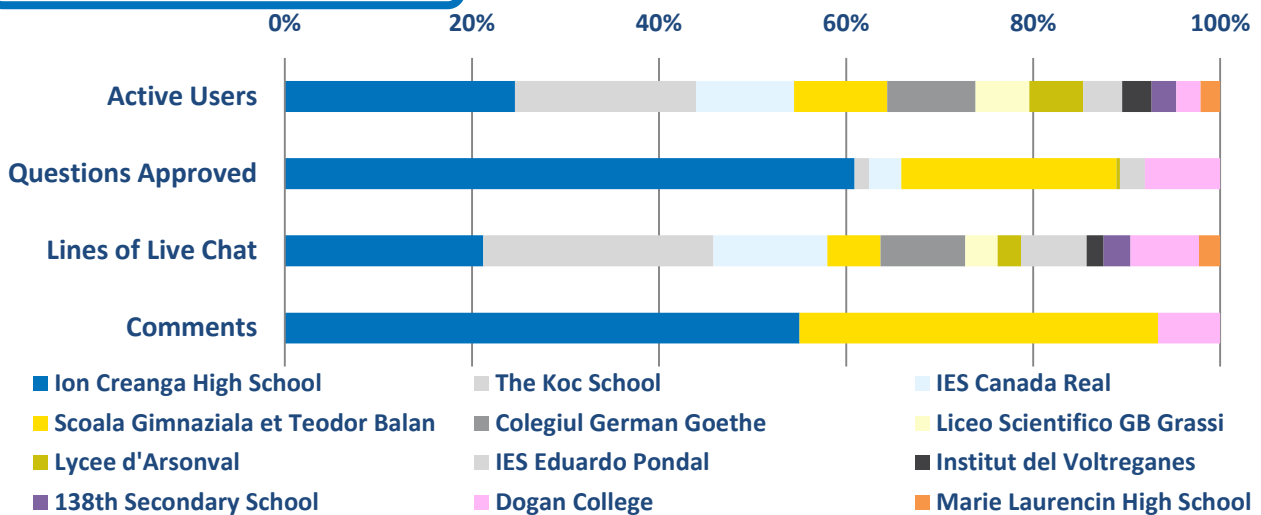




## March 2015

*I'm a Geoscientist* was funded by the European Geosciences Union (EGU) and featured geoscientists from international institutions. They covered a wide range of geoscience between them, from oceans, to volcanoes and the climate, and were mostly very engaged with the Zone, answering questions quickly and being enthusiastic in the live chats. Schools taking part were also international and the students and scientists were required to have a good level of English. The students engaged really well with the subjects that the scientists were researching, resulting in a highly focused zone, and nearly every registered student was active on the site, with 99% using ASK, CHAT or VOTE. In addition, more than 80% of submitted questions were approved, a very high proportion compared to other events.

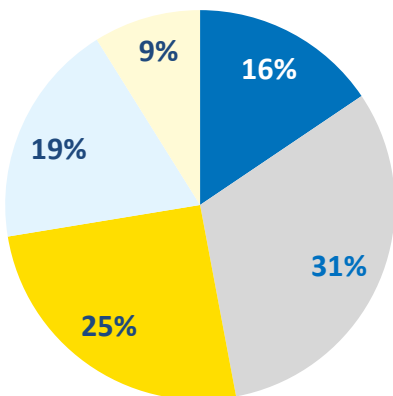
### School data at a glance



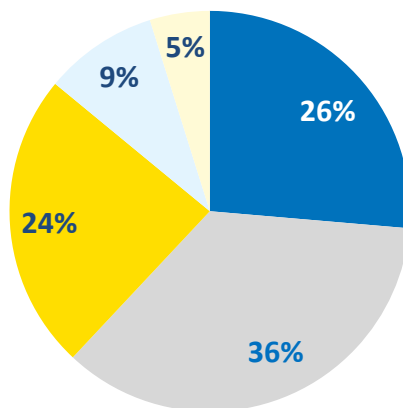
\* This table includes student user account data. Elementary School Vladislav Ribnikar conducted a live chat using the teacher's account and this data was not available.

### Geoscientist activity

#### Answers



#### Lines of live chat



Engineer	Profile views	Position
Andi Rudersdorf	650	Winner
Rhian Meara	680	2nd
Alice Marzocchi	664	3rd
Daniel Pastor Galán	594	4th
Bas van den Berg	496	5th

Number of page views during the event (plus previous week and following weekend)

PAGE VIEWS	2015 ZONE	EARTH ZONE
Total zone	19,793	11,862
ASK page	1,143	766
CHAT page	2,057	1,217
VOTE page	831	579

Across nearly all measures, student engagement was increased from the previous year, illustrated in the tables here.

