



Extending the Potential of Your Research

For every research project conducted, there is a world of information that can be shared with park rangers, educators, students, community groups, and the visiting public. Many of these groups want to know what you are doing, why you are doing it, and how it might help them understand more about their ecosystem, community, and cultural heritage. The degree to which these people can understand and connect to the resource in their national parks can help determine the success of your research efforts.

The Pacific Coast Learning Center is part of a network of centers across the nation facilitating science-based management and education. The Learning Center Education Coordinator is specifically dedicated to work with researchers to make new information about park resources available to the public. Specific programs associated with the Learning Center include high school and college level internships, a Tomales Bay Biodiversity Inventory, and the creation of a multi-media interpretive kiosk at the Bear Valley Visitor Center.

Review the list of suggested education interventions below to see if any may be suitable to extending the potential of your research project. The Education Coordinator will facilitate all of these activities in terms of logistics, equipment, and other support, relying on you only for technical elements. The educational potential of your project will be assessed according to a priority rating based on your project's applicability to coastal resources, degree of threat by human activity, and its relevance to other parks in the San Francisco Bay Area. All educational programs/ products will be subject to your final approval based on content and accuracy.

Extend the Audience for Your Project

- Request a park ranger to accompany you in the field for 2-4 hours. The park ranger will **document your work with a digital camera and/or camcorder** and produce a briefing paper for the rest of the staff. We will provide you with a file of all images or digital footage that can be then used for any of your publications or presentations in the academic field.
- Collaborate with Education Coordinator to develop a 5-30 minute **digital slide presentation** on your project. This can be shown to interpretive park rangers, educational groups, general public, or at teacher training workshops, depending on your preference. The Education Coordinator will be responsible for presenting these slide shows but will provide you with your own copy.
- Host an **informal presentation** for park employees. The information from this presentation then can be used to create a **website** or **article** for the park newspaper. You may also agree to host this same presentation at the Bear Valley Visitor Center for the public, or work with the Education Coordinator who will make the presentation.
- Provide a **"Summary for Non-Experts"** in a brief format that outlines your goals, methods, and expected outcomes. This summary will be posted in a binder available to park rangers and/or on our website.

- Share any **professional posters** you have presented at conferences with the Education Coordinator. This can be "translated" into relevant terms for specific audiences and hosted in the Bear Valley Visitor Center.
- Allow the Education Coordinator to share any **current papers, documents, or bibliographies** that you supplied through the Inventory and Monitoring Permit process. The Education Coordinator will share this information with park rangers at Point Reyes National Seashore who are responsible for educational materials, projects, and conversations with visitors in the same subject area.

Extend Your Ability to Get Field Work Accomplished

- **Biological Science Aids** (Jun-Aug): Request the assistance of high school students working as federal employees during the summer season. These Biological Science Aids can assist you with field work by collecting data, taking field notes, assisting with equipment, or maintaining databases. You will benefit from their assistance and they will benefit by gaining "real-world" transferable job skills. These positions are filled on a highly competitive basis and include talented students who are considering a career in science.
- **Student-Scientist Partnerships** (Oct-May): Request the assistance of an individual high school student, during the academic year, who are in a formal internship with the Pacific Coast Learning Center. You may also request the assistance of an entire class, depending on your needs. Students can assist with inventories, monitoring, or following your protocols in separate areas. High school students will work under the supervision of the Education Coordinator.
- **Professional Job Shadow** (Oct-May): Commit to having a high school student "job-shadow" your project and provide first-hand connections to your career field. The student will evaluate this experience with a report detailing what they learned and what they plan to do with their new insight.
- **Educator-Scientist Partnerships** (July-Aug): Request the assistance of a high school science teacher during the summer. These teachers will become your field assistant while refreshing their field methods or extending your protocols into a science project the following academic year. Some teachers will use this experience to re-certify in Advanced Placement Teacher Training.
- **Park Volunteer Team** (year round): Request 5-15 volunteers for a concerted effort in restoration or large-scale species inventories.

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