Brief Bio and $(PR)^2$: Problems & Pitches – Raves & Rants by *Julie Smith*

In preparation for the Science (Weather) Forecasts Workshop on October 26th, 2006 at the New York Hall of Science, NYC, we ask you to provide a brief bio and your input to the questions below. Feel free to concentrate on the questions for 'Map Makers', for 'Funding Agencies / Clients', or answer both sets.

We plan to make your input available at http://scimaps.org/meeting_061026.php before the meeting to ease introduction of participants and to structure the workshop more effectively.

Thank you for your time.

Biography (about 250 words)

Julie is the co-curator of the Places & Spaces exhibit. She joined the exhibit team in August. She recently graduated with a bachelor's degree in English and Anthropology from Indiana University where her undergraduate thesis work focused on developing better interpretation of remote sensing data in Archaeological fieldwork. She has a strong interest in seeing the knowledge we 'discover' in research institutions and universities made better available to the general public in more universally comprehensible forms. She has explored this interest in the past while working with local museums creating presentations of history and archaeological research, and is excited about working with the Places and Spaces exhibit because of the broad potential it offers to introduce the public to science research.

General Questions

What is your main interest in attending the workshop? *As the new co-curator for the Places & Spaces exhibit, I am very interested in watching and being involved in the process of creating additional iterations. I am interested in seeing what ideas and data go into forming each iteration. I know watching the 3rd iteration come together will help me understand the exhibit better; both the existing maps and the one we have yet to create.*

What is your main interest in 'mapping science' or 'forecasting science'? *I am fascinated by the idea of being able to use what has happened in the past (or present) to make in impact on the future. In this way, everything we take the time to study or research becomes useful. It moves knowledge from being a static collection of thoughts to being an integral and dynamic part of the future. Additionally, I think this iteration will really give meaning to the exhibit as a whole. Understanding the idea of 'forecasting science' will help viewers of the exhibit understand the usefulness of maps of science.*

What is the best static visualization of dynamic phenomena, e.g., growth or diffusion processes, you have ever seen? Examples could come from science, art, or any other field of human endeavor.

Questions for Map Makers

Please provide higher resolution images, a brief description, and if available citation references for up to three science maps you have created and are most proud of. Use one page per map.

I am new to the business of science mapping, but I am currently involved in the process of creating a children's map of science for the Places & Spaces exhibit to show in the New York Hall of Science. This map will use the existing Map of Science as seen in the Illuminated Diagram wall display as a base. The map will take the form of a mind puzzle, requiring children to interact with the map by placing inventors and inventions in their correct environments. Hopefully this interaction will help kids (and adults) take in more data from the map than they might by just observing.

What opportunities / solutions do maps / forecasts of science offer for what stakeholders?

What main challenges do you foresee for designing effective maps of science or science forecasts?

Questions for Funding Agencies / Clients

What information needs / knowledge management needs do you have? Explain your 'dream tool'.

Which part(s) of your daily work might most benefit from advanced science mapping / forecasting tools?

What would you like to learn / achieve at the workshop?

Please send the completed document by <u>Thursday October 19th, 2006</u>
to Katy Borner <katy@indiana.edu> and Elisha Hardy <efhardy@indiana.edu>