**Pre-Expedition Networking**

1. *How will you communicate with the team before the field experience?*

- Email has been one mode of communication.

- PolarTREC Field call on June 4th with my researcher Ken Dunton

2. *Are there team or project conference calls or other preparatory activities that the teacher can participate in?*

- Participated in the Healy Field call on May 16th.

- Team meeting at the UTMSI on June 14th.

3. *Are there ways you can collaborate before the expedition to inform the public, media, and other schools about the upcoming expedition?*

- Port Aransas South Jetty mentioned the expedition in the February 28th edition.

- Corpus Christi Caller Times (4/1) did a write up about the training that took place in Fairbanks in March.

- BOEM is announcing

4. *What background scientific information is essential for the field research: What journals, books, or other materials will the teacher use to learn this content?*

- Read the Cruse Report Healy 12-01.

- Read previous PolarTREC journals of former teachers aboard the Healy

- Visit Hanna Shoal websites at <http://comidacab.org/hannashoal/>

5. *What useful educational tools can you provide to the researcher?*

- Laptop computer to chronicle activities at every station

- Camera, to document activities of the researchers, particularly the MSI team

- Instrument training will be hands on during the expedition

**Networking in the Field**

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

- Observe the activities and safety procedures to determine how I can contribute most effectively.

2. *What science topics or issues would you like to discuss as a team while in the field?*

- Science topics or issues include: arctic food webs, trophic levels, water chemistry, climate change, ocean systems, photosynthesis, circulation, and vertical water column structure.

3. *The timeframe for data collection and intense field work may shorten time for additional conversations about Education and Outreach. How will you revisit your thoughts and ideas effectively?*

- During long multi-hour transits between stations and stations that are occupied for long periods for other unrelated activities (boat deployments) or delays due to weather

4. *Can you identify unique aspects of the fieldwork that will engage students and the public?*

- Fieldwork that will engage students include: large equipment, life aboard the ship, marine mammal and bird observations, deep cores, trawling activities, large benthic grabs for macrofauna, and CTD Rosette sampling.

**Post-Expedition Networking**

1. *What skills, as an educator, can you offer the researcher?*

- Bringing real science into the classroom through video, photos, and lessons

2. *What specific aspects of post-fieldwork are you interested in for follow-up?*

- Follow cruise tracks and new data postings on <http://comidacab.org/hannashoal/>

3. *How will you collaborate to write and review lesson plans after the expedition?*

- Email lessons to review with team

4. *How can you complement your lesson plans with an educational tool that is useful to your researcher?*

- Develop lesson plans that incorporate some of the research that took place onboard the *Healy* with a relevant class theme*.*

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

- Communicate by email and have a member or members of the team visit the classroom

6. *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?*

- ARCUS can further support team through funds for an Ocean Science meeting with a polar session/strand for the team to present their work.