**Teacher--‐Researcher**

**Networking**

**Plan**

**Template**

**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 by 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.

To complement your lesson plans create an educational, topic or process-based, tool that the

researcher can use to enhance their own education and outreach efforts. Discuss with the

researcher what will be most useful to them – a poster or handout outlining their work, a template

for school visits or public events, a podcast explaining their research to students, etc.

There is no formal template for the Teacher-Researcher Networking Strategy, although you can

write paragraphs or bullet style documents in Word or another word processing program.

**Questions to Address:**

In this document you can answer any or all of the questions below, or come up with questions of

your own.

**Pre-Expedition Networking**

How will you communicate with the team before the field experience?

*Email, face to face meeting, phone*

Are there team or project conference calls or other preparatory activities that the teacher

can participate in? *Traveled to Toledo, OH week of April3-6, 2012 to meet with researcher and team.*

Are there ways you can collaborate before the expedition to inform the public, media, and

other schools about the upcoming expedition? *At this time, I am using Dr. Weintraub and his team for expert input on the science of our project. It has been discussed that there may be a possible field trip or phone/Skype call with students at our school this fall.*

What background scientific information is essential for the field research? What journals,

books, or other materials will the teacher use to learn this content? *Papers, presentations, the proposal, background reading in soil science*

What useful educational tools can you provide to the researcher?

*Working to incorporate knowledge gained from field experience and research ongoing about the project into existing curricula, or designing new coursework to be approved*

**Networking in the Field**

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

*Be available and useful, ask questions, learn what's going on and why*

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

*Soil carbon/nitrogen dynamics, field techniques for gaining data, tundra ecology*

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? *Phone, email, conference?*

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

*Arctic tundra, climate change from perspective of Nitrogen cycling*

**Post-Expedition Networking**

What skills, as an educator, can you offer the researcher? *Ability to engage high school students through current science curriculum, concurrent studies of soil dynamics to compare with Arctic soils…Dr. Weintraub and I are also discussing my input into the successful design and implementation of an interactive web-based activity about decomposition, called I-Mold.*

What specific aspects of post-fieldwork are you interested in for follow-up? *Development of lesson plans coupled with the proposed I-Mold platform*

How will you collaborate to write and review lesson plans after the expedition?  *Dr. Weintraub has separate grant money and resources available to design an interactive animation about decomposition. It is called I-mold, and he has already secured cooperators and designers from the Center for Creative Instruction at the University of Toledo. The main contact and director of this program is Sherry Andrews (sherry.andrews@utoledo.edu) and the website is: utoledo.edu/centers/cci*

*Dr. Weintraub arranged for us to meet while I was visiting Toledo, and we had a very productive introduction.*

*Would like to have researcher review and comment on plans, especially to ensure accurate science.*

How can you complement your lesson plans with an educational tool that is useful to your

researcher? *I believe the I-Mold project will fit this requirement*

How will you regularly communicate outreach, teaching, and research updates with one

another into the future? *Dr. Weintraub and I have email accounts, plus he has shared Dropbox with me. I expect to place documents in process in our Dropbox folder to share with him.*

*It continues to be so nice to see the Snowmelt project folder in Dropbox updated; sometimes I feel I'm working at their lab as I see data, photos, and presentations posted.! I've talked with Mike a couple of times since the summer, and expect to continue our sporadic chats and collaborate more as the I-Mold project takes shape.*

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 has supported me in a trip to Toledo to meet with the research team. At some point, I will ask for support to present at the NCSTA meeting in Greensboro this fall. (didn't need to, my school system paid for it, yay). I may possibly need support to present the I-Mold animation at NSTA, when it is ready. I would also be very open to attending any Polar related conferences as they come up!*

**Distribution**

Obviously, this strategy should be shared with your research team. The PolarTREC Project

Managers and evaluator will also get a copy.