

Teacher - Researcher Networking Strategy

Due Date(s):

Before Departing for the Expedition

Purpose:

The Teacher-Researcher Networking Strategy is a strategy for long-term collaboration with your research team describing ideas for communicating and working together both before and after the field experience. While building the relationship with your researcher, continually look for opportunities for **both** the teacher and researcher to enhance their professional skills in science and education, respectively.

Process:

You should develop this strategy collaboratively, seeking feedback and ideas from your research team. Require researcher input on some of the discussion points to clarify their needs and expectations. Before the expedition, create frameworks for your goals that can be refined throughout the expedition and into the future. Part of the networking strategy is marketing yourself as a asset to the researcher in the future. Devise a plan that will allow the research team to express exactly what they want from you as a future collaborator, as well as how you will utilize the relationship beyond the expedition.

Questions to Address:

In the template file below you can answer any or all of these questions, or come up with questions of your own.

Pre-Expedition Networking:

- How will you communicate with the team before the field experience?
 - [Visit the Icecube team in Madison, WI during the summer](#)
 - [Email and call team leads leading up to the deployment](#)
- Are there team or project conference calls or other preparatory activities that the teacher can participate in?
 - [Upward Bound](#)
- Are there ways you can collaborate before the expedition to inform the public, media, and other schools about the upcoming expedition?
 - [Creating the website for the South Pole high school research project](#)
- What background scientific information is essential for the field research? What journals, books, or other materials will the teacher use to learn this content?
 - [Mike Duvernois will be sending some readings in the fall to prepare me for deployment](#)
 - [Reading Neutrino and Neutrino Hunters](#)
 - [Read Armando's book](#)

- What useful educational tools can you provide to the researcher?
 - [NGSS and common core aligned education resources for the competition](#)

Networking in the Field

- How can you be an effective assistant to the scientific efforts in real-time?
 - [I will be open to helping all research projects that need assistance – starting first with my own research team](#)
 - [I will document the research being done and take diligent notes so that I can post regular journals that document the work at the South Pole](#)
- What science topics or issues would you like to discuss as a team while in the field?
 - [Astrophysical events that are correlated with neutrino discoveries](#)
 - [Talk to a winter over - what is that experience like](#)
 - [Meet some of the non-science team and interview them \(how did they get there?\)](#)
- 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?
 - [Will need to work around satellite availability](#)
 - [Writing some journals ahead of time to receive feedback on science content](#)
- Can you identify unique aspects of the fieldwork that will engage students and the public?
 - [Competitions of field research](#)
 - [Day in the life of a scientist](#)
 - [Collaboration necessary to complete tasks](#)

Post-Expedition Networking

- What skills, as an educator, can you offer the researcher?
 - [Communication](#)
 - [Flexibility](#)
 - [Collaboration](#)
 - [Inquiry](#)
- What specific aspects of post-fieldwork are you interested in for follow-up?
 - [Would love to stay connected with the field team as research continues](#)
 - [Want to share best practices with future competition organizers](#)
- How will you collaborate to write and review lesson plans after the expedition?
 - [I will stay in touch with the research team to review content](#)
 - [I will collaborate with other PolarTREC teachers from Icecube to look at the lesson structure in a classroom \(lesson study?\)](#)
- How can you complement your lesson plans with an educational tool that is useful to your researcher?
 - [NGSS resources for competition](#)
- How will you regularly communicate outreach, teaching, and research updates with one another into the future?
 - [Coordinate with Jim Madsen](#)

- 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?
 - [Meeting the research team at the Icecube Headquarters in Madison, WI](#)
 - [Having Jim Madsen present to my students at HTHCV upon return](#)

Distribution:

This strategy should be shared with your research team. The PolarTREC Project Managers and evaluation team will also get a copy.