THE GLOBE PROGRAM

GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

Judging the 2020 GLOBE International Virtual Science Symposium

30 March 2020

Sponsored by: NASA Supported by: NSF NOAA Implemented by: UCAR

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Presenter

Amy Barfield

GLOBE Implementation Office

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Summary of Science Symposium

- 260+ Entries – Goal: 3 judges per project
- Entries include:
  - Research Report
  - Presentation
  - Optional badges

} Student Research Badge

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Timeline of Judging

- **30-31 March:** Projects + scoring information emailed to judges.
- **30 March- 06 April**: Review projects, ask students questions.
- **06 April**: All scores due. (Sarah or Amy may email you before then!)
- **22 April**: Scores and feedback sent to teachers. Badges posted.
- **22 April**: Drawing for stipends.

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Information Needed for Judging

1. Project title
2. Correct grade band rubric
3. Google scoring form – all should be entered by 06 April!
4. GLOBE.gov login – check this now! Need help accessing? help@globe.gov
5. If you do not have a GLOBE.gov login, you will receive information to login via "GLOBE Scientist"

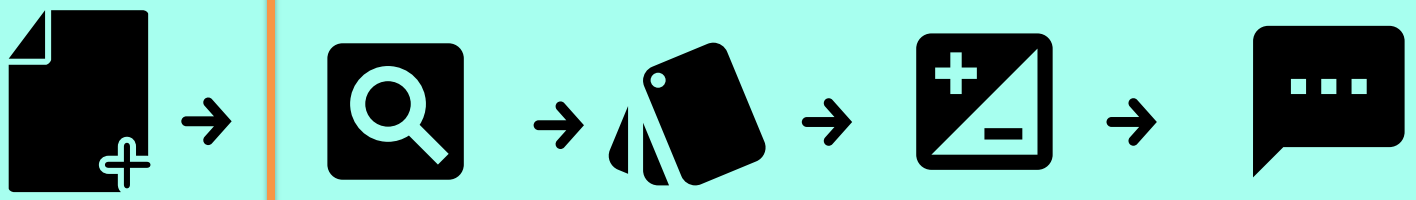
You will be emailed these items 30-31 March.

IVSS

GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

SCORING INFORMATION

A 5-STEP PROCESS



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WWW.GLOBE.GOV/SCIENCE-SYMPOSIUM

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Project Sheet

This will be emailed to you!