### Popular topics

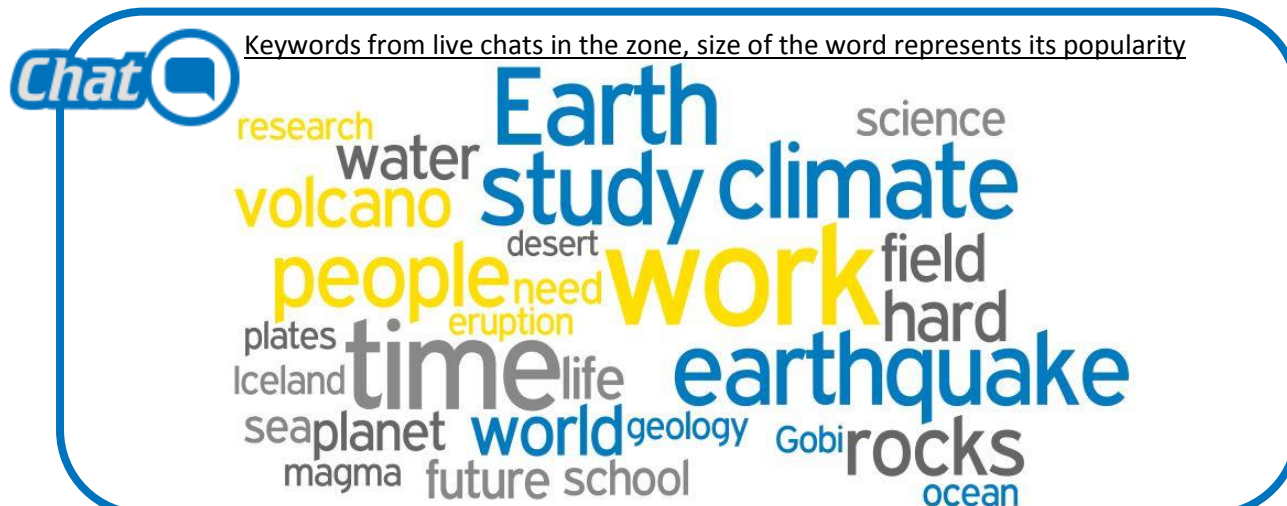
This zone was **strongly focused on the general theme of geoscience**, with students asking questions covering volcanic eruptions, earthquakes, and tectonic plates. There were also questions asking about the places that the geoscientists were currently doing, or had previously done, research, showing that students were reading the profiles carefully.

The proportion of submitted question to approved questions was very high, above 80%, compared to a typical *I'm a Scientist* zone which has an approved proportion closer to 40%. This suggests that students were reading what had already been answered and coming up with new questions. Students were towards the older end of school and this resulted in mature discussions and in-depth questioning.

Some of the interesting questions were about geoscience on other planets and extreme events like the end of the world, nuclear detonations or supervolcanos. Occasionally in live chats, the geoscientists were asked to explain what geoscience is, and students were able to quickly grasp the concept. There was a trend of referencing books and sci-fi in some questions which showed that the students were making connections between geoscience and wider culture.

Key figures from the 2015 Zone compared against last year's Earth Zone, and the I'm a Scientist averages

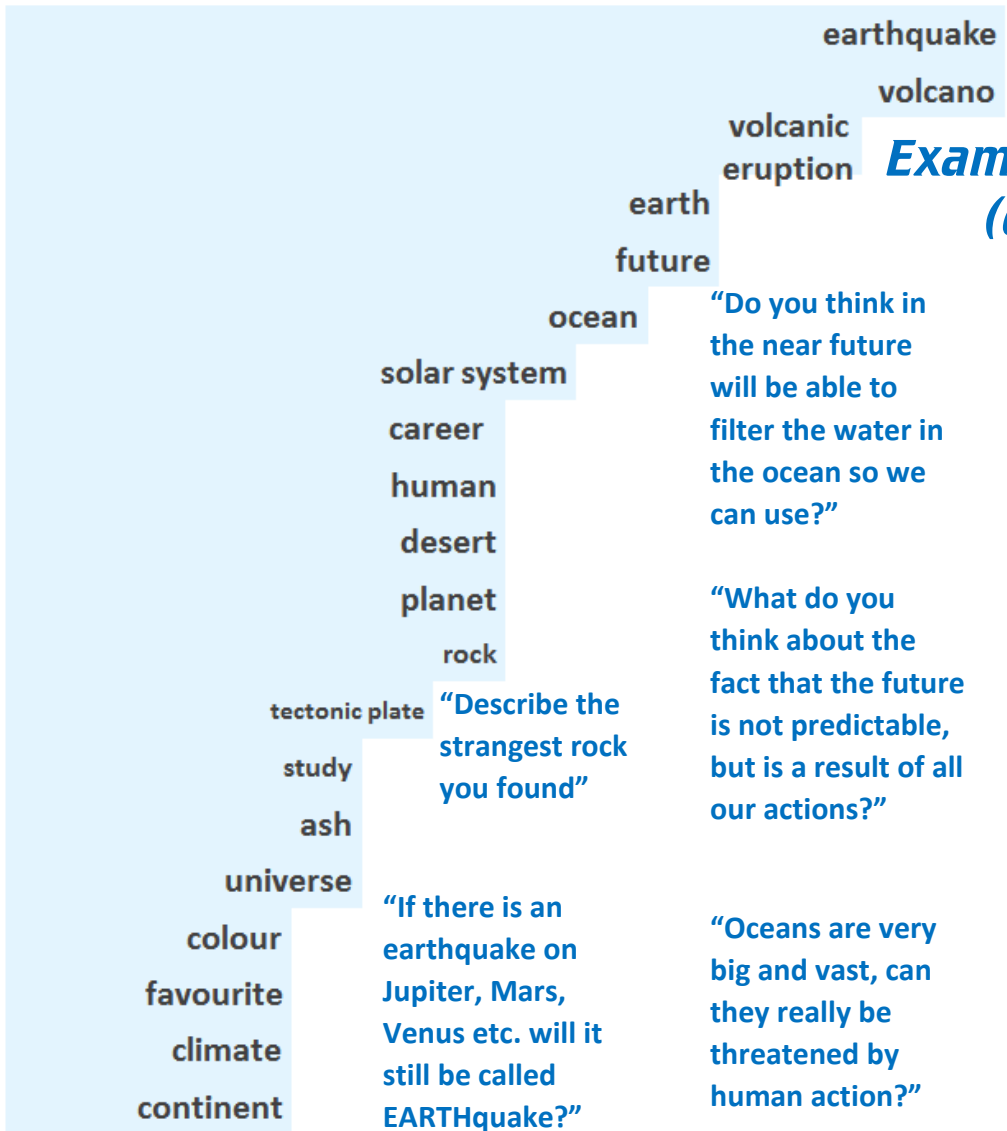
	2015 ZONE	EARTH ZONE	IAS AVERAGE
Students	200	174	338
% of students active in ASK, CHAT or VOTE	99%	74%	83%
Questions asked	321	193	713
Questions approved	261	147	297
Proportion of approved to asked questions	81%	76%	42%
Answers given	540	460	540
Comments	74	45	86
Votes	198	132	270
Lines of live chat	3,449	2,203	4,437
Live chats	19	11	13
Average lines of live chat	182	200	335
Schools	13	9	8





