**CURRICULUM VITA**

**Biographical**

**Lucretia Octavia Tripp**

**1391 Hampton Dr.**

**Auburn AL 36830**

**Email: tripplo@auburn.edu**

**Name:** Lucretia Octavia Tripp

**Department:** Curriculum and Teaching **College:** Education

**Education: Institution Degree Major Date Awarded**

Oklahoma State University Ed. D. Educational Studies May 1998

Oklahoma State University M.S. Natural and Applied Science May 1995

Wesleyan College B. S. Middle Grades Education May 1980

**Professional Experience:**

 **Institution/Location Rank Period of Appointment**

Auburn University, AL Grad Level II August 2018 -

Auburn University, AL Associate Professor August 2010 – Present

Auburn University, AL  Assistant Professor August 2002 – 2010

NASA\*\*, Washington, DC Program Coordinator August 1998–2002

NASA\*\*, Washington, DC Aerospace Education Specialist August 1991–1998

Cobb County Schools, GA 8th Grade Science Teacher August 1987–1991

DeKalb County Schools, GA 7th Grade Science Teacher August 1986–1987

Newton County Schools, GA 5th Grade Science Teacher August 1984–1986

Bibb County Schools, GA 8th, 5th, 4th Grade Science Teacher August 1980–1986

**Other Education Experience:**

Howard University, Washington, DC Adjunct Professor August - 1998-2002

Bowie State University, Bowie, MD Adjunct Professor August - 1996-1997

Argosy University, Atlanta, GA Adjunct Professor August - 2004-2006

Spelman College, Atlanta, GA Adjunct Professor August - 2008-2010

**HONORS/AWARDS:**

2018 Appointed to Global Diversity Committee, American Association College Teacher Education

2017 Awarded The Frank T. Hawkins Distinguished Scholar Award, Research Association of Minority Professors, Atlanta GA

2015 Awarded The Senior Scholar in Residence, Project Kaleidoscope, America Colleges & Universities, Washington DC

2015 Awarded The 2015 PKAL STEM Leadership Institute for STEM Faculty, The BACA Campus of Colorado College: Crestone, Colorado

2010 Awarded The Undergraduate Teaching Award, College of Education, Auburn University, Auburn AL

2009 Awarded 2009 Character Education Project Mentor, Fat Albert and Cosby Kid Character Education Summit, Washington, DC.

2008 Awarded 2008 Sun Belt Writing Project Teacher Consultancy Award

1. Outstanding Science Educator, Science Matters, Board of Education, St. Thomas, US Virgin Islands
2. Voted as one of the Top 50 Minority Women in Science and Engineering, National Technical Association, Washington, DC
3. Medal, Distance Learning Science Category for Cosmic Collision 38th New York Film Festival for Technical Education, New York, NY
4. Outstanding Teacher in Science Award, Arecibo City, Arecibo, PR

Summary of Professional Activities

**PERCENTAGE BREAKDOWN OF ALLOCATION OF TIME AND EFFORT FOR TEACHING, RESEARCH/CREATIVE WORK, OUTREACH,**

**AND SERVICE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Years 1, 2,3** | **Years****4,5,6** | **Years****7, 8, 9** | **Years****10,11,12** | **Years****13,14** | **Year 15** | **Year****16** |
| **Teaching** | 80% | 80% | 80% | 80% | 75% | 65% | 65% |
| **Research** | 20% | 10% | 10% | 10% | 15% | 20% | 15% |
| **Outreach/Service** | --- |  10% |  10% | 10% | 10% | 15% | 15% |

**SCHOLARLY CONTRIBUTIONS:**

|  |  |
| --- | --- |
|  | **FALL 2020** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 7540/46 | Program Evaluation | 7 | LECTURE | 3 |
| CTEE 7510 | Research Studies in Area of Specialization | 2 | LECTURE | 3 |
| CTEE 7806 | Capstone in Teaching and Learning | 2 | LECTURE | 3 |

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|  | **SUMMER 2020** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 4030 | Science Methods | 25 | LECTURELAB | 12 |
| CTEE7430/36 | Natural Science | 8 | LECTURE | 3 |

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|  | **SPRING 2020** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 7540/46 | Program Evaluation | 12 | LECTURE | 3 |
| CTEE 4030 | Science Methods | 24 | LECTURELAB | 12 |

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|  | **FALL 2019** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 4190 | ClassroomManagement | 25 | LECTURELAB | 12 |
| CTEE 4030 | Science Methods | 25 | LECTURELAB | 12 |

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|  | **SUMMER 2019** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 4030 | Science Methods | 25 | LECTURELAB | 12 |
| CTEE7430/36 | Natural Science | 8 | LECTURE | 3 |

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|  | **SPRING 2019** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 7540/46 | Program Evaluation | 11 | LECTURE | 3 |
| CTEE 4923 | Clinical Residency | 5 |  | 11 |
| CTEE 4953 | Professional Development Seminar | 5 |  | 1 |

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|  | **FALL 2018** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 4190 | ClassroomManagement | 25 | LECTURELAB | 12 |
| CTEE 4030 | Science Methods | 25 | LECTURELAB | 12 |

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|  | **SUMMER 2018** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 4030 | Science Methods | 25 | LECTURELAB | 12 |
| CTEE 7430/7436 | Natural Science  | 10 | LECTURE | 3 |

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|  | **SPRING 2018** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 7540/46 | Program Evaluation | 12 | LECTURE | 3 |
| CTEE 4030 | Science Methods | 24 | LECTURELAB | 12 |

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| --- | --- |
|  | **FALL 2017** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 4190 | ClassroomManagement | 25 | LECTURELAB | 12 |
| CTEE 4030 | Natural Science | 25 | LECTURELAB | 12 |

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|  | **SUMMER 2017** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 4030 | Natural Science  | 25 | LECTURE | 1 |
| CTEE 7095 | Special Topics Study Abroad | 10 | LECTURELAB  | 12 |
| CTEE 7430/36 | Curriculum Natural Science | 9 | LECTURE | 3 |
| CTEE 7540/46 | Program Evaluation | 8 | LECTURE | 3 |

