**PolarTREC Networking Strategy Template**

## Part Two: Communicating with your Research Team

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.

**Pre-Expedition Communication with the Research Team:**

* What modes of communication work best to reach them in a timely manner?

We communicate primarily via email. This allows a very open window of communication, if I have a quick question about something I just send an email and Heather communicates with me with a speedy response. We have also communicated in zoom meetings. Heather has also visited my school and has met my classes, their families, and staff.

* List scheduled team meetings or calls that you can listen in on to get a sense of preparations for the expedition.

Webinar 1: Meet and Greet of PolarTREC program participants and leaders

Orientation Fairbanks, AK

Phone Conference: Elaine Hood

Phone Conference: Elaine Hood

Pre-Field Logistics Call: Judy Fahnestock, Janet Warburton, Elaine Hood, Heather Liwanag, and Alex Eilers

PolarConnect Event: Keith Smith

Phone Conference: Alex Eilers

Heather Liwanag Site visit Central High School

Phone Conference: Alex Eilers

* Be clear on what they expect of you as a team member BEFORE you are in the field.
	+ How can you best prepare?

I need to prepare mentally and come with a positive attitude. I should expect to put in long days. Heather and I went gear shopping together to make sure I was prepared physically.

* + Do you need to increase your background knowledge in a topic?

Heather doesn’t think so. The biggest thing is to learn data collection analysis techniques which I will learn as I go. We have also conducted three outreach events at my school together and I really feel comfortable knowing what to expect as far as daily life and feel comfortable asking for an explanation of topics I do not understand, like new vocabulary.

* + Are they familiar with particular teaching or outreach practices? Do they want to know more? The team really wants to focus on capturing videos and photos, they have purchased GoPros, and share these images in my journal and their blog. There are 10 Skype events written into the grant and the team is hoping this really helps outreach. Also I was encouraged to reach out to Alex, my mentor, for additional ideas and educational product ideas to develop.

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**In-Expedition Communication with the Research Team:**

* How can I be an effective assistant to the scientific efforts in real-time?

The team really thinks positive attitude is important and be willing to lend a helping hand. They also encourage me if I don’t know how to do something or forget how, just to ask.

* What education and outreach issues would you like to discuss as a team while in the field? How will you revisit your thoughts and ideas effectively?

We spoke about trying to balance my requirements for PolarTREC and what they hope for me to do as part of the team. They realize my journaling is important and takes time and are going to help me with the content I do not know. We have lab space we will be working in and have access to the library.

* When is a good time to ask questions about the science?

We will be spending a lot of time in Pisten Bully rides and that is a great time to discuss questions. During lunch and calm moments during the procedures is also a great time for questions.

**Post-Expedition Communication with the Research Team:**

* How will you regularly communicate outreach, teaching, and research updates with one another into the future?

Email is the easiest form of communication, specifically with the time zone difference. Heather and I have begun discussing a site visit for me to Cal Poly to witness first hand how the team analyzes the samples that were collected and what this data means.

* List any revisions your communication plan.

## Part Two: Communicating with your Research Team

* Track updates on your outreach efforts, PolarTREC product timelines, etc.
* Have your team’s E&O outcome expectations changed since working together in the field?
* 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?