



From the Rep

In grad school, we learn an awful lot besides science. We learn how to write

papers, which journal to submit to, which conferences to attend, and how to present our research. We learn how to translate our work into outreach, and how to store our data and samples. In short, we learn the system, and it can be overwhelming.

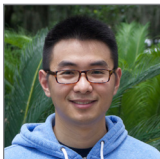
However, parts of the system are outdated. For many of the things we learn, there are better ways. It took me awhile to realize that I don't have to be passive while I'm being trained. I can push for my research to be done better, without compromising on quality or neglecting the advice of my mentors.

My current efforts to improve how I do science center around the concept of Open Science. This includes open access publishing, shared data and code, and other forms of openness (see link in resources for a full overview). I now have code available on Github, my papers are all available from my webpage, and I'm in the process of learning to use open software (Python) instead of proprietary software (MATLAB). I still have a ways to go, and sometimes I wish I had started pushing for Open Science earlier. It's such a great way to make science accessible to everyone, and makes it possible to progress science faster than before.

— Stefanie

Check it out, and see if you have room to follow Open Science in your research.

» <https://www.fosteropenscience.eu/content/what-open-science-introduction>



TOS Student Member Highlight

XU CHEN. I am a PhD student at Florida State University (FSU) where I use high-resolution numerical models to investigate air-sea interactions in oceanic sub-mesoscale regimes.

I am writing this note from the FSU's Coastal and Marine Laboratory after participating in a teacher training workshop entitled Teachers on the Estuary (TOTE). TOTE is a research and field-based training program initiated by the National Estuarine Research Reserve System. Teachers who participate in this annual workshop attend lectures and obtain educational resources to help them effectively incorporate knowledge of estuary and ocean science into their classroom.

The two-day workshop included outside activities in the salt marsh, estuary, and open ocean along with indoor seminars to optimize the participants' experience and education. Lectures were given by Nicolas Wienders, Quentin Jamet, Sean Buchanan, and me to introduce estuary, coastal dynamics, motion in the ocean, remote sensing, and climate change concepts to teachers from grades 2 to 12. In these seminars, a supportive learning environment encouraged interaction between educators and scientists. The goal is to have the experiences of our 12 teachers positively impact their students—roughly 26 students per class. We are inspired to share the results of our research to ocean science educators with this multiplier effect in mind.

Each year, several TOTE workshops throughout the country train nearly 250 teachers. Thus, more than 6,000 students are increasing their knowledge about climate change, ocean science, and their local environment. These fun, meaningful, and efficient workshops promote the growth of informed citizenry that we hope will lead to better stewardship of our planet.

Seagoing Opportunities

UNOLS Cruise Opportunity Program.

Provides graduate students currently completing a degree in a field of oceanographic research with the opportunity to participate in a research cruise.

» <https://www.unols.org/unols-cruise-opportunity-program>

UNOLS Chief Scientist Training Cruise Program.

Learn how to effectively plan and execute oceanographic research aboard a UNOLS vessel. Small stipends are often provided for participant travel costs, research supplies, and shipping.

» <https://www.unols.org/nsf-unols-chief-scientist-training-cruise>

Schmidt Ocean Institute Student Opportunities Program.

Provides undergraduates and graduate students with a chance to take part in seagoing scientific research aboard R/V *Falkor*.

» <https://schmidtocan.org/apply/student-opportunities>

Ocean Training Partnership.

Provides marine science graduates with practical hands-on, shipboard technical skills and experience while building capacity in oceanographic observations.

» <http://www.oceantrainingpartnership.org>

Worldview

International Seabed Authority

Endowment Fund. Supports participation of qualified scientists and technical personnel from developing countries in marine research programs and activities.

» <https://www.isa.org.jm/contractors/endowment-fund>

POGO-SCOR Visiting Fellowships.

Promotes training and capacity building leading to a global observation scheme for the ocean. Applicants must be citizens of developing countries.



» <http://ocean-partners.org/pogo-scor-fellowship>

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By Amelie Meyer et al.

» <https://doi.org/10.5670/oceanog.2018.212>

