

# Teacher-Researcher Networking Plan

## Pre-Expedition Networking

- How will you communicate with the team before the field experience?
  - Email has been our main source of communication, with text as needed.
  - In person, during the days of their classroom visit, my visit, and Arctic Field Training
- Are there team or project conference calls or other preparatory activities that the teacher can participate in?
  - I participated in a lab meeting at NAU with the research team and all available PIs and graduated students
  - I will be joining Ellie and Chris for Arctic Field Training at NAU
- Are there ways you can collaborate before the expedition to inform the public, media, and other schools about the upcoming expedition?
  - Ellie has already worked with Cory Williams to publish an article in NAU News
  - We could work together on more press releases
- What background scientific information is essential for the field research? What journals, books, or other materials will the teacher use to learn this content?
  - The lab meeting was crucial for this, as I now have a much better background
  - The Arctic Glacial Lakes website has papers and summaries of all of the research that is part of the project
  - I have watched "Taking Earth's Temperature" with my students, which has scenes of Lake Peters research and interviews with Darrell and other graduate students about their research,
- What useful educational tools can you provide to the researcher?
  - A strong ability to recognize what is appropriate, and interesting, for a younger, non-scientific, audience
  - An ability to communicate with other schools and navigate administration
  - Ability to translate scientific concepts to lesson plans

## Networking in the Field

- How can you be an effective assistant to the scientific efforts in real-time?
  - Use my past experience as a researcher and field assistant to assist the team wherever needed
  - Prepare myself (physically, mentally, emotionally) to work long hours on the project in a remote location
- What science topics or issues would you like to discuss as a team while in the field?
  - Oxygen ions and how they indicate sources of water
  - The model of the research project, and how each piece of data fits in

- The timeframe for data collection and intense fieldwork may shorten time for additional conversations about Education and Outreach. How will you revisit your thoughts and ideas ?
  - Email, as that has been our primary mode of communication
  - We have communicated well about ideas since before orientation, so I imagine continuing to communicate and share ideas will be easy to do.
- Can you identify unique aspects of the fieldwork that will engage students and the public?
  - Working on the boat and collecting cores
  - Hiking on the glacier
  - Sampling streams during high flow
  - Field life in such a remote location

#### Post-Expedition Networking

- What skills, as an educator, can you offer the researcher?
  - Strong ability with translating scientific concepts into lesson plans
  - Knowing what level an audience is and tailoring my science communication to that age or interest level
- What specific aspects of post-fieldwork are you interested in for follow-up?
  - Collecting data from cores
  - Any other lab work
  - Data analysis (graphs produced from our data!)
- How will you collaborate to write and review lesson plans after the expedition?
  - Email and the project-wide Dropbox
- How can you complement your lesson plans with an educational tool that is useful to your researcher?
  - Providing the research team (and lab group) with all materials
  - Helping the research team with the Artic Glacial Lakes website and Facebook page and making sure all resources are shared on their outreach pages
  - Adapting lesson plans into outreach activities appropriate for broad audiences
- How will you regularly communicate outreach, teaching, and research updates with one another into the future?
  - Email and phone
- ARCUS provides some funding to support travel before and/or after the expedition to support collaboration between teacher and research team. What ideas do you have for utilizing this support?
  - Pre-field: Visiting NAU and attending Arctic Field Training, research team visiting my school
  - Post-field: We are hoping that the research team can come visit my school again, potentially to do sediment cores, and if there are opportunities for me to participate in lab work, I would like to travel to NAU to do so.