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|  | **FALL 2016** |
| **COURSE NUMBER** | **COURSE TITLE** | **NUMER OF STUDENTS** | **LECTURE/LAB** | **HOURS** |
| CTEE 4190 | ClassroomManagement | 25 | LECTURE | 1 |
|  |  |  | LAB | 2 |
| CTEE 4030 | Natural Science | 25 | LECTURE | 1 |
|  |  |  | LAB | 2 |
|  | **SUMMER 2016** |
| CTEE 4030 | Natural Science | 26 | LECTURE | 1 |
|  |  |  | LAB | 2 |
| CTEE 7430 | Science | 3 | LECTRE | 3 |
| CTEE7436 | Science | 15 | LECTURE | 3 |
| CTEE 7540 | Program Evaluation | 14 | Lecture  | 3 |
|  | **SPRING 2016** |
| CTEE 4030 | Natural Science | 25 | Lecture | 3 |
| CTEE 4190-001 | Classroom Management | 25 | Lecture | 3 |
| CTEE 4190-002 | Classroom Management | 25 | Lecture | 3 |
|  | **FALL 2015** |
|  | Professional Development Leave | Senior Scholar in Residence | American Association Colleges & Universities |  |
|  | **SUMMER 2015** |  |  |  |
| CTEE 4030 | Natural Science | 25 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 7540  | Program Evaluation | 10 | Lecture | 3 |
| CTEE 7546 | Program Evaluation | 10 | Lecture | 3 |
| CTEE 7436 | Graduate Natural Science | 15 | Lecture | 3 |
| CTEE 7430 | Graduate Natural Science | 15 | Lecture | 3 |
|  |  |  |  |  |
|  | **SPRING 2015** |  |  |  |
| CTEE 4030 | Natural Science | 24 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 | Classroom Management | 24 | Lecture | 3 |
| CTEE 4120 | Internship |  |  |  |
|  |  |  |  |  |
|  | **FALL2014** |  |  |  |
| CTEE 4190 A | Classroom Management | 25 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 B | Classroom Management | 25 | Lecture | 1 |
|  |  |  | Lab | 2 |
|  | **SUMMER 2014** |  |  |  |
| CTEE 4030 | Natural Science | 25 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 7540 | Program Evaluation | 10 | Lecture | 3 |
| CTEE 7546 | Program Evaluation | 10 | Lecture | 3 |
|  | **SPRING 2014** |  |  |  |
| CTEE 4030 | Natural Science | 24 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 | Classroom Management | 24 | Lecture | 3 |
| CTEE 4920 | Internship | 13 |  |  |
|  | **FALL 2013** |  |  |  |
| CTEE 4190 A | Classroom Management | 25 | Lecture | 3 |
| CTEE 4190 B | Classroom Management  | 25 | Lecture | 3 |
|  | **SUMMER 2013** |  |  |  |
| CTEE 4030 | Natural Science | 25 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 7540 | Program Evaluation | 10 | Lecture | 3 |
| CTEE 7546 | Program Evaluation | 10 | Lecture | 3 |
| CTEE 7530 | Special Topics | 12 | Lecture | 3 |
| CTEC 7430 | Special Topics | 12 | Lecture | 3 |
|  | **SPRING 2013** |  |  |  |
| CTEE 4030 | Natural Science | 24 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 | Classroom Management | 24 | Lecture | 3 |
| CTEE 4920 | Internship |  |  |  |
|  |  |  |  |  |
|  | **FALL 2012** |
| CTEE 4190 A | Classroom Management | 25 | Lecture | 3 |
| CTEE 4190 B | Classroom Management | 25 | Lecture | 3 |
|  |  |  |  |  |
|  | **SUMMER 2012** |
| CTEE 4030 | Natural Science | 25 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 7540 | Program Evaluation | 10 | Lecture | 3 |
| CTEE 7546 | Program Evaluation  | 10 | Lecture | 3 |
| CTEE 7530 | Special Topics | 12 | Lecture | 3 |
| CTEE 7430 | Special Topics | 12 | Lecture | 3 |
|  | **SPRING 2012** |
| CTEE 4030 | Natural Science | 24 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 | Classroom Management | 24 | Lecture | 3 |
|  | **FALL 2011** |
| CTEE 4190 A | Classroom Management | 25 | Lecture | 3 |
| CTEE 4190 B | Classroom Management | 25 | Lecture | 3 |
|  |  |  |  |  |
|  | **SPRING 2011** |
| CTEE 3100 | Introduction to Elementary Education | 18 | Lecture | 3 |
| CTEE 4190 | Classroom Management | 25 | Lecture | 3 |
| CTEE 7910 | Practicum | 11 |  |  |
|  |  |  |  |  |
|  | **SUMMER 2011** |
| CTEC 3020 | Primary Math & Science | 20 | Lecture | 3 |
| CTEE 7530 | Program Evaluation | 18 | Lecture | 3 |
| CTEE 4020 | Language Arts | 25 | Lecture | 3 |
|  |  |  |  |  |
|  | **FALL 2011** |
| CTEE 4030 | Natural Science | 24 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 | Classroom Management | 24 | Lecture | 3 |
|  |  |  |  |  |
|  | **SPRING 2010** |
| CTEE 7530 | Natural Science | 13 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 | Classroom Management | 24 | Lecture | 3 |
| CTEE 7910 | Practicum | 10 |  |  |
|  |  |  |  |  |
|  | **SUMMER 2010** |
| CTEE 4190 | Classroom Management | 24 | Lecture | 3 |
| CTEE 7530 | Origin of Programs in Elementary Education | 11 | Lecture | 3 |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **SPRING 2010** |
| CTEE 4030 | Natural Science | 2 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 | Classroom Management | 25 | Lecture | 3 |
|  |  |  |  |  |
|  | **FALL 2009** |
| CTEE 4030 | Natural Science | 26 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4950 | Professional Development Seminar | 27 | Lecture | 3 |
|  |  |  |  |  |
|  | **SUMMER 2009** |
| CTEE 7530 | Origins of Programs in Elementary Education | 12 | Lecture | 3 |
| CTEE 4190 | Classroom Management | 22 | Lecture | 3 |
|  |  |  |  |  |
|  | **SPRING 2009** |
| CTEE 4950 | Professional Development Seminar | 60 | Lecture | 3 |
| CTEE 4190 | Classroom Management | 25 | Lecture | 3 |
| CTEE 4920 | Internship | 7 | Lecture | 3 |
|  |  |  |  |  |
|  | **FALL 2008** |
| CTEE 4030 | Natural Science | 23 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 | Classroom Management | 22 | Lecture | 3 |
| CTEE 4920 | Internship | 9 |  |  |
|  |  |  |  |  |
|  | **SUMMER 2008** |
| CTEE 4190 A | Classroom Management | 24 | Lecture | 3 |
| CTEE 4190 B | Classroom Management | 23 | Lecture | 3 |
|  |  |  |  |  |
|  | **SPRING 2008** |
| CTEC 3020 | Primary Math & Science | 25 | Lecture | 3 |
| CTEE 4030 | Natural Science | 25 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 7430 | Natural Science  | 8 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4190 | Practicum |  |  |  |
|  | **FALL 2007** |
| CTEE 3020 | Primary Math & Science | 28 | Lecture | 3 |
| CTEE 4030 | Natural Science | 22 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4920 | Internship | 13 |  |  |
| CTEE 7910 | Practicum |  |  |  |
|  |  |  |  |  |
|  | **SUMMER 2007** |
| CTEC 3020 | Primary Math & Science | 26 | Lecture | 3 |
| CTEE 7490 | Elementary School Program | 8 | Lecture | 3 |
|  |  |  |  |  |
|  | **SPRING 2007** |
| CTEC 3020 | Primary Math & Science | 15 | Lecture | 3 |
| CTEC 3020 | Primary Math & Science | 15 | Lecture | 3 |
| CTEE 4920 | Internship | 7 |  |  |
|  |  |  |  |  |
|  | **FALL 2006** |
| CTEE 7520 | Science | 8 | Lecture | 3 |
| CTEC 3020 | Primary Math & Science | 25 | Lecture | 3 |
|  |  |  |  |  |
|  | **SUMMER 2006** |
|  | Summer Salary Assistance Title VI Grant |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  | **SPRING 2006** |
| CTEE 4030 | Natural Science | 37 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 7520 | Science | 9 | Lecture | 3 |
| CTEE 4920 | Internship | 7 |  |  |
|  |  |  |  |  |
|  | **FALL 2005** |
| CTEE 7520 | Science | 8 | Lecture | 3 |
| CTEC 3020 | Primary Math & Science | 25 | Lecture | 3 |
|  |  |  |  |  |
|  | **SUMMER 2005** |
|  | Summer Salary Assistance Title VI Grant |  |  |  |
|  | **SPRING 2005** |
| CSTE 4100 | Curriculum & Teaching II: Science | 13 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 4030 | Natural Science | 26 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTSE 7900 | Independent Study | 1 | Lecture | 3 |
|  |  |  |  |  |
|  | **FALL 2004** |
| CTEE 4030 | Natural Science | 28 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTEE 7520 | Science | 8 | Lecture | 3 |
|  |  |  |  |  |
|  | **SUMMER 2004** |
|  | Summer Salary Assistance Title VI Grant |  |  |  |
|  |  |  |  |  |
|  | **SPRING 2004** |
| CTSE 4920 | Internship | 7 |  |  |
| CTSE 4100 | Curriculum & Teaching II: Science | 12 | Lecture | 1 |
|  |  |  | Lab | 2 |
|  |  |  |  |  |
|  | **FALL 2003** |
| CTSE 4200 | Managing Middle & High School Classrooms | 20 | Lecture | 3 |
| CSTE 4100 | Curriculum & Teaching II: Science | 12 | Lecture | 3 |
|  |  |  |  |  |
|  | **SUMMER 2003** |
| CTSE 7520  | Program Organization | 8 | Lecture | 3 |
|  |  |  |  |  |
|  | **SPRING 2003** |
| CTSE 4100 | Curriculum & Teaching II: Science | 11 | Lecture | 3 |
| CTSE 3920 | Internship | 7 |  |  |
|  |  |  |  |  |
|  | **FALL 2002** |
| CTSE 4090 | Curriculum & Teaching II: Science | 13 | Lecture | 1 |
|  |  |  | Lab | 2 |
| CTSE 4920 | Internship | 7 |  |  |
|  |  |  |  |  |
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**Major Professor**

**Student Degree Program Status**

Adams, Jennifer M. Ed. CTEE 2007 Teacher

Bracken, Rhan M. Ed. CTEE 2007 Teacher

Chandler, Chelsea M. Ed. CTEE 2008 Teacher

Mahoney, Amanda M. Ed. CTEE 2005 Teacher

Martin, Angela M. Ed. CTSE 2004 Science Teacher

McClinton, Brooke M. Ed. CTSE 2003 Science Teacher

Patterson, Jessica M. Ed. CTEE 2008 Teacher

Phillips, Eric J. M. Ed. CTEE 2004 Teacher

Pugh, Rebecca M. Ed. CTSE 2004 Science Teacher

Registrar, Christopher M. Ed. CTSE 2003 Science Teacher

Ward, Amy M. Ed. CTSE 2004 Teacher

Wood, Ashley M. Ed. CTEE 2008 Teacher

**Graduate Students (Incomplete Program):**

**Major Professor**

**Student Degree Program Anticipated Graduation**

Benhart, Rachel M. Ed. CTEE Fall 2017

Boyd, Breeana M. Ed. CTEE Fall 2017

Brady, Celeste M. Ed. CTEE Spring 2018

Daugherty, Micaela M. Ed. CTEE Spring 2018

Davison, Daniel M. Ed. CTEE Summer 2017

Dyess, Layton M. Ed. CTEE Spring 2018

Garrett, Keneisha M. Ed. CTEE Summer 2017

Hurdlo, Audrey M. Ed. CTEE Spring 2018

Lewis, Arthur M. Ed. CTEE Spring 2018

Morrison, LeighEllen M. Ed. CTEE Spring 2018

Niven, Brianna M. Ed. CTEE Spring 2019

Peacock, Kristin M. Ed. CTEE Spring 2018

Pitts, Emily M. Ed. CTEE Summer 2017

Radford, Sara (Ginny) M. Ed. CTEE Spring 2018

Sullivan, Jessica M. Ed. CTEE Spring 2018

Wilson, Caroline M. Ed. CTEE Spring 2018

Wolanex, Madison M. Ed. CTEE Spring 2018

**Graduate Student Committees:**

**Major Professor**

**Student Degree Program Status**

Byrd, Sarah M. Ed. CTEE Coursework in progress

Dansak, Mary M. Ed. CTEE Completed 2010

Guthrie, Amanda M. Ed. CTEE Coursework in progress

King, Marie M. Ed. CTEE Coursework in progress

Kinghton, Shea M. Ed. CTEE Coursework in progress

Petty, Rebecca M. Ed. CTEE Coursework in progress

Russell, Randi M. Ed CTEE Coursework in progress

Williams, Clarissa M. Ed. CTEE Completed 2009

Winton, Courtney M. Ed. CTEE Completed 2009

**Doctoral Graduate Student Committees:**

**Student Degree Program Status**

Woods, Sarah Ph.D. CTEE Completed 2020

Thomas, Misty Ph.D. CTEE Completed 2020

**Major Professor**

**Student Degree Program Status**

Daily Brandi Ph.D. CTEE Coursework in progress

Courtney, Karen Ed. S. CTEE Coursework in progress

Havens, Glenda Ph. D. CTEE Coursework in progress

King, LaShae Ph. D. CTEE Completed Spring 2015

 Teacher

Lee, Gregory Ed. S. CTEE Coursework in progress

Lowe, Jason Ph. D. CTEE Coursework in progress

Reetz, Debbie Ph. D. CTEE Coursework in progress

Scaggs, Carrie Ph.D. CTEE Coursework in progress

**Committee Members:**

Crowe, Laura Ph. D. CTSE Completed Spring 2016

 Teacher

Etheridge, Lisa Ph. D. CTEE Completed Spring 2016

 Assistant Professor

Kitt, Zelda Ph. D. EFLT Completed Spring 2016

 Assistant Professor

Klash, Erin Ph. D. CTEE Completed Spring 2017

 Assistant Professor

Li, Xuechao Ph. D. CSSE Completed Spring 2017

 Computer Software Engineer

Ramsey, LaTosha Ph. D. EFLT Completed Spring 2016

 Assistant Professor

Scafee, Silvia Ph.D. CTEE Completed Spring 2011

 Teacher

Sowell, Mitzi Ph. D. CTSE Completed Fall 2006

 Assistant Professor

Stewart, Bethany Ph. D. CTEE Completed Spring 2010

 Assistant Professor

Swainer, Cheryl Ph. D. CSSE Completed Spring 2016

 Dean, Computer Software

Webb, Marcia Ph. D. CTEE Completed Spring 2017

 Teacher

**Outside Reader:**

Moore, Alexia Ph.D. SERCH Completed Spring 2020

Cox, Chris Ph. D. EFLT Completed Spring 2016

Dalton, Cecil Ph. D. EFLT Completed Summer 2009

*Disparities in the treatment of African American males as compared to other races with emphasis on educational attainment*

