**Teacher-Researcher Networking Plan**

*Note: Bold items are actionable to do's*

Pre-Expedition Networking

* Before the Expedition I initially made contact with team members on conference calls. The calls included the initial interview, and the pre-trip logistics call. The calls went well. I felt comfortable with Cory Williams and Jeanette Moore, and with the Polar Trec people (Janet, Sarah, Robbie). Everyone was welcoming and supportive. My questions and concerns were addressed.
* E-Mail communications-I plan to maintain regular contact with everyone involved. I had several question regarding medical applications of the research that were addressed by Cory and Jeanette. These sorts of questions are ongoing before the expedition.
* I have asked for and received Background Journals on the project
* Purchase or check out recommended books that may inform or stimulate dialogue or ideas for student activities.
* -So far this includes: Arctic Dreams (Barry Lopez), Life in the Cold (Marchand), Apocalyptic Planet, (Craig Child), The End of Snow, Extreme Medicine.
* Contact with Alicia Gilean regarding her experience. Maintain contact before, during and after Toolik.
* I was able to meet and talk with Jeannette Moore while in Fairbanks. This was a great opportunity to get a sense of who I will be working with and the nature of the project. Nice to have a face with the e mails.
* Also met Kat, a student intern with Jeannette. She will be at Toolik in April doing preliminary work with Cory.
* Completion of online training for ethical treatment of animals in research. This was required by University of Alaska.
* Follow Toolik Website's Daily Naturalist's Journal to compare local phenology with conditions at Toolik with my classes. (http://toolik.alaska.edu/edc/journal/index.php

Networking in the field

* Background from my literature review will help with asking insightful questions to the team and to other arctic researchers at the station.
* Position and prepare myself at Toolik so that I can help with whatever needs to be accomplished each day.
* If/when time is available, spend time with other researchers to learn about the work that is ongoing. Document with photos, video, and journals. I plan to share all aspects of polar science with my classes and through my journals. Networking with the other teams will help broaden my focus from only the Ground Squirrels.
* Aspects of the fieldwork that I plan to emphasize and document for use with my classes inlcude: The phenology of plant and animals in the arctic to compare with things that are taking place at home as spring changes to summer. This could include bird migrations and arrivals, plant budburst and flowering. We are observing these before I leave school so that students can compare notes with arctic observations. Observations are currently posted daily on the Toolik website.

Post Expedition Networking

* Continue communications with team members to develop activities and materials to share the research with the public. I will likely put together a short film on the experience that I will need to collaborate on the content with team members.
* Develop Lab activities with data sets from the expedition. The data loggers that are implanted in the squirrels generate some fascinating graphs of body temp. Student analysis of this data will make for a meaningful activity that can be shared with other teachers. I would like to collaborate with Cory and Jeanette on this sort of thing by email and phone. It may also be an opportunity for a visit to Cory's lab in Anchorage at a later date, or a visit by him to my school if it works with his schedule. This could be a neat way to collaborate on a bigger scale**. Find out if Alicia did anything like this. What activities has she developed for use before my departure.**
* In the interview I spoke with Cory regarding the possibility of modeling a local student research project on biological rhythms with his research in the arctic. I suggested an insect model (ground cricket or cicada), but there are many other possibilities. **Discuss possibilities with Cory and Jeanette.**
* Another potential collaborative project with Team Squirrel is to adopt a local ground squirrel population for student monitoring and have classes record and collaborate on observations using Google docs. **Find a population convenient to the Aspen Schools, and Community School**.
* Develop an educational tool for the researcher to use. Jeanette regularly presents the ground squirrel research at the Univ. Alaska Fairbanks museum. It would be great if I could develop something that she could actually use for these presentations**. Discuss the possibilities with Jeanette.**
* Share any video documentation with the team for their use. They likely do not have time to make such a video but it may be useful to them.