



June 2020
iSWOOP Resources for Scientists

Rationale

Looking for language on the benefits of collaboration, including why outreach in parks matters?

1) On developing an impact identity

In their article, “Unveiling Impact Identities,” Risien and Storksdieck propose a thoughtful process for scientists to develop their “impact identity”, a concept that integrates scholarship in a scientific discipline with societal needs, personal preferences, capacities and skills, and one’s institutional context. Approaching broader impacts from a place of integrated identity can support cascading impacts that develop over the course of a career.

Find it <http://www.iswoopparks.com/about/reports/> or

[Unveiling Impact Identities: A Path for Connecting Science and Society](#)

2) *iSWOOP Implementation in National Park Settings: Perspectives from Park Leaders, Interpreters, Visitors, and Scientists.*

This document includes a section on scientists' perspectives and the benefits of collaborations with park rangers dedicated to interpretation. See pages 40-41.

Find it here: <http://www.iswoopparks.com/wp-content/uploads/2020/04/iSWOOP-Report-2020.pdf>

3) “They’re doing it.”

What our peers do matters. As a point of reference, “Shaping Outreach and Education Collaborations with National Park Interpreters” offers some insight into the preferred formats and intrinsic motivation for park-based scientists considering collaborations with park staff on outreach and education. The report is based on a survey conducted in 2018. Survey results represent investigators reporting in 2017 on permitted research in 2016.

Find it here: http://www.iswoopparks.com/wp-content/uploads/2020/01/Scientists_Outreach_survey_findings_Nov_2019_share.pdf



Designing for Interaction in Parks

The need for scientists to ensure that their work is understood has become urgent.

In “Designing for Broad Understanding,” authors acknowledge that developing translations that are broadly accessible without being “dumbed down” can be challenging. The article offers strategies for developing visualizations that are scaffolds and become part of scaffolded conversations. The ranger can more readily transcend the traditional role of expert presenter and instead facilitate provocative conversations on the challenges of research, possible findings, and relevance of scientific studies.

Find it here:

<https://academic.oup.com/icb/article/58/1/113/5032877?guestAccessKey=fbd369e9-dcaf-4f63-adaf-75300be65f3a>)

Or here: http://www.iswoopparks.com/wp-content/uploads/2020/04/TalkingVisuals_Legacy-SepOct19.pdf This is a shorter version (also on adapting visualizations such as photos, video, or figures collected and compiled for scientists' use or publication).

What does collaboration look like?

For examples, we recommend the following

- 1) This 6-minute iSWOOP video includes footage from interactions with visitors in Acadia National Park. Both interpreters and visitors talk about the role for park-based science: <http://www.iswoopparks.com/about/benefits-to-visitors/>
- 2) Forthcoming, “Research Briefs through Interpreters’ Eyes” will appear in the July 2020 issue of *The Bulletin* with recommendations for writing research briefs for an audience of interpreters who can translate the science for public consumption and interaction.
- 3) “The Goldilocks Syndrome” describes finding the right fit for collaboration. Recommendations and examples from Ocean Alaska Science Learning Center, and Appalachian Highlands Science Learning Center, as well as Gulf Island National Seashore, and iSWOOP.



Find it: <http://www.georgewright.org/1718merson.pdf>

iSWOOP stands for Interpreters and Scientists Working on Our Parks, a model program to advance STEM (science, technology, engineering, and math) learning among national park visitors. iSWOOP brings together educators, scientists, and National Park Service (NPS) interpreters to incorporate site-based science into programs for the public.

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