Johnson, Gia K. Ph. D. EFLT Completed Spring 2008

*Learning styles and emotional intelligence of the adult learner*

Lett, Debra Ph. D. EFLT Work in progress

Moore, Shelia Ph. D. EFLT Completed Spring 2010

Old, Tammie Ph. D. EFLT Completed Spring 2007

*An examination of cognitive complexity and self-directed learner readiness of traditional and nontraditional undergraduate students.*

Walker, Aneta Ph. D. EFLT Completed Spring 2016

**4. Courses and Curricula Developed:**

**Revised/Developed Existing Courses: (See explanations below)**

CTEE 4190\* - Classroom Management (2015)

CTSE 4090\* - Curriculum & Teaching I: Science

CTSE 4100\* - Curriculum & Teaching II: Science

CTSE 7520\* - Program Organization

CTSE 4030\* - Natural Science

CTSE 7520\* - Natural Science

CTSE 4200\*\* - Managing Middle and High School Classrooms

CTEC 3020\*\*\* - Primary Math and Science

CTEE 7490\*\*\* - Elementary School Program

\*These courses were revised to meet Alabama teacher certification standards, the National College Association of Teacher Education (NCATE), and the National Science Teachers Association (NSTA) standards for teacher and science education. As a means of preparing pre-service teachers to teach, I introduced a temperament and learning style component. A survey was used to help pre-service teachers understand that students’ learning styles and personalities directly influence the way students like to learn.

**\* CTEE 4190** – Classroom Management was developed for Elementary classrooms and was modified to prepare pre-service teachers to meet the needs of the 21st Century students. Pre-service teachers are provided additional tools to support management and discipline in the classrooms. Computer software simulations of classrooms and mindfulness techniques were included along with temperament training. These items have been found to be helpful to the children and adolescents in the general population for dealing with everyday problems of highly stressful lives of the children.

\*\* **CTSE 4200** – Managing Middle and High School Classrooms was modified to help students explore and discuss strategies for managing classroom behaviors and issues. Rubrics were constructed to assist students in development of time management. Conference letters and role playing were introduced to prepare the first-year teacher to effectively deal with parents and students during teacher conferences. Legal mandates were included along with technology, planning, and professionalism.

\*\*\* **CTEC 3020** – Primary Math & Science is a course that Early Childhood and Elementary students take as one of their first teacher education courses. This course is grounded in constructivism and allows students to begin to understand how young children learn. I have added to the course Math and Science integration activities that build upon students’ prior knowledge of Math and Science. Included in the course are strategies for increasing diversity learning in each discipline along with organized and sequential approaches to creating a developmental understand of how to teach Math and Science to early learners. The course is aligned with standards of the major professional organizations: National Association for the Education of Young Children, National Council of Teachers of Mathematics, National Science Teachers Association, and National Research Council.

\*\*\*\* **CTEE 7490** – Elementary School Programs was modified to include the latest trends in the elementary school. Students were required to read and research articles and activities that related to No Child Left Behind, an education mandate by the President of the United States, which is a major focus for teaching in the classroom today.

**5. Grants Received Related to Teaching:**

Since teaching is the main focus of my research program, all grants relating to teaching are listed under **Section B. Research/Creative Work.**

**6. Publications Pertaining to Teaching:**

Since teaching is the main focus of my research program, all publications pertaining to teaching are listed under **Section B. Research/Creative Work.**

**7. Other Contributions to Teaching:**

Lead Director of Curriculum and Teaching Outreach Education Programs

Since teaching is the main focus of my research program, all outreach education programs pertaining to teaching are listed under **Section C. Outreach Program.**

*Advising:* I have assisted approximately 50 undergraduates per term and aided students in selecting courses that meet requirements for teacher education, state licensure, and required tests for certification and graduation.

*CTEE 4920 Internships:* As supervisor of CTEE 4920, I participated as the liaison between Auburn University and SHAPE International Elementary School, Mons Belgium. My role was to supervise inters in elementary education and secondary education for Spring 2005, Fall 2005, and Spring 2006. Implemented in the supervision was mentoring of students at the beginning of the internship experience or towards the end of the internship experience. Relationship-building activities were implemented during Science methods classes before students left for the overseas experience.

*Distance Education:* In working with Dr. Susan Bannon, Director of the Learning Resource Center I was able to set up *Speak Freely* with the student interns at SHAPE International School, Mons Belgium. *Speak Freely* is an Internet voice application that allows one to talk over the internet.

Using this technology, regularly scheduled teleconferences were held with supervising teachers, interns, and the university supervisor to discuss internship concerns and problems.

*Cluster Internships:* Development of collaborations with elementary cooperating teachers for enriching internship experiences for interns and cooperating teachers. This collaboration allows cooperating teachers to develop relationships with interns that go beyond the regular internship experience. I periodically monitored

**7. Other Contributions to Teaching: (Cont.)**

the classroom and served as the liaison between the school and the teacher education program for Spring 2008.

*Teacher Mentor:* “Ready to Teach Program” Howard University, Washington, DC. Fall 2007-2012. Howard University Ready to Teach Program (RtT) is a federally funded alternative and accelerated teacher certification program targeting recent college graduates, career changers, ethnic minorities, and African American males for teaching careers. RtT seeks to address shortages in core academic subjects including English, Mathematics, Science, and Special Education. Teacher shortages are real. Shortages are growing and especially severe for low income urban and rural school districts that have difficulty recruiting and retaining highly qualified teachers. I am a member of the Research Association of Minority Professors (RAMP). Members of RAMP serve as members and co-investigators of the project. Because of my experience with this program, I plan to continue to focus my teaching and experience towards the recruitment and retention of minorities in teacher education in the rural southeast.

*Staff Development Teacher* for PDS partnership with SHAPE Elementary School Mons Belgium. Fall 2005

Students in the school were not doing well in Science and scored below grade level. I was asked to provide training for teachers to help them integrate Science into the curriculum and to introduce teaching strategies that could be used with the National Science Education Standards. I developed a workshop to train 28 grades 3-5 Belgium teachers.

*Staff Development Teacher,* PDS Partnership with BAS Elementary and High School, Brussels Belgium. Fall 2005

Teachers represented grades 4-8. The workshop was part of Staff Development where I was asked to provide strategies for helping faculty to improve morale, strengthens teams, foster better teacher relationships, and acquire a greater understanding of self and others. I implemented and trained 25 Belgium teachers in learning styles and teaching styles.

*Teacher*: The Importance of Teaching Science to the Early Learner, Global Bridges – China Project, College of Education, Department of Outreach. Beijing China, May 2005.

**8. Statement of Teaching Philosophy and Self Evaluation:**

***“Shoot for the moon: even if you miss, you will land among the stars.”***

This phrase by an unknown author is important to my teaching philosophy. I encourage my students (whether they are elementary, middle, or secondary students, pre-service or in-service teachers, or workshop participants) to always

**8. Statement of Teaching Philosophy and Self Evaluation: (Cont.)**

aim high, expect the best, and strive for highest marks. Even if the highest marks are not met, I believe one can succeed and be effective.

It is my desire as an educator to help students meet their full potential emotionally, intellectually, physically, and socially. For students to obtain their potential, they must be in an environment that is safe to share ideas and to take risks. To establish this environment, a teacher must be a guide allowing students to have a natural curiosity that directs learning and promotes respect for all people.

I believe in promoting scientific, literate citizens. I think it is important for students to understand and appreciate the nature of science. There is an ever-growing need to provide students with knowledge and experiences that will prepare them to actively function and respond to issues that affect their daily lives in our increasingly technological and scientific world. A teacher must be a guide, providing access to information rather than acting as a primary source of the information. Students need to seek knowledge as they learn and inquire. They discover for themselves and practice skills in authentic situations.

Effective teachers encourage students to problem solve, think critically, and promote inquiry and discovery. They form relationships with their students, which in turns allow them to understand the individuals they teach. These relationships provide teachers with a resource to be creative in lesson planning, activities, and experiments that will address the students’ individual learning styles.

As a teacher, I am attentive to the students’ learning styles and work to be flexible in adapting my teaching approaches to the needs of learners, subject matter, and classroom settings. In my classes, I know my students. I understand how they learn and how they like to learn. I try to form these relationships during their first class meetings. Since I know that students learn differently, I try to impress upon the students I teach that they must form relationships with the students they will teach.

My approach to teaching is to help students develop a love and respect for themselves, others, and their environment. Class meetings are one way to encourage such dialogues. Some of my most successful lessons occurred when I encouraged students to make observations about their environment by getting them to observe their surroundings focusing on the statement that “*science and math are everywher*e.” These discussions have fostered a revelation for many students. They discover their environment and recognize that science is not just a textbook-driven question but a means and way of everyday life.

My reflection of my teaching is on-going. I feel that it is a privilege that demands humility as much as respect. Teaching provides an opportunity for continual

**8. Statement of Teaching Philosophy and Self Evaluation: (Cont.)**

learning and growth. It is a lifelong process of learning about new philosophies and new strategies. Teaching is unique. The role of the teacher I believe is to give students the tools with which to cultivate their own knowledge. I regularly strive to improve my teaching by seeking student feedback, attending seminars, reading, and experimenting with new methods. Through these evaluative and informative processes, I am continually refining my teaching practices and growing as a teacher.

