**Teacher-Researcher Networking Plan**

Since I will be working on 2 distinct projects, some details of my plan are fairly generic while others will be more project-specific.

**Pre-trip communication**

Firth River/LDEO

I initially communicated with my project leader, Kevin Anchukaitis, by email and phone. I set-up a meeting at the LDEO and travelled there at the end of April to meet Kevin and his co-researcher Brendan Buckley. The purpose of the trip was to learn about the science behind our project as well as specific field and laboratory techniques that are used in data collection and analysis. I was also able to find out about daily expectations and help with some of the logistical planning necessary for working in a remote location. While at LDEO I was able to participate in our pre-trip phone conference. It was great to actually be there during that conference so that I felt part of the team and actually knew what was going on. It was also great to actually meet Kevin and Brendan and learn a bit more about their backgrounds and interests. I think it was also good for them to meet me. This trip will be in a remote location and will require us to work together as a team to accomplish their summer research goals. The pre-trip meeting was key to helping start that process.

Raven Bluff

I have spoken individually with both Jeff Rasic and Bill Hedman. The phone conversations were good introductions and gave me a bit of background on the project and some basics about the logistics (field conditions, clothing/equipment needs, etc.). I spoke with Bill during the official 'pre-trip' phone conference and learned quite a bit about the project. I was also able to speak with Jeff over the phone about how to bring what I learn back into the classroom after the summer. I plan to meet with Jeff when I arrive in Fairbanks in early July so I can learn more about the project and to get trained to look for possible sites while on the trip to the headwaters of the Firth. I also had a phone conversation with Karl Horeis (2010 PolarTREC teacher) to learn more about the project from a teacher's perspective and to find out all the sorts of things I hadn't even thought to ask about during the pre-trip phone call (what to bring, what did Karl wish he'd brought last year, how did he transfer the information to his classroom, etc).

**Pre-trip tool/technique training**

Firth River/LDEO

I was trained in using the increment borer during my visit to the LDEO. Since I have used one in the past it was pretty easy. Low-tech is good. I was also shown how the samples are analyzed in the lab after returning from the field. I have also been given a variety of articles to read that provided me with background information on dendrochronology in general and some of the more project-specific aspects of using tree rings to analyze impacts of climate change on tree growth.

Raven Bluff

I have not received any specific training yet (but I have practiced with my trowel in my garden:) ). I have read a couple of articles about the project and I am hoping to get some more articles to read before the expedition. I will be meeting with Jeff before I head off to the Firth to learn how to look for and identify potential archaeological sites while I am supposed to be coring trees.

**Science topics/issues to discuss in the field**

Some topics are common to both projects. These topics could include:

How one 'does' science--developing a valid hypothesis, designing a research project that actually tests what you want to test, data analysis, etc.

Learning about the backgrounds of the researchers so that I can share that with my students.

The importance of science and scientific thinking in our world.

I feel that I also have some expertise to share in how to help researchers interpret their work to the general public so that they understand, appreciate, and happily give tax dollars to continue funding research.

Firth River/LDEO

I would like to learn enough about dendrochronology so that I could design a project that my students and I could do at school in the fall. We have a fairly recent burn area very close to school--it would be interesting to create an outdoor lab to study the burn area and find out how many times it has burned over the past years. Since I often focus endlessly (according to my students) on climate destabilization in all my classes, I am looking forward to adding new information to my diatribes about the potential long-term effects of changing our climate.

Raven Bluff

How do we take chips and bits of flint or bone and create a valid story? That's what I want to know. I would like to learn more about carbon dating--and how I can slide that information into a class I will teach this fall on the periodic table of the elements. Since there was some pretty spectacular climate changing going on 12,000 years ago, it would be great to learn more about this most emphatic of climate changes and how to draw any parallels (if that's possible) with our current climate 'situation'. It would also be great to learn more about the development/evolution of technology--styles of points and their advantages/disadvantages, how we have gotten from clovis points to pixels, etc.

**Post-trip collaboration**

This is, I feel, the most important part of this experience. I would expect to send off lesson plans or ideas for plans/units to 'my' researchers for input as I design new activities for my classroom. Long-term collaboration would be great--classroom visits in person or ' virtually' would bring the science to life.

It would be excellent to be able to visit the labs to learn how the data is processed/analyzed/interpreted. This would provide some closure to the summer field season.

I am sure that there will be more ideas about long-term collaboration once I have been working closely with each team of scientists.