**Teacher - Researcher Networking Strategy**

**Pre-Expedition Networking**

How will I communicate with the team before the experience?

 Email and telephone if needed.

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

 If so Dr. Hansen would let me know she is very engaging

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

 I have contacted our districts director of public relations, Sue Patron, with my presskit. She has distributed it through her contacts with responses from three local newspapers and two radio interviews

What background scientific information is essential for the field research?

 Knowledge in siesmology and geology.

What useful educational tools can you provide the researcher?

 I have an inate ability to take difficult concepts and convey them in an aproachable way to my students. I could help Dr. Hansen's data to reach a broader audience besides the collegiate community.

**Networking in the Field**

How can you be an effective assistant to the scientific efforts in real time?

 Be willing and able to help at a moments notice to learn all that I can to better educate our students.

What science topic or issues would you like to discuss as a team while in the field?

 How can we further this research and collaboration after the expedition is completed.

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

 Everything from the extreme locality to the intricases of the fieldwork.

**Post Expedition Networking**

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

 Teaching in the district for a decade now has allowed me the opportunity to meet plenty of teacher from around the district and neighboring districts. We have in-services that science teachers go to from all over the state. For example the MSTA Michigan Science Teachers Association

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

 Monitoring the data we set out to measure to see how and what that data can tell us.

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

 email and skype should work the best, but we will figure that out during the expedition.

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

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

 Email and skype

What ideas do you have for the funding ARCUS provides for post expedition collaboration?

 Each November on election day, Warren Considated Schools holds a six hour professional development day. One month prior to the meetings, a list course offerings are distributed to all district teachers. Often, the district brings in notable authors, specialists, and researchers to present. Teachers are required to attend five, one hour, seminiars. WCS teachers, with an area of speciality, may also be asked to present. It is my hope that Dr. Hansen be able to join me and that we will be able to present four different seminiars, to the WCS staff.