I know that I have been successful in my teaching when students tell me that they have a new perspective of teaching, They no longer worry about teaching science; they have experienced the joy of learning it.

**B. Research/Creative work**

1. **Books/Book Chapter**

**Tripp, L. O.** & Collier, R**. (2019).** Culturally Responsive Teaching and

Learning in Higher Education. IGI Global. (Edited Book, scheduled for publication July, 2019).

**Tripp, L. O.**, Love, A., Thomas, C. & Russell, J. (2018). Advocacy for

multiple perspectives and culturally sensitive teaching. In U. Thomas Ph. D, *Advocacy in Academia and the Role of Teacher Preparation Programs.* Hershey, PA

 Burton, M., **Tripp, L. O**., Demoiny, S. B., Cardullo, V. M., and Finley,

 L. (2020). Empowering preservice teachers through alternative

 STEM teaching experiences. In S. Keengwe (Ed.), *Handbook of*

 *research of* *on innovative* *pedagogies and best practices in teacher education.* Hershey, PA: IGI Global.

Jones, S. P., & **Tripp, L. O.** (1998). *African American astronauts*. Mankato, MN: Capstone Press.

*African American Astronauts is a collection of biographies that describe the lives and accomplishments of five African Americans.*

Anderson, C., Biggs, P., Brown, D., Culivan, S., Ellis, S., Gerard, J., Hardwick, E., Poff, N., Rosenberg, C., Shearer, D., & **Tripp, O.** (1997). Aeronautics: Educator’s Guide and Activities in Science, Mathematics, and Technology Education. NASA Education Division, EG-2002-06-105-HQ.

*Author and writer of this NASA Curriculum Science Guide (20% contribution). Each author was responsible for a chapter or section of the guide. These activities are used to introduce the basic principles of flight.*

 **2. Article-length Publications**

 **Articles in Refereed Journals**

Burton, M., Cardullo, V., & **Tripp, L.** (2020). Multiple perspectives of

 mathematics in STEM among preservice teachers. *Journal*

Cardullo, V., Burton, M., & **Tripp, L.** (2019). Professional identities of

teacher candidates collaborating and developing in an alternative placement. *The Field Experience Journal, 24*, 1-19.

**Tripp, L. O.,** & Seals, C. (2017). The use of animated case studies as a

tool to influence pre-service teacher preparedness in classroom management. *International Journal of Education and Social Sciences.* Vol. 4, No. 3.

Cardullo, V., Burton, B., Finley, S. & **Tripp, L. O.** (2017)*Pre-Service Teachers:* *Attitudes, perceptions, and knowledge about academic language and academic vocabulary.* Proceedings of the Hawaii International Education Conference, Honolulu, HI.

Russell, M. & L. O. (2010). Learning about minerals through the art of

jewelry making: A multicultural science connection. *Science Activities: Classroom Projects and Curriculum Ideas*, v47 n4 p115-124.

Davis, D. J., Davis-Maye, D., Thomas, C., Alfred, D. M., King-Jupiter, K., Seals, C., **Tripp, L. O.**, & Lovett, G. C. (2009). KEMET Academy: *A university outreach model for addressing the wholeness of learning in a rural context*. Proceedings of the American Institute of Higher Education Conference, Nashville, TN.

**Tripp L. O.,** & King-Jupiter, K. L. (in press). Perpetuating racial inequities in education: An examination of pre-service teacher’s interpretations of racial experiences. *Journal of Thought*. (60% contribution) **Acceptance rate of 30%**

**Tripp, L. O.,** & Eick, C. (2008). Match-making to enhance the mentoring relationship in student teaching: Learning from a simple personality instrument. *Electronic Journal of Science Education,* *12*(2). (60% contribution) **Acceptance rate of 30%**

Seals C. D., & **Tripp, L. O**. (Sept. 2008). A study of science teachers utilizing visual programming techniques. *Journal of Systemics, Cybernetics and Informatics,* *6*(4). (50% contribution) **Acceptance rate of 10%**

Tate, K. J., & **Tripp, L. O.** (2007). Hidden bias: A study exploring the preparing of white pre-service teachers to teach science to black, rural elementary and

 middle school girls. *Journal of the Research Association of Minority Professors*, 76–86. (50% contribution) **Acceptance rate of 20%**

**Tripp, L. O.,** & Moore, S. (2007). Pre-service teachers: Learning styles and temperament styles implemented as part of classroom effectiveness in elementary science. *Institute for Learning Styles Research Journal*, *1(*Fall 2007), 23–33. (70% contribution) **Acceptance rate of 50%**

**Bulletins:**

**Tripp. L. O.** (2003, November). A Teacher of Literacy and Life. *Crosscurrents, The Newsletter of WILLA* (Women in Literacy and Life Assembly), National Council of Teachers of English, 11(2).

**3. Papers or Lectures** (**++++** International **+++** National **++** Regional **+** Local)

+++ Love, A. & **Tripp, L. O.** (February 2017) Poster Presentation: Advocacy for Teacher Education using Study Abroad that includes Field Experiences to Develop Cross Cultural Perspectives and Culturally Sensitive Practices. 36th Annual RAMP Conference: Atlanta, Georgia

++++ Tripp, L. & Love, A. (January 2017). Poster Presentation: Advocacy for Teacher Education Using Study Abroad that Includes Field Experiences to Develop Cross Cultural Perspectives and Culturally Sensitive Practices. Hawaii International Conference: Honolulu, Hawaii.

++++ Love, A., Mitchell, N. & **Tripp, L.** (July, 2016). Preparing early childhood teachers to teach in outdoor classrooms. Pusan National University, Pusan, Korea.

+++ **Tripp, L.** (April 2016). Conference Coordinator. THEME: “Creating Learning Environments: Valuing Diversity, Improving Retention, and Promoting Persistence for Students in STEM. Capital PKAL Regional Network Meeting: Washington, DC.

+++ **Tripp, L**., Love, A., Russell, J. & Thomas, C. (February, 2016).

Destination Malawi Africa: Preparing European American descent pre-service teachers to teach students who do not look like them. Houston, Texas.

+++ **Tripp, L.** (February 15, 2015). Moderator, A Renewed 21st Century:

Education, Social Justice, Science, Technology Engineering, Math: STEM and Healthcare. Washington, DC.

**+** Barry, N., Burton, M., **Tripp, L.O**., Love, A., Thomas, C.M., & Russell, J. (April 2013 Presentation) Destination Malawi Africa: Student Reactions to a Study Abroad Experience, Global Perspectives on College and University Teaching Symposium, Auburn, Alabama.

**++++** Hendricks, C., Thomas, C. M., **Tripp, L. O**., Blanchard, L., A.,

Hendricks, D. (January 2013 Presentation). Outreach Education: Utilizing a Trans-disciplinary Approach. Hawaii International Conference on Education, Honolulu, Hawaii.

**++++ Tripp, L. O**., Thomas, C. M., Russell, J. Love., A. (January 2013

Poster Presentation). The Influence of a Trans-disciplinary International Outreach Study Abroad Program: Preparing Pre-service Teachers for work with Culturally Diverse Student Populations. Hawaii International Conference on Education; Honolulu, Hawaii.

**++++** Hendricks, C., Thomas, C. M., **Tripp, L. O.,** Malata, A., Blanchard,

L. (December 2012 Presentation). Using Translational and Trans-disciplinary Research Strategies in Outreach Education and Health Literacy Study Abroad Initiatives. 2012 Summit on the Science of Eliminating Health Disparities Conference, National Harbor, Maryland.

**+** Hendricks, C., Thomas, C. M., **Tripp, L. O.,** Blanchard, L., Malata, A.,

Hendricks, D. (November 2012 Presentation). An Exemplar of Academic and Community/Corporate Partnership. Alabama Association of Higher Education Diversity Officers Conference, Auburn, Alabama.

**++++** Thomas, C. M., **Tripp, L. O.,** Seals, C. & Brown, P. V. (May 2010

Presentation). Virtual Education: An Enhanced Alternative Learning and Practice Tool for Pre-service Teachers and Counselors. Athens Institute for Education and Research (AT.IN.E.R.) 12th International Conference on Education. Athens, Greece.

+++**Tripp, L. O.** (2009, May). Building Self-Esteem and The Effects on Students, Teachers, Parents, and the Community, Bill Crosby and the Fat Albert Kids Character Education Summit, Washington Plaza Hotel, Washington, DC (Speaker).

++Davis, D. J., Davis-Maye, D., Thomas, C., Alfred, D. M., King-Jupiter, K., Seals, C., **Tripp, L.O**. & Lovett, G. C. (2009). KEMET Academy: *A University Outreach Model for Addressing the Wholeness of Learning in a Rural Context*. The American Institute of Higher Education Conference, Nashville, TN. April 29, 2009.

+++**Tripp, L. O.** & Stewart, B. (2008, February). *When all Else Fails: Do Teachers Resort to Teaching Science the Way They Were Taught?* Research Association of Minority Professors (RAMP) 27th Annual Conference. Texas Southern University, Houston, Texas.

+**Tripp, L. O.** (March 2007). *Rocketry: Build It and Launch It.* Alabama Education Association, Aerospace Celebration, Auburn University, Auburn AL.

++Russell, M. L. & **Tripp, L. O.** (2007). *3, 2, 1, Lift-off: Students reaching for the stars through informal science education.* Southeastern Association for Science Teacher Education (SASTE) Annual Conference, Valdosta, GA.

+++Seals, C. & **Tripp, L.** (2007, July). *A Study of Science Teachers Utilizing Visual Programming Techniques.* International Multi-Conference on Society, Cybernetics and Informatics 2007, July 2007, 207-212. Orlando, FL.

+Davis-Maye, D., Alfred, D. M., **Tripp, L. O.**, Seals, C., Thomas, C. M. & Lovett, C. (2007, June). *KEMET Academy: Serving Rural Alabama through a Multidisciplinary Outreach Initiative.* Outreach Scholarship Symposium 2007.

