Teacher-Researcher Networking Plan

Questions to Address:

In this document you can answer any or all of the questions below, or come up with questions of your own.

Pre-Expedition Networking

* How will you communicate with the team before the field experience?
  + Email
  + Pre-field logistics call with Cory
  + Skype
* Are there team or project conference calls or other preparatory activities that the teacher can participate in?
  + Because of the small group size for this particular project – most of the organization is occurring via email. However, arrangements have been made to meet with the rest of the team on the day before our travels to the Arctic and following.
* Are there ways you can collaborate before the expedition to inform the public, media, and other schools about the upcoming expedition?
  + I will be informing my own school in person and via an article that a freelance journalist will write for the school, sending information to my old school in Florida, and corresponding with teachers in Wisconsin and Massachusetts.
  + I will also write on my travel blog and Facebook to link to my PolarTREC journals so that others I know in the public and teaching communities will have access to my journals/asking questions
  + The researcher is putting together an article (or will use the article from the freelancer) on my expedition that will be put out in the newsletter of the research center that he is in.
* What background scientific information is essential for the field research? What journals, books, or other materials will the teacher use to learn this content?
  + I will read Cory’s past work on the subject that is available on his website.
* What useful educational tools can you provide to the researcher?
  + I will work collaboratively with the researcher to utilize social media as a tool to engage students and the general public.
  + Following the expedition, I will work with the researcher to create/edit a series of short videos that provide them with the opportunity to showcase their research and to educate students and the general public about polar science.

Networking in the Field

* How can you be an effective assistant to the scientific efforts in real-time?
  + Taking the time when possible to journal from the field, addressing questions from the public in response to those journals
* What science topics or issues would you like to discuss as a team while in the field?
  + I would love to know more about the step-by-step process of coming up with new questions, seeking funding, writing grants, the proportion of time spent doing that vs the actual field work vs the data analysis itself. Publish or perish, etc.
  + I would like to learn more about climate science and the ecology of the region around Toolik.
* 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 effectively?
  + I will keep a notebook while in the field to write down thoughts or questions I have regarding outreach that can be addressed on slow days or after the fieldwork in done.
  + Planning to connect again at a specific time after the field work is over to continue the conversation.
* Can you identify unique aspects of the fieldwork that will engage students and the public?
  + I think the nature of the animal being studied will lead to public/student engagement quite quickly.
  + The location is also a draw, as many people don’t have experience with the arctic and might wonder why you would go/study there…it should lead to more conversations.
  + Snowmachining

Post-Expedition Networking

* What skills, as an educator, can you offer the researcher?
  + I can read over anything that the researcher would like to distribute to the public or students in order to make sure it is written at a level that is engaging and can be understood by everyone
  + I can offer an audience of interested students
  + I can offer the ability to connect with different schools and organizations to get the word out
* What specific aspects of post-fieldwork are you interested in for follow-up?
  + I’m interested in the possibility of Cory, or one of the members of his lab, visiting the school
  + I’m interested in the data processing that will be done by the team, and also in any data that I can bring back to my students to process, either for general class work and understanding, or to be used in a more intense way by in an internal assessment or extended essay by an IB student
  + I’m looking forward to trying to collaborate with a German-speaking student to get a local press release issued, to see if I can generate excitement in my local community
  + Speaking at conferences like Polar 2018 and IB in 2017
* How will you collaborate to write and review lesson plans after the expedition?
  + I envision writing the initial lesson plans, and then sending them to Cory for review and advice. We will discuss potential datasets that can be incorporated into the lesson plan while in the field.
* How can you complement your lesson plans with an educational tool that is useful to your researcher?
  + Any media (images, videos, etc.) that is associated with the lesson can be used by the researcher for outreach purposes.
  + Elements of the lesson plans can be condensed and featured on the researcher website (with a link to PolarTREC) so that it provides a non-specialist perspective on the science.
* How will you regularly communicate outreach, teaching, and research updates with one another into the future?
  + Email will be the easiest method for communication, as our time zones are far apart, though I imagine that Skype will also be a tool we can use as well.
* 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?
  + I would be happy to use this option in either direction. I think it would be great to get Cory (or members of his lab) out to my school to meet my students, and for them to meet the researcher responsible for this study. We have already discussed that personnel will be traveling to the UK in the winter of 2017/18 and may be able to include visits to my school at this time. We can build an In Dialogue talk around this meeting.
  + When I’m in Fairbanks, just after the expedition, I will have the opportunity to see the lab where the captive arctic ground squirrels are kept, and where Cory will be working again as of next January.
  + I would gladly take the opportunity to visit Cory at his current university if there was a beneficial reason to do so.
  + I would also be happy to collaborate at scientific meetings to present a poster if and when that became appropriate.