Keywords of questions asked in the zone, length of bar represents frequency of use

0 2 4 6 8 10 12 14



## Example Questions (click for links)

“Do you think in the near future will be able to filter the water in the ocean so we can use?”

“Does the volcanic ash dissolve in water (oceans, seas) ? If not, does this mean that the marine life can be affected?”

“What do you think about the fact that the future is not predictable, but is a result of all our actions?”

“How will change the number of days of the year, if we change the direction of rotation of the Earth around its axis or around the Sun?”

“Describe the strangest rock you found”

“Oceans are very big and vast, can they really be threatened by human action?”

“Can nuclear experiments in the deserts cause earthquakes?”

“If there is an earthquake on Jupiter, Mars, Venus etc. will it still be called EARTHquake?”

“Is it possible to the entire planet to crack up because of the cooling of the inner core?”

“In your opinion, is the sentence , we know more about space than we do the ocean" true ? How can we change this?”

“It is possible that in the near future a volcanic blast surround the Earth twice just like 1883 eruption of Krakatau Volcano?”

“How would you imagine Atlantis if it would be discovered?”

“Do you think the accumulation of tension can be prevented in order to reduce the intensity of earthquake?”

“Why the rocks survive centuries and the people die very quickly?”

“What was your biggest challenge while working in the field?”



## Examples of good engagement

The geoscientists were excellent in explaining what geoscience is and why it is important to study. Many students seemed very excited about the topic. They often asked 'what if?' style questions in chat and the scientists would respond enthusiastically:

*"What happen if an atomic bomb drops on an active volcano?"* – **Student**

*"That's a good question! If an atomic bomb was dropped on a volcano... well I think it would depend on whether or not the volcano was active, or at least ready to erupt! If it was full of magma, then the bomb would probably trigger a HUGE eruption, but if it was dormant or extinct (basically empty with no magma in it) then I think you would just have the bomb explode and maybe produce a big hole in the ground!"* – **Rhian, geoscientist**

*"How long we could survive without the atmosphere?"* - **Student**

*"We wouldn't survive very long at all without the atmosphere! We need air to breathe, but also the atmosphere keeps us safe from the sun! Without the atmosphere the heat from the sun would boil away all the oceans :S"* – **Rhian, geoscientist**

## Engineer winner: Andi Rudersdorf

Andi's plans for the prize money: *"With the money I would prepare a day out for many, many interested students to understand what earthquakes and natural hazards mean to all of us in real life. We would learn a lot about natural hazards, see some real faults, model their movements and see what impact fault movements have on the society and nature."*

Read Andi's [thank you message](#).



## Student winner: teodoratudoran28.

For great engagement during the event, this student will receive a certificate.

## Feedback

We're still collecting feedback from teachers, students and engineers but here are a few of the comments made during the event...

*"Thank you for your encouragement, I think I will try to choose a work with science"* – **Caroline, student**

*"Ok, all of you are fantastic!"* – **Raspao, student**

 **Alice Marzocchi**  
@allygully

Amazing @ImAGeoscientist chat to kick off the day! Talked a lot about the ocean: had so much fun! Thanks to the Ion Creanga Highsc students!