+Sparking a Campus Discussion on Outreach and Outreach Scholarship. Auburn University, Auburn, Alabama. (Panelist)

++Davis-Maye, D., Seals, C. Thomas, C. M. Davis, D. J. Alfred, D., **Tripp, L. O.** & King-Jupiter, K. L. (2007, July) Celebrating the Textures of Rural America: Responding to Individuals and Families Throughout the Life Cycle. 32nd National Institute on Social Work and Human Services in Rural Area Conference, Montgomery, Alabama. (Panelist)

+++**Tripp, L. O.** & Moore, S. (2007, February). Partnering on Personalities: Making Better Matches between Teachers and African American Males. 26th Annual Conference of Research Association of Minority Professors, Washington, DC.

+++**Tripp, L. O.** & Eick, C. (2006, January). Matchmaking in Student Teaching: Exploring Partnering on Personalities for Stronger Relationships. Hawaii International Education Conference, Honolulu, Hawaii.

+++**Tripp, L. O.** (2006, February). Connecting Science to Multiple Intelligences. NASA Pre-service Teachers Conference, Alexandria Virginia.

+++**Tripp, L. O.** (2005, May). Why Teach Science to Early Learners? Global Bridges – Early English Learning Approach (GBEELA). Beijing, China.

+++**Tripp, L. O.** (2005, May). Preparing Teachers for Science Inquiry Success through the Use of Modern Rocketry and Aviation. SHAPE International School Staff Development, Mons Belgium.

**3. Papers or Lectures** (**++++** International **+++** National **++** Regional **+** Local)

**(Cont.)**

++**Tripp, L. O.** (2005, May). The Insight into Learning Styles and Temperament Styles that Strengthen Science Inquiry and Discovery in the Classroom. NASA Pre-service Institute, Stennis, Mississippi.

+++King, K. L. & **Tripp, L. O.** (2005, Spring). Major Challenges to Equity in American Classrooms: The Racial Attitudes of European Americans. National Conference of the American Education Research Association, Montreal, Canada.

+++Tate, K. & **Tripp, L. O.** (2005, Spring). Exploring Rural African American Elementary and Middle Girls’ Confidence and Knowledge in Science: TNT Summer Science Camp for Girls. The National Conference of the American Education Research Association, Montreal Canada.

+++**Tripp, L. O.** & Tate, K. J. (2004, April). The Influence of a Summer Science Camp on Rural, African-American Elementary and Middle School Girls’ Confidence and Knowledge in Science and the Attitudes of the Pre-service Teachers who Teach Them: A Multi-Methods Analysis. The Annual Meeting of the American Educational Researcher Association (AERA), San Diego, April 2004.

**+Tripp, L. O.** (2004, June). Preparing In-service Teachers for Mentoring, Summer Mentor Teacher Support Program, Auburn University, Auburn, AL.

**+Tripp, L. O.** (2004, June). Introducing Rocketry: Newton Laws of Motion to Promote Students in Inquiry and Discovery. Summer Teacher Workshop, Alabama State University, Montgomery, Alabama.

++**Tripp, L. O.**, & Eick, C. (2004, October). Match-Making for the Internship: Utilizing a Simple Personality Inventory to Foster Stronger Learning-Mentoring Relationships. SAETS Conference, Gainesville, FL.

**Guest Lecturer**

**Tripp, L. O.** (2008, March). Building relationship with students in the classroom: Strategy for effective teaching. CTSE 4200 – Managing Middle School and High School Classrooms, Auburn University, Auburn Alabama.

**Tripp, L. O.** (2008, February). Discovering Your Personality Spectrum: Understanding your Values. COUN 7310 – Counseling Application to Lifespan Development, Auburn University, Auburn, Alabama.

**3. Papers or Lectures** (**++++** International **+++** National **++** Regional **+** Local)

**(Cont.)**

**Tripp, L. O.** & King-Jupiter, K. L. (2007, April). “What to Expect Your First Year of College.” AU Minority High School Parent and Student Day. Auburn University, Auburn, AL.

**4. Exhibitions** —N/A

**5. Performance** — N/A

**6. Patents and Inventions** —N/A

**7. Other Research/Creative Contributions**

*Character Education/Classroom Management.* I am presently adding a component to my classroom management course that looks at bullying, self-esteem, and lying. I worked with Dr. William “Bill” Cosby and Dr. Marilyn Irving (Howard University, Washington DC) in the utilization of “Fat Albert and the Cosby Kids” Character Education Program. This program is a teaching tool to create and continuously encourage a culture of moral values in schools and communities. Teaching virtues such as respect and responsibility will assist youth in solving conflicts in mature and responsible ways. I implemented various strategies and lessons to prepare pre-service teachers in classroom management courses about the importance of recognizing bullying and students suffering from low self-esteem. These activities will help pre-service teachers access the strength buried beneath behavior problems and combat crises youth face regarding violence and the breakdown of ethical and moral values. Hopefully by giving students in my class this necessary tool, I will help them be more successful in recognizing student problems and assist students they teach in becoming more successful. After working with the students in classroom management, I hope to conduct research to determine whether or not this added component is effective in helping pre-service teachers manage their classrooms. Classroom management is a major weakness that first year teachers experience as they begin their teaching careers.

*“Classroom Simulators,*” a pedagogical software agent — Pre-service teachers in elementary education voice concerns about classroom management and teaching science. While pre-service teachers receive preparation in classroom management and strategies for teaching science, they still do not feel confident enough to do well their first year of teaching in those areas. Addressing these concerns is part of my teaching and research. I am also collaborating with a colleague in Computer Science in Auburn University’s College of Engineering to research and design animated software to be used in helping these students further train in classroom management and the teaching of science. There are several professions providing simulator training that has proven successful. For example, simulation is used in aviation, the space program, car designs, preparation in medical fields, and agriculture education. In working with the College of Engineering, an animated classroom will be designed with a teacher and classroom of students programmed to various scenarios in science content teaching and management. Pre-service teachers will play the role of teacher in this simulated classroom with varying scenarios and lessons prompted to solicit a response. Students in a computer class taught by my collaborating colleague are designing a prototype of this model. Once the prototype is developed, it is hoped that we will begin to conduct research using a group of pre-service teachers. I hope to find out if pre-

service teachers trained with the simulator feel more confident that those not trained with the software. Finally, if this proves to be successful, we will look at ways of sharing this knowledge with teacher education programs nationwide.

*Technology, NASA Publications, EG-1998-09-105-HQ, September 1998*.

Flight in Microgravity High Altitude Research Plane. Experiment on NASA Renown Vomit Comet” K-C 135 Plane, Ellington, Air Force Base, Houston, Texas (July 1996).

As a science instructor, I have had the opportunity to participate in NASA’s renowned research plane used mainly for simulating microgravity on Earth. This research has aided me in teaching pre-service teachers about science activities and how these activities are manipulated in a zero gravity environment. For example, I am able to relate the real life application of protein crystals grown in a microgravity environment as opposed to protein crystals grown in an Earth-normal environment. Because of this activity, I am able to show the students the future benefits of science research to mankind.

 [Flight In Microgravity was research completed on the KC135 for NASA that observed the effects of chromatography in space. The activity was implemented in teacher activities and workshops that introduced a study of chromatography on Earth and in Space.]

* 1. **Grants and Contracts:**

**Unfunded Grants**

Burton, M., Cardullo, V., & Tripp, O. (2020). STEM: Preparing All

Learners in the 21st Century. College of Education Seed Grant. (unfunded)

**Cardullo, V.,** Burton, M., Tripp, L., & Finley, S. (2016).*Using STEAM to*

*Engage preservice teachers in field experiences to promote underserved third, fourth, and fifth-grade students' summer.* Auburn Competitive Outreach Grant, Auburn, Alabama $20,000 Unfunded

**Cardullo, V.,** Burton, M., Tripp, O.L. & Murrah, W. (submitted).

Strategic teams engaging in meaningful learning & leadership (STEM L2)National Science Foundation grant, Developing and Testing s Innovations (DTI), $1,500,000

**Grant Awarded**

**Tripp, L.,** Cardullo, V., & Burton, M.(2020). Steam Supporting Teachers,

and Teacher Candidates. $1,750, College of Education’s National Alumni Council,

Demoiny, S., Cardullo V., Burton, M., **Tripp, L.,** & McGee, M..(2020). A

Field Placement Alternative during COVID 19. $4,299 High Impact Grant Auburn University, Office.

**Tripp, L. O.** & Russell M. (2002–2003). Promoting the Success of African Americans Students and Women in Science: Reaching for the STARS (Students Touching and Reaching for the Sciences). $1,450 Competitive Outreach Grant from the College of Education, Department of Outreach, Auburn University. This grant looked at teaching students from underrepresented minorities in science and engineering and sought to raise important concerns about equal opportunity and the future capacity of the nation to produce an adequate number of scientists and engineers. This project was also designed to motivate African American students in engineering-related careers by providing the following:

* Experiences for students that focus on the effects that various technological innovations (i.e. computers, biotechnology, and engineering) have on their community.
* Enhancement of student self-esteem to enable them to experience a sense of achievement
* Enhancing learning motivation of individuals, particularly those who are traditionally underrepresented or lack interest in science, and provide them with the capability needed to more fully realize their potential.
* Enriching hands on, minds on, experiential learning experiences for students from traditionally marginalized and oppressed groups from low-income areas.
* Creating a learning environment in an informal educational setting that promotes high achievement expectations of students and provides tools to fulfill these expectations.

**Tripp, L. O.,** & Tate, K. J. TNT Interdisciplinary Summer Science Camp for Girls

* $10,000 from the Southeast Region Clearinghouse (SERCH), (2003–2004)
* $10,000 from the Auburn University Competitive Research Grant Program, (2003–2004)
* $5,000 from the Auburn University Associate Provost and VP of University Outreach Office
* $13,459 from the Title VI Mentor Grant, Office of the Provost, Auburn University

“TNT Interdisciplinary Summer Science Camp for Girls,” responds to national and local needs to increase confidence and knowledge in science among rural African American elementary and middle school girls, to both improve pre-service teachers’ attitudes toward teaching science and to increase knowledge in teaching science to diverse learners.

**Tripp, L. O**. (2003). Title 6 Summer Salary Assistant Grant.

**Tripp, L. O.** (2004). Title 6 Summer Salary Assistant Grant

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**Tripp, L. O.** (2005) Title 6 Summer Salary Assistant Grant.