		Your Name	# of projects		IVSS 2020	*Copy and paste the title of your assigned projects into the search tool on the GLOBE website*								
			11		Rubrics	*Judging Feedback due by Monday 6 April!*								
					Feedback Submission Form					BADGES				
Notes	Article ID	Title	Student(s)	Additional Contributors	Grade	Country	Protocols	Video URL	Badge - Be a Collaborator	Badge - Make An Impact	Badge - Be a STEM Professional	Badge - Be an Engineer	Badge - Be a STEM Storyteller	Badge - Be a Data Scientist
	65388167	Analyse quantitative des donnée	ANAGO Fourkone BOUSSARI Ihissanou FADELABOU Halilath GBOHOUN Mouhsine	BOUSSARI Abd	Middle School (grades 6-8, ages 11-14	Benin	Mosquitoes	pas de video	TRUE			TRUE		TRUE
	65369915	DOES THE PRESENCE OF RECC	Juliana Karina Villela, Andreia Silva, Laís Oliveira		Middle School (grades 6-8, ages 11-14	Brazil	Mosquitoes	https://www.youtu	TRUE	TRUE			TRUE	
	65457308	Can clouds help me predict weat	All students from second grade	Pilar Tunarroza,	Lower Primary (grades K-2, ages 5-8)	Colombia	Air Temperature,	https://youtu.be/-	TRUE	TRUE				TRUE
	65421044	Relationship between weather p	Barnabas Mutuku, Jemima Kani	Eric Nzioka	Middle School (grades 6-8, ages 11-14	Kenya	Air Temperature,	Green-Up / Gree	TRUE	TRUE				TRUE
	65456716	A Research Project about Zika F	1.Brian Oweka 2.Andrew Odhiambo 3.Wilfred Matengo 4.Silvester Ojwang 5.Edwin Onyango 6.Timothy 7.Oyoo Moses Nyangwecha 8.Odhiambo Robert Omondi 9.Edwin Onyango 10.Onyango Rolvince Onyango		Secondary School (grades9-12, ages 14-18)	Kenya	Mosquitoes			TRUE				
	65376601	Study the effect of PH, EC and te	Amna Reyadh AL terkeet - Aree	MRS Maryam Al	Secondary School (grades9-12, ages 14-18)	Kuwait	pH, Salinity (including Titration)			TRUE				TRUE
	65395824	Particulate Matter in our region	Tibbe Kal, Jurjen Witte, Maximo van Dijk, Damian		Secondary School (grades9-12, ages 14-18)	Netherlands	Aerosols							
	65392927	A Study on the Effect of Frankin	1-Duaa Al-Gazi 2- Ibtihaj Al-Reyami	1-yosra Al-Dhaw 2-Safia Al-Muss	Secondary School (grades9-12, ages 14-18)	Oman	Air Temperature, Conductivity, Dissolved Oxygen, pl			TRUE		TRUE		TRUE
	65223940	The Influence of Harmful Insects	Arwa Majed Al Shamden	T. Ghadah Saleh The Father ;Maj	Secondary School (grades9-12, ages 14-18)	Saudi Arabia	Dissolved Oxyge	https://vimeo.con	TRUE			TRUE		TRUE
	65218835	Temperature effect on heart dise	Nora Al-Thaalabi	Ministry of Healt	Secondary School (grades9-12, ages 14-18)	Saudi Arabia	Air Temperature		TRUE	TRUE				TRUE
	65218549	THE EFFECT OF AIR POIIUTANT	NOUF AL-SHEHREI RANEEM AL-NEAMI	DR. ghada Abuz	Secondary School (grades9-12, ages 14-18)	Saudi Arabia	Air Temperature, Barometric Press		TRUE	TRUE		TRUE		

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	Rubrics	*Judging Feedback due by Monday 6 April!*						
	Feedback Submission Form						BADGES	
l ors	Grade	Country	Protocols	Video URL	Badge - Be a Collaborator	Badge - Make An Impact	Badge - Be a STEM Professional	Bad Eng
RI Abdc	Middle School (grades 6-8, ages 11-14	Benin	Mosquitoes	pas de video	TRUE			
Oliveira	Middle School (grades 6-8, ages 11-14	Brazil	Mosquitoes	https://www.youtu	TRUE	TRUE		
rroza,	Lower Primary (grades K-2, ages 5-8)	Colombia	Air Temperature,	https://youtu.be/-	TRUE	TRUE		
a	Middle School (grades 6-8, ages 11-14	Kenya	Air Temperature,	Green-Up / Gree	TRUE	TRUE		
	Secondary School (grades9-12, ages 14-18)	Kenya	Mosquitoes			TRUE		
vam Ab	Secondary School (grades9-12, ages 14-18)	Kuwait	pH, Salinity (including Titration)			TRUE		
Damian	Secondary School (grades9-12, ages 14-18)	Netherlands	Aerosols					
-Dhaw	Secondary School (grades9-12, ages 14-18)	Oman	Air Temperature, Conductivity, Dissolved Oxygen, pH			TRUE		

IVSS

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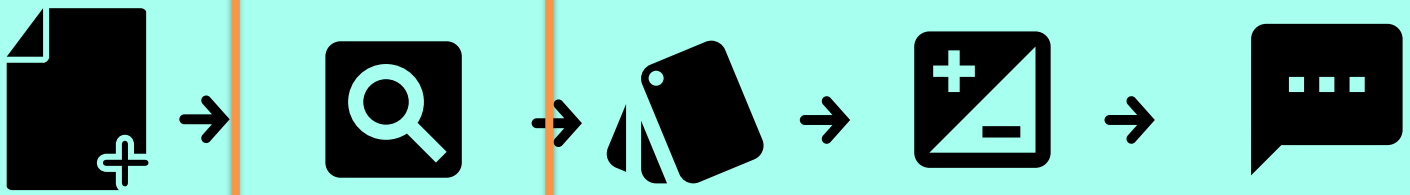
SCORING INFORMATION

A 5-STEP PROCESS



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