experiences in school-based service learning settings. ATLAS.ti was used for the qualitative analysis of the undergraduate service learners' journals.

Findings indicated astute observations regarding classroom management strategies, student motivation and effective strategies for helping students learn. Classroom management was recognized by many as being crucial for optimal learning. Regarding teaching, examples were described by service learners in how they approached tutoring students in reading, math and spelling. Specific tutoring strategies used with success included differentiated instruction, varied explanations and use of concrete manipulatives.

Another emergent theme was the value expressed by pre-teachers in seeing for the first time how key theories from the course could be applied in the classroom which included theories of learning, motivation and development. Another dominant theme inherent across the journals was the extremely high value of face-to-face, verbal dialogue between the child learner and the service learner. It was this type of assistance provided by the service learner that resulted in the highest benefit for both the learner and the service learner. Finally, numerous journals described the collaboration demonstrated among faculty and administration at the school which was encouraging for them as pre-teachers to observe. Related to collaboration, it was acknowledged also in the journals that they will have challenges as they go along in pre-teaching, but it is key to continue seeking help from their support systems (teachers, mentors, peers).

Poster 9 - **From Vision to Venue: How NCNAC and Auburn University Created a National Hub for Nursing Academic Coaching**

Kendall Henderson - Faculty, Nursing, College of Nursing

Brittney Wimberly - Staff, Office of Professional and Continuing Education, University Outreach

The National Consortium for Nursing Academic Coaches (NCNAC) was started in 2021 to connect educators in nursing academia looking for help in supporting their nursing students through academic coaching or student success. The coaching role is broadly defined and includes nursing faculty or staff that help nursing students with topics such as studying skills, time management, test taking or general life skills. NCNAC works to fill in gaps in support for nursing academic coaches, as well as to support one another through research and collaboration. The group is currently composed of over 600 nursing educators from 48 states in the U.S.

On March 21-23, 2025, the first annual Compass Conference, driven by NCNAC leadership and the Auburn Outreach Office of Professional and Continuing Education (OPCE), took place at the Auburn University Hotel and Conference Center.

Conversations regarding the creation of the conference originated during meetings of the Auburn Professional and Continuing Education Council. The Auburn OPCE team and the NCNAC officers built the schedule and sent the call for abstracts in the Fall of 2024.

Around 150 nurse educators, coaches, advisors, and leadership teams from over 50 various colleges and schools of nursing across the United States came together for a time of collaboration, engagement and discussion. The Compass Conference included 26 educational sessions, 4 actionable workshops, and a time for poster presentations. Intentional networking time occurred during breakfasts and walking groups each morning, along with a tour of the Auburn College of Nursing building.

The partnership between the NCNAC group and Auburn's OPCE was invaluable in planning the conference and making it run smoothly. The conference placed Auburn and the nursing field on a national stage, and there are plans to host the conference at Auburn again in 2026.

Poster 10 - **The Auburn University Informal STEM Connectory: One Year of Impactful Work**

Dr. Virginia Davis - Faculty, Department of Chemical Engineering, Samuel Ginn College of Engineering

Mary Lou Ewald - Faculty, Outreach, Samuel Ginn College of Engineering

Jess Gilpin - Staff, Outreach, College of Sciences and Mathematics

Dr. Rachel Prado - Faculty, Department of Chemistry and Biochemistry, College of Sciences and Mathematics

Jessica Taylor - Staff, Outreach, Samuel Ginn College of Engineering

Dr. Chippewa Thomas - Faculty, Department of Special Education, Rehabilitation, and Counseling, College of Education, Director, Office of Faculty Engagement and the Encyclopedia of Alabama

Informal STEM Education (I-STEM) transcends disciplinary boundaries in fueling students' future career interests. The mission of the Auburn I-STEM Connectory is to enhance instruction, research, outreach and extension by aligning existing efforts and expanding Auburn's capacity to meet state and national informal STEM education needs. In its first year, the Connectory hosted over ten events which impacted over 1,000 members of the community. Activities included hosting campus-wide stakeholder meetings, leading a lunch learn and connect series, leading NSF CAREER grant workshops, and collaborating with the Faculty Outreach and Engagement Council. The Connectory also provided insights and letters of support for individual faculty grant proposals and created a directory of evaluators for education initiatives.

Making connections and sharing knowledge are key tenets of the Connectory's work. In the last year, the I-STEM Connectory built an informal STEM education community by founding the East Alabama STEM Ecosystem, partnering with COSAM Outreach to host the Alabama Science and

Engineering Fair (ASEF), and working with the Alabama iSTEM Collaborative to host the first ever Alabama Invention Convention competition.

Through these activities and more the I-STEM Connectory aligns with all five goals of Auburn's strategic plan. Our goals for year two and beyond focus on reviving graduate student STEM organizations, continuing to build cross-campus connections through networking and knowledge sharing, growing ASEF, and expanding Invention Convention across the state of Alabama. The I-STEM Connectory will also define needs for physical space, establish formal agreements with more colleges, and formalize its organizational structure including creating working groups aligned with each goal of Auburn's Strategic Plan. With Auburn's unique position as a land, sea, and space grant institution, the I-STEM Connectory will coalesce human and funding resources to become an exemplar in addressing state and national needs for high-quality, accessible STEM education and workforce development initiatives.

Poster 11 - **LCRP: Engaging the Community in Advocacy through Strengths and Values**

Dr. Ashley Brown - Community Partner , Lee County Remembrance Project (LCRP)

Joe Davis - Community Partner, Lee County Remembrance Project (LCRP)

Dr. Sara Demoigny - Faculty, Elementary Education, College of Education

The Lee County Remembrance Project (LCRP) is a grassroots initiative that addresses racial terror, violence and trauma in Lee County, Alabama. In partnership with the Equal Justice Initiative (EJI), LCRP educates the community on racial injustices while promoting healing and advocating for justice. We foster community engagement and advocacy to combat discriminatory practices. This session will focus on the methods LCRP employs to encourage the community to advocate for racial justice and recognition. We will discuss strategies like involving local leaders, using social media for amplification, and educating community stakeholders to encourage advocacy. Within these methods, we encourage community members to find and use their personal strengths (writing letters and petitions, organizing, calling legislators, shaping protests and more) to take action. We also highlight personal values like fairness to support this work. These methods encourage people to consider the variety of ways they can advocate and reinforces that what they do is impactful in dismantling systemic oppression and racism. Attendees will gain insights into how LCRP mobilizes collective action, fosters inclusive collaboration, and transforms advocacy into tangible social change.