**Tripp, L. O**, King-Jupiter, Kimberly, May, Denise, Seals, Cheryl, Thomas, Chippewa, Watts, Ivan, and Davis, Dannielle. (2006–2007) $20,000. AU Outreach Scholarship: Camp KEMET (Knowledge, Excellence in Mathematics Equilibrium and Technology)

Camp KEMET is a two-week long summer program targeting African American 6th and 7th graders from schools in Lowndes County, Loachapoka Elementary School in Lee County, Tuskegee Institute Middle School in Macon County, and Edward Bell in Tallapoosa County. Drawing upon Auburn University faculty in the Colleges of Education, Engineering and Liberal Arts, KEMET scholars participate in activities designed to develop their skills in reading comprehension, leadership, math, science, computing, decision-making, and health & wellness. Camp faculty remained in contact with participants throughout the academic year through three planned events with a 2007 summer program.

**Tripp, L. O**, King-Jupiter, Kimberly, May, Denise, Seals, Cheryl, Thomas, Chippewa, and Davis, D. (2006–2007). The Scholarship of Teaching Collaborative; Daniel F. Breeden Endowed Grant Program for Faculty Enhancement $2,000. The project was designed to increase the teaching efficacy of junior scholars by providing formal group accountability, collegial support, and a mentorship from tenured members of the group. Furthermore, the project informed teaching pedagogy and potentially impacted instructional strategies that enhanced student learning and development. The expectation of the project was to influence curricular development. The project has impacted over 100 students and has led to the development of a publication.

**9. Description of Scholarly Program**

My teaching, research, and outreach focus on preparing pre-service teachers to teach. It is interrelated with preparing elementary pre-service teachers to teach science, preparing pre-service teachers to teach students from diverse backgrounds, and preparing pre-service teachers to incorporate learning and temperament styles in different teaching strategies for teacher effectiveness. Preparing pre-service teachers to teach is part of the research that is linked to the department’s mission of training K–12 students.

My role in teaching is to help students understand the characteristics or components of the science educator. Students should not just commit to an idea of teaching but should be able to demonstrate the behaviors and competence associated with successful science teaching. Losing the stigma of fear in teaching science, understanding learning styles, and working with diverse groups are all basic components that support a framework for helping pre-service teachers teach effectively.

I intend to seek additional funding sources to enable me to continue study of the impact of these instructional areas on pre-service teacher preparation and successful teaching. Publications resulting from my research have appeared in two journals. Grants that have been awarded to me (See Section B, Grants and Contracts) have recognized the effort of preparing pre-service teachers to teach and work with diverse students.

**C. OUTREACH**

**1. Commentary**

 **Program 1:** **STARS (Students Touching and Reaching for Science)**

 **a. Description of Program**

Historically, there has been a significant under-representation of both African American students and women in the fields of science and engineering. Furthermore, African American students and women are underrepresented in careers considered to offer the greatest opportunities for financial reward (i.e., medicine, dentistry, engineering); and competence in science and mathematics is essential if they are to pursue science careers (Hall & Post-Kammer, 1987; Butler-Kahle, 1982). Therefore, it is critical to encourage African American students and women to participate in science both in and out of the classroom if we are to increase their participation in science and engineering-related careers.

The principal investigators selected the Boys and Girls Club of Greater Lee Country, Potter-Daniel Unit in Opelika because it provided the ideal setting for the outreach project. The project was designed to demonstrate to students the connections between science, mathematics, and technology—a connection that is rarely made considering the abstract manner in which science is often taught in the formal classroom.

The goal of this project was to provide enriched learning experiences in the sciences within an informal educational setting. Students had the opportunity to participate and conduct experiments as well as build and enhance critical thinking and problem solving skills through activities designed to facilitate their understanding of concepts and principles integral to science and engineering.

**b. Mission**

The objectives and activities of this program were in alignment with Auburn University College of Education and the Department of Curriculum & Teaching. The project promoted a collaborative effort to involve the community, university, and the college. The project incorporated the National Science Standards and the Alabama Course of Study Standards in an effort to improve student motivation and learning in science and to encourage students to consider science careers. The overall goal of this project was to provide meaningful learning experiences for students who do not traditionally encounter enriched curriculums in the sciences. This project was also designed to motivate African American students and women at various levels of achievement in science to pursue science and engineering-related careers.

**c. Scholarship**

As one of the project directors of the STARS project, I provided expertise in the area of hands-on activities that were part of the NASA curriculum. These activities provided motivation, problem solving techniques and inquiry experiences. My colleague from secondary science education provided basic science background and content knowledge that allowed students to learn new ideas and skills. My colleague and I created an informal education program for students that bridged the gap between in-school and out-of-school learning experiences so that students realized that education went beyond the formal classroom setting.

This outreach project not only provided science experiences but also focused on the effects that various technological innovations (i.e. computers, biotechnology, and engineering) have on their community. Furthermore, the project sought to enhance student self-esteem and enable students to experience a sense of achievement.

**Evidence of my work and scholarship are as follows:**

As a result of the project, I have used my expertise in hands-on activities to facilitate other science workshops in the community that demonstrate my commitment to teaching students in a nontraditional classroom environment. I have presented what was learned from STARS at a regional conference showing various teaching strategies that can enhance teaching science outside of the regular classroom setting.

**d. Impact**

|  |  |
| --- | --- |
| **Program:** | **STARS (Students Touching and Reaching Science)**, 2003 |
| **M/F:** | 18/12 |
| **Background:** | Low Socio |
| **Duration of program:** | 6 weeks |
| **Achievement Science Concepts:** | Average score on pre-test was 70%. Average score was 80% post-test at the end of the program |
| **School System:** | Lee County, AL |
| **Publications:** | 321 Lift Off; Accepted in 2006 Science Scope**\***, Submitted 2009 |
| **Presentation:** | Southeastern Association for Science Teachers Education (SASTE) annual conference, Valdosta, GA |

**\***Accepted but not published due to a change in editorship and an oversight of the previous editor of the manuscript. Notification that the article would not be published was not provided until late 2006.

The following outcomes resulted from the project:

1. Students discussed the enriched learning experiences that they received in science.
2. Students commented on the new-found connections between science, mathematics, and technology.
3. The collected data on of the project determined the project’s effectiveness as a model for development of an after-school curriculum in science and engineering to be implemented in various after-school settings.

**Program 2: TNT Interdisciplinary Summer Science Camp**

**a. Description**

The varied purposes of this project respond to national and local needs to increase confidence and knowledge in science among rural African American elementary and middle school girls, to both improve pre-service teachers’ attitudes toward teaching science, and to increase knowledge in teaching science to diverse learners. Two principal investigators supervised annual, weeklong, summer science camps and scaffolded pre-service teachers in the planning and teaching of hands-on, interdisciplinary lessons and activities that addressed state and national standards in science.

In response to national and local needs, the focus of this project was to increase elementary and middle school girls’ confidence and knowledge in science. Specifically, the project was designed to motivate rural African American, 5, 6, and 7 grade girls’ from low socioeconomic schools in Tuskegee, Alabama in the area of science through a school-based, week-long summer science camp for girls. Girls were selected based on the written essays they submitted, which described why they wanted to attend camp. Two principal investigators (one from Elementary Education and one from Secondary Science Education) oversaw the camp and scaffold elementary and secondary Auburn University pre-service teachers in the planning and teaching of interdisciplinary lessons and activities. These lessons addressed state and national standards in the areas of science.

The project was designed for three phases. At present two phases have been completed but due to funding the third phase was not implemented.

b. **Mission**

This outreach program is aligned with the mission of the College of Education and the Department of Curriculum and Teaching in that both units seek competent graduates who are prepared to teach. The TNT project seeks to improve pre-service teachers’ attitudes toward teaching science and to increase their knowledge of teaching science to diverse learners. It is a collaborative effort between a local community, teachers, pre-service teachers, and university faculty. This project’s goal were to 1) increase rural African American elementary and middle school girls’ attitudes towards science, (2) increase rural African American elementary and middle school girls’ knowledge in science, and (3) increase rural African American elementary and middle school girls’ self-esteem and build confidence to keep girls in the science pipeline.

**Program 2: TNT Interdisciplinary Summer Science Camp (Cont.)**

**c. Scholarship**

This project draws on my expertise and experience in science. Many of the activities and science lessons taught by the pre-service teachers were activities and lesson that I had either developed in my science methods or lessons taken from various teacher workshops. The curriculum used was taken from the NASA Science Curriculum, which focuses on grades K-6. This outreach program draws on my expertise in preparing staff development, teacher workshops, and teacher enhancement programs. All science activities were aligned with the National Science Standards and the Alabama Course of Study Standards.

**Evidence of my work and scholarship are as follows:**

* Three funded grants
* Staff development activities
* Two national presentations
* Teacher training in Rocketry and Aeronautics
* Manuscript publication

**d. Impact**

The TNT project fostered the following outcomes and detailed information is reported below:

|  |  |
| --- | --- |
| **Program:** | **TNT #1 (**2003) |
| **M/F:** | 0/46 |
| **Background:** | Low Socio |
| **Duration of program:** | 1 week |
| **Achievement Science Concepts:** | Average score on pre-test was 68%. Average score was 75% post-test at the end of the program |
| **School System:** | Macon County, AL |
| **Publications:** | Hidden BiasRAMP (Research Association of Minority Professors) Journal |
| **Presentation:** | AERA (American Education Research Association), San Diego, CA |
| **Teacher Training** | Quarterly, Saturday; Staff Development for teachers involved in camp |
| **Program:** | **TNT #2 (**2004) |
| **M/F:** | 0/40 |
| **Background:** | Low Socio |
| **Duration of program:** | 1 week |
| **Achievement Science Concepts:** | Average score on pre-test was 72%. Average score post-test 75%  |
| **School System:** | Macon County, AL |
| **Publications:** | Hidden BiasRAMP (Research Association of Minority Professors) Journal |
| **Presentation:** | AERA (American Education Research Association), San Diego, CA |
| **Teacher Training** | Quarterly, Saturday; Staff Development for teachers involved in camp |

As a result of the TNT project the following observations were made by teachers, parents, and pre-service teachers:

* Increase community involvement
* More needed collaboration between local community, students, parents, teachers, pre-service teachers, and university faculty
* Pre-service teachers’ increased knowledge in teaching students from diverse backgrounds
* Pre-service teachers’ increased effectiveness in an alternative lab placement
* TNT girls’ enjoyment of science
* Student /teacher relationships were fostered as a result of TNT camp experience thus ensuring positive self-esteem and confidence

**Program 3: Camp KEMET**

**a. Description**

Camp KEMET 2007 was a two-week summer program targeting African American 6 and 7 graders from the schools in Lowndes County, Loachapoka Elementary School in Lee County, Tuskegee Institute Middle School in Macon County, and Edward Bell in Tallapoosa County. Drawing upon Auburn University faculty in the Colleges of Education, Engineering and Liberal Arts, KEMET scholars participated in activities designed to develop their skills in reading comprehension, leadership, math, science, computing, decision-making, and health and wellness. Camp faculty remains in contact with participants throughout the academic year through three planned events.

**b. Mission:**

Camp KEMET’s mission parallels Auburn University’s Outreach mission. The focus of Camp KEMET was to develop specific skill areas of some of Alabama’s children from the most under-served communities. Auburn University’s outreach mission “involves the application of instruction and research to the needs of, and for the direct benefit of, audiences external to the university.”

**c. Scholarship:**

This project draws on my expertise and experience in science. Many of the activities and science lessons taught are a result of lessons and curriculum developed in my science methods or from various teacher workshops and staff development. In addition, I have prepared pre-service teachers for teaching science to elementary and middle school students and have co-facilitated a research project aimed at keeping girls in the science pipeline.

**Evidence of my work and scholarship are as follows:**

* Regional presentation
* Staff development
* Parent and community involvement
* Manuscript in development

**d. Impact:**

Most apparent during the camp was a need to develop programming to raise the academic, critical thinking, leadership, and decision-making skills. We recognized that this would require a long-term commitment on the part of KEMET faculty, scholars, their families and our home institutions. During the summer celebration, we pledged to the scholars and their families to continue working with the students until they graduate high school. Given our research and collective experiences working with students from under-resourced schools, we believe that helping students understand themselves within a larger cultural, social, political, economic and educational context will facilitate their academic success. In particular, by connecting them to a larger cultural context, students will learn to project their beliefs about self and aspirations into a context that transcends their local communities. Doing so will help them to develop models for success that eclipse those currently available to them thereby promoting their academic and overall success. Three events were planned for KEMET Scholars during 2006–2007, and similar events were offered during the 2008–2009 academic year. Detailed information listed in table below:

|  |  |
| --- | --- |
| **Program:** | **KEMET #1** (2007) |
| **M/F:** | 25/25 |
| **Background:** | Low Socio |
| **Duration of program:** | 1 week |
| **Achievement Science Concepts:** | Average score on pre-test was 55%. Average score post-test was 65% |
| **School System:** | Macon, Lowndes, Tallapoosa, Lee County, AL |
| **Publications:** | N/A |
| **Presentation:** | N/A |

|  |  |
| --- | --- |
| **Program:** | **KEMET #2** (2008) |
| **M/F:** | 25/25 |
| **Background:** | Low Socio |
| **Duration of program:** | 1 week |
| **Achievement Science Concepts:** | Average score on pre-test was 68%. Average score post-test was 72% |
| **School System:** | Macon, Lowndes, Tallapoosa, Lee County, AL |
| **Publication:** | KEMET Academy, a model for addressing the wholeness of learning in a rural context. Submitted to the Journal of Research in Rural Education |
| **Presentation:** | Celebrating the Textures of Rural America—National Institute on Social Work and Human Services, Montgomery, AL |

|  |  |
| --- | --- |
| **Program:** | **KEMET #3** (2009) |
| **M/F:** | 25/20 |
| **Background:** | Low Socio |
| **Duration of program:** | 1 week |
| **Achievement Science Concepts:** | Average score on pre-test was 71%. Average score post-test was 82% |
| **School System:** | Macon, Lowndes, Tallapoosa, Lee County, AL |
| **Publication:** | KEMET Academy, a model for addressing the wholeness of learning in a rural context. Submitted to the *Journal of Research in Rural Education* |
| **Presentation:** | KEMET Academy, a University Model; Nashville, TN |

**Program 4: Destination Malawi 2012 and 2013**

**a. Description**

Destination Malawi 2012 was a three-week Outreach Education Study abroad program targeting European American Descent Pre-service teachers who had completed at least one methods course prior to participating in the study abroad program. Many of these teachers grow up in predominantly all White neighborhoods and attend predominantly all-White schools from kindergarten through twelfth grade; they usually have very little exposure to others racially or culturally different students from them. The description above is an accurate picture of our college of education pre-service teachers (PST’s) who attend a PWI University in the southeast.

Destination Malawi 2013 was a two-week Outreach Education Study abroad program targeting European American Descent Pre-service teachers, African American Science Education, Kinesiology, and Counseling students who would be practicing professionals working with students in the area of education.

**The Specific program goals:**

1. Contribute to students’ professional development through awareness of cultural influences on education and learning.
2. Increase students’ self-confidence and self-reliance, stimulate a desire for exploration and trying new things, and expand their ability to interact in unfamiliar situations.
3. Gain an understanding of best practice in curriculum and teaching in general education within different cultural contexts.
4. Implement teaching strategies from courses taken during the program with students from a different culture and background.
5. Facilitate students’ intellectual growth through experiences that reflect a different cultural frame of reference, and stimulate students’ interest in cross-cultural and international learning.
6. Develop and create student projects (digital stories) that place emphasis on Global Education.

Pre-service teachers were registered in Science and Math methods during the summer school session. At the end of the session they received a pre-departure orientation presented by an interdisciplinary faculty that represented Early Childhood, Elementary Education, Kinesiology and Counseling. All faulty were from the College of Education. Drawing upon Auburn University faculty in the Colleges of Education, Pre-service teachers participated in activities designed to develop their awareness of cultural sensitivity. The interactions between daily encounters with Malawi students provided an opportunity for pre-service teachers to

**Program 4: Destination Malawi 2012 and 2013 (Cont.)**

practice teaching strategies and skills that they had learned from previous methods courses and to enhance their understanding of diversity and inclusion.

**b. Mission:**

Auburn Outreach Education Study Abroad program’s mission parallels Auburn University’s Outreach mission. The focus of the program was to develop specific skill areas of teacher preparation, diversity and inclusion that would support knowledge and awareness of funds of knowledge of some of Alabama’s children from the most under-served communities. These would eventually be some of the students that pre-service teachers would teach. Auburn University’s outreach mission “involves the application of instruction and research to the needs of, and for the direct benefit of, audiences external to the university.”

**c. Scholarship:**

This project drew upon my expertise and experience in science teaching, cultural awareness and mentoring. .Many of the activities and science lessons taught are a result of lessons and curriculum developed in my science methods or from various teacher workshops and staff development. In addition, I have prepared pre-service teachers for teaching science to elementary and middle school students and have co-facilitated a research project aimed at preparing pre-service teachers to reduce their fear of teaching science.

**Evidence of my work and scholarship are as follows:**

* Regional, national, and international presentations
* Staff development
* Parent and community involvement presentations
* Manuscript development

**d. Impact:**

Most apparent during the AU Study Abroad Program was a need to develop programming to raise the academic, critical thinking, leadership, and decision-making skills of pre-service teachers. We recognized that this would require a long-term commitment on the part of faculty. Given our research and collective experiences working with students from under-resourced schools, we believe that helping pre-service teachers understand themselves within a larger cultural, social, political, economic and educational context will facilitate their teacher effective success. In

**Program 4: Destination Malawi 2012 and 2013 (Cont.)**

particular, by connecting them to a larger cultural context, pre-service teachers will learn to project their beliefs about self and aspirations into a context that transcends their local communities. Doing so will help them to develop models for success that eclipse those currently available to them thereby promoting their academic and overall teaching success.

**Detailed information listed in table below:**

|  |  |
| --- | --- |
| **Program:** | **Destination Malawi 2012** |
| **M/F:** | 0/12 |
| **Background:** | White undergraduate female teachers with very little or no authentic interactions with others who are racially or culturally different from themselves |
| **Duration of program:** | 3 week |
| **Publications:** | Book Chapter based on research: Teacher Education Advocacy for Multiple Perspectives & Culturally Sensitive Teaching |
| **Presentation:** | Poster session, paper session and staff development |
|  |  |
| **Program:** | **Destination Malawi 2013** |
| **M/F:** | 3/12 |
| **Background:** | 3 African American males, 2 African American Females, 10 White females. 7 white females were undergraduate pre-service teachers, 1 of which was a graduate student. The 3 African American students represented Kinesiology, Counseling, and Psychology. The male students were graduate students in Kinesiology, Science Education, and Leadership |
| **Duration of program:** | 2 week |
| **Publication:** | Anticipated manuscript: What was learned from a short-term study abroad program with a field and community based experience designed and implemented to advocate for the inclusion of multiple and cross cultural perspectives through lived experiences in teacher education and leadership programs. |
| **Presentation:** | Poster Session, presentation, paper session |

**2. Activities and Products**

**Program 1:** **STARS (Students Touching and Reaching for Science)**

 **Publication:**

Russell, M. L., & **Tripp, L. O.** (Submitted for Review 6/2009). Making our student stars! How informal education can engage students in science. Association for Science Education. *Education in Science Journal*.

**Presentation:**

Russell, M. L., & **Tripp, L. O.** (2007). *3, 2, 1, Lift-off: Students reaching for the stars through informal science education.* Presentation at the Southeastern Association for Science Teacher Education (SASTE) Annual Conference, Valdosta, GA.

**Program 2: TNT Interdisciplinary Summer Science Camp**

 **Publication:**

Tate, K. J. & **Tripp, L. O.** (2007). Hidden Bias: A Study Exploring the Preparing of White Pre-service Teachers to Teach Science to Black, Rural Elementary and Middle School Girls. *Journal of the Association of Minority Professors.*

 **Presentations:**

Tate, Kathleen & **Tripp, L. O.** (Spring 2005). *Exploring Rural African American Elementary and Middle Girls’ Confidence and Knowledge in Science: TNT Summer Science Camp for Girls.* Presentation at the American Education Research Association (AERA) National Conference, Montreal, Canada.

