

Teacher-Researcher Networking Plan (Final)

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Post-Expedition Networking

- What skills, as an educator, can you offer the researcher? - **As a teacher I can take the field work and turn it into lesson plans. While this aids me it can also aid Christine because she has groups of kids and undergrads who could carry out these small scale investigations. I know how to take the work she is doing and apply it to current science standards. I know which standards the project falls under and also how to make it understandable to a general audience. Additionally, I can provide a classroom for anything Christine may want. She has expressed interest in coming and speaking. While she could do this at almost any school, my class would be very engaged because they know I was involved in the experience, and they were too since they carried out their own mini-investigations about the same content. Overall, I can serve as a translator between what she wants to share and the classroom/public audience.**
- What specific aspects of post-fieldwork are you interested in for follow-up? - I would like to be kept up to date on results. I have had several people listen to my experience and then ask, "What did you find out?" The truth is, no results were actually observed by me. I left before the final work was completed and Christine is analyzing the data at this moment. I would like to be able to share to interested parties what was done and what this means for the future. I think having some data to share, even if it is incomplete, will be valuable when I share my expedition with the public in the future.
- How will you collaborate to write and review lesson plans after the expedition? - First, I will write my lesson plans and try them out in my classroom. Afterwards, I will make adjustments based on what worked or did not work. Afterwards, I will share these lesson plans with Christine through email to see if she can think of anything that could be improved or maybe some more advanced techniques for more advanced students. I have also listened to her ideas because she has thoughts about making this accessible to students and she has good ideas on what works or does not work.
- How can you complement your lesson plans with an educational tool that is useful to your researcher? - After all the "kinks" are worked out I can provide Christine with my final lesson plans. She can use these when she works with students in her local area and also with the students that come to Greenland to study. Additionally, any time I think of something new I can share this with Christine through email.
- How will you regularly communicate outreach, teaching, and research updates with one another into the future? - Christine and I email frequently. She often tells me what she has been doing with the results and I tell her what I have done in my classroom. For the future, I would like Christine to visit my classroom (either in person or Skype). Additionally, she has mentioned me visiting Dartmouth so I can see what she had been doing.
- 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? There are a couple of ways ARCUS could help. They could provide funding for Christine and I to travel to each other. I have a bee keeping conference I am talking at in the spring and she could visit. Additionally, Christine has mentioned me

returning to Greenland with her, but I would need some funding to travel to Scotia, NY and a hotel for one night.