**Tripp, L. O.** & Tate, K. J. (2004, April). *Exploring rural African-American elementary and middle school girls’ confidence and knowledge in science and the attitudes of the pre-service teachers who teach them: A multi-methods analysis*. Presentation at the Annual Meeting of the American Educational Researcher Association (AERA), San Diego, April 2004.

**Program 2: TNT Interdisciplinary Summer Science Camp**

*Professional Development for Mentor Teachers, In-service Teachers, and Pre-service Teachers*

* Development of three Saturday workshops at a local rural school
* Activities and lesson integrated with science and creative drama
* Consultants invited to teach mentor teachers and pre-service teachers
* Temperament training for mentor teachers and pre-service teachers
* Total hours = 28; total participants = 10

**Program 3: Camp KEMET (**Knowledge, Excellence in Mathematics Equilibrium and Technology)

**Presentation:**

Davis, D.J., Davis-Maye, D., Thomas, C., Alfred, D.M., King-Jupiter, K.,

Seals, C., **Tripp, L.O.** & Lovett, G. C. (2009). KEMET Academy: *A University Outreach Model for Addressing the Wholeness of Learning in a Rural Context*. The American Institute of Higher Education Conference, Nashville, TN. April 29, 2009.

**Panelist:**

Davis-Maye, D., Seas, C., Thomas, C. M., Davis, D. J., Alfred, D., **Trip**

**L. O.** & King-Jupiter, K. L. (2007, July). *Celebrating the textures of rural America: Responding to individuals and families throughout the life cycle.* Presentation at the 32nd National Institute on Social Work and Human Services in Rural Area Conference, Montgomery, Alabama.

**Symposium Presenter:**

Davis-Maye, D., Alfred, D. M., Tripp, L. O., Seals, C**.,** Thomas, C. M**.**, &

Lovett, C. (2007, June). KEMET Academy: Serving Rural Alabama through a Multidisciplinary Outreach Initiative. Outreach Scholarship Symposium 2007: Sparking a Campus Discussion on Outreach and Outreach Scholarship. Auburn University, Auburn, Alabama.

**Publication:**

Davis, D. J., Davis-Maye, D., Thomas, C., Alfred, D. M., King-Jupiter,

K., Seals, C., **Tripp, L. O.** & Lovett, G. C. (2009). KEMET Academy: *A University Outreach Model for Addressing the Wholeness of Learning in a Rural Context*. Proceedings of the American Institute of Higher Education Conference, Nashville, TN.

**Program 4: Destination Malawi 2012 and 2013.**

**Publication:**

 **Tripp, L. O.**, Love, A., Thomas, C. & Russell, J. (2018). Advocacy for multiple perspectives and culturally sensitive teaching. In U. Thomas Ph. D, *Advocacy in Academia and the Role of Teacher Preparation Programs.* Hershey, PA

**Presentations**

+++ Love, A. & **Tripp, L. O.** (February 2017) Poster Presentation:

Advocacy for Teacher Education using Study Abroad that includes Field Experiences to Develop Cross Cultural Perspectives and Culturally Sensitive Practices. 36th Annual RAMP Conference: Atlanta, Georgia

++++ Tripp, L. & Love, A. (January 2017). Poster Presentation: Advocacy

for Teacher Education Using Study Abroad that Includes Field Experiences to Develop Cross Cultural Perspectives and Culturally Sensitive Practices. Hawaii International Conference: Honolulu, Hawaii.

**b. Technical assistance** — N/A

**c. Outreach Publications**

As teaching, research, and outreach are integrated components of my scholarly program these publications are listed under Section B. Research/Creative Works.

**d. Electronic products —** N/A

**e. Other outreach products** — N/A

**f. Copyrights, patents, and inventions** — N/A

**g. Contracts, grants and gifts**

Because of the interrelatedness of my teaching, research and outreach, these grants are listed under **Section B. Research/Creative Works.**

**D. SERVICE**

 **1. University**

Appointed member of Steering Senate Committee 2017 – 2020

Appointed member of Teacher Effectiveness Committee 2017 – 2020

Appointed member of Graduation Committee, 2016 – 2019

Appointed member of the Graduation Committee, 2007–2010

 Appointed member of the Faculty Salary Committee, 2007–2010 Appointed member of the Wellness Committee, 2007–2010

Appointed member of the Graduation Committee, 2007–2010

 Appointed member of the Faculty Salary Committee, 2007–2010

 Appointed member of the Wellness Committee, 2007–2010

 **2. College:**

Member, Diversity and Inclusion Committee, 2016 (ad hoc committee)

Member, Diversity and Inclusion Steering Committee, 2016 (ad hoc committee)

Member of the Global Bridges — China Project, 2005–2006

Member, National Education Association-sponsored Department of Defense Professional Development School Initiative with Auburn University, 2003–2006

Member, Curriculum and Teaching Department Chair Search Committee, 2007 (ad hoc committee)

Member of the Global Bridges — China Project, 2005–2006

Member, National Education Association-sponsored Department of Defense Professional Development School Initiative with Auburn University, 2003–2006

 **3.** **Department:**

Member, Curriculum and Teaching Department Elementary Social Studies Search Committee, 2017 (ad hoc committee)

Member, Curriculum and Teaching Department Clinical Search Committee, 2017 (ad hoc committee)

Member, Curriculum and Teaching Department Chair Search Committee, 2016 (ad hoc committee)

Member, Curriculum and Teaching Department Chair Search Committee, 2007 (ad hoc committee)

Department Representative for Graduation, Auburn University, 2009-2010

Member of Secondary Science Education Search Committee 2007 (ad hoc committee)

Member of Elementary Math Search Committee 2007 (ad hoc committee)

Member of C &T Diversity Committee 2004 (ad hoc committee)

Member of C & T Retreat Committee 2003 (ad hoc committee)

Member of Team Science Committee 2005 (ad hoc committee)

Department Representative for graduation, Auburn University, 2009-2010

Member of Secondary Science Education Search Committee 2007 (ad hoc committee)

Member of Elementary Math Search Committee 2007 (ad hoc committee)

Member of C &T Diversity Committee 2004 (ad hoc committee)

Member of C & T Retreat Committee 2003 (ad hoc committee)

Member of Team Science Committee 2005 (ad hoc committee)

**4. Professional Service:**

Reviewer of AACTE 70 Annual Conference Proposals 2018, Celebrating Our Professional Identity, Shared Knowledge and Advocacy (2017), Washington, DC.

Reviewer of Engagement Scholarship Conference Proposals. (2017) Auburn University, Auburn AL

Reviewer for Practical Uses of Math and Science, Online Journal for Pre-College Education, (2017), Goddard Space Flight Center, Greenbelt MD.

Pearson Scorer, EdTPA, (2014) Pearson Education Consultant, Stanford, CA

Reviewer for Pearson Education Text in Classroom Management, (2014), Pearson Education Textbook, Stanford, CA

Consultant, Ready to Teach Education Program, 2012, Howard University, Washington DC

Reviewer, RAMP Conference, 2011, Washington, DC

Reviewer, *Journal of Negro Education*, 2003–2004

Appointment to State Department of Education Science Textbook Adoption Committee (2005, February)

Reviewer, *Journal of Negro Education*, 2003–2004

Appointment to State Department of Education Science Textbook Adoption Committee (2005, February)

 **5. Community Service**

**Tripp, L. O.** (2011, October), Classroom presentation, Using rockets to explain Newton’s Laws of Motion, Beauregard Elementary, Lee County Schools.

**Tripp, L. O.** (2010, October), Classroom presentation, Using rockets to explain Newton’s Laws of Motion, Beauregard Elementary, Lee County Schools.

**Tripp, L. O.** (2008, January). Classroom presentation, “How Do the Astronauts Use the Bathroom in Space? Southview Primary, Lee County Schools.

**Tripp, L. O.** (2007, October). Classroom presentation, “Forces and Motion”. Beauregard Elementary, Lee County Schools.

**Tripp, L. O.** (2006, February). Classroom presentation, “Newton Laws of Motion.” Beauregard Elementary, Lee County School System.

**Tripp, L. O.** (2006, February). Classroom presentation, “Can You Build a Kite and Understand Bernoulli’s Principle? Cary Woods Elementary, Auburn City Schools, Auburn AL.

**Tripp, L. O.** (2006, March). Classroom presentation, “The Effects of Microgravity on the Human Body as it Aligns with the National Science Education Standards.” Trinity Christian Academy.

After school program with students from the Boys and Girls Club, Potter Daniel Unit, Opelika AL (2002–2003).

TNT Interdisciplinary Science Camp for Girls, Tuskegee Middle School, Tuskegee, AL, (2003–2004, June)

Our House (outreach program for children whose parents are incarcerated), Washington, DC, (2004, June)

Judge for Poster Competition in the 9th Annual NASA/NSU Pre-service Teacher Conference, Arlington, VA, (2004, February)

Judge for Poster Competition in the 10th Annual NASA/NSU Pre-service Teacher Conference, Arlington, VA, (2005, February)

Presenter in the Unity in the Community: Life Skills Mini Conference, Chapel Hill Elementary School, DeKalb County, Decatur, GA, (2004, December)

 **5. Community Service (Cont.)**

Presenter in the Unity in the Community: Life Skills Mini Conference, Midway Elementary School, DeKalb County, Decatur GA, (2005, February)

**Tripp, L. O.** (2008, January). Classroom presentation, “How Do the Astronauts Use the Bathroom in Space? Southview Primary, Lee County Schools.

**Tripp, L. O.** (2007, October). Classroom presentation, “Forces and Motion”. Beauregard Elementary, Lee County Schools.

**Tripp, L. O.** (2006, February). Classroom presentation, “Newton Laws of Motion.” Beauregard Elementary, Lee County School System.

**Tripp, L. O.** (2006, February). Classroom presentation, “Can You Build a Kite and Understand Bernoulli’s Principle? Cary Woods Elementary, Auburn City Schools, Auburn AL.

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TNT Interdisciplinary Science Camp for Girls, Tuskegee Middle School, Tuskegee, AL, (2003–2004, June).

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Presenter in the Unity in the Community: Life Skills Mini Conference, Midway Elementary School, DeKalb County, Decatur GA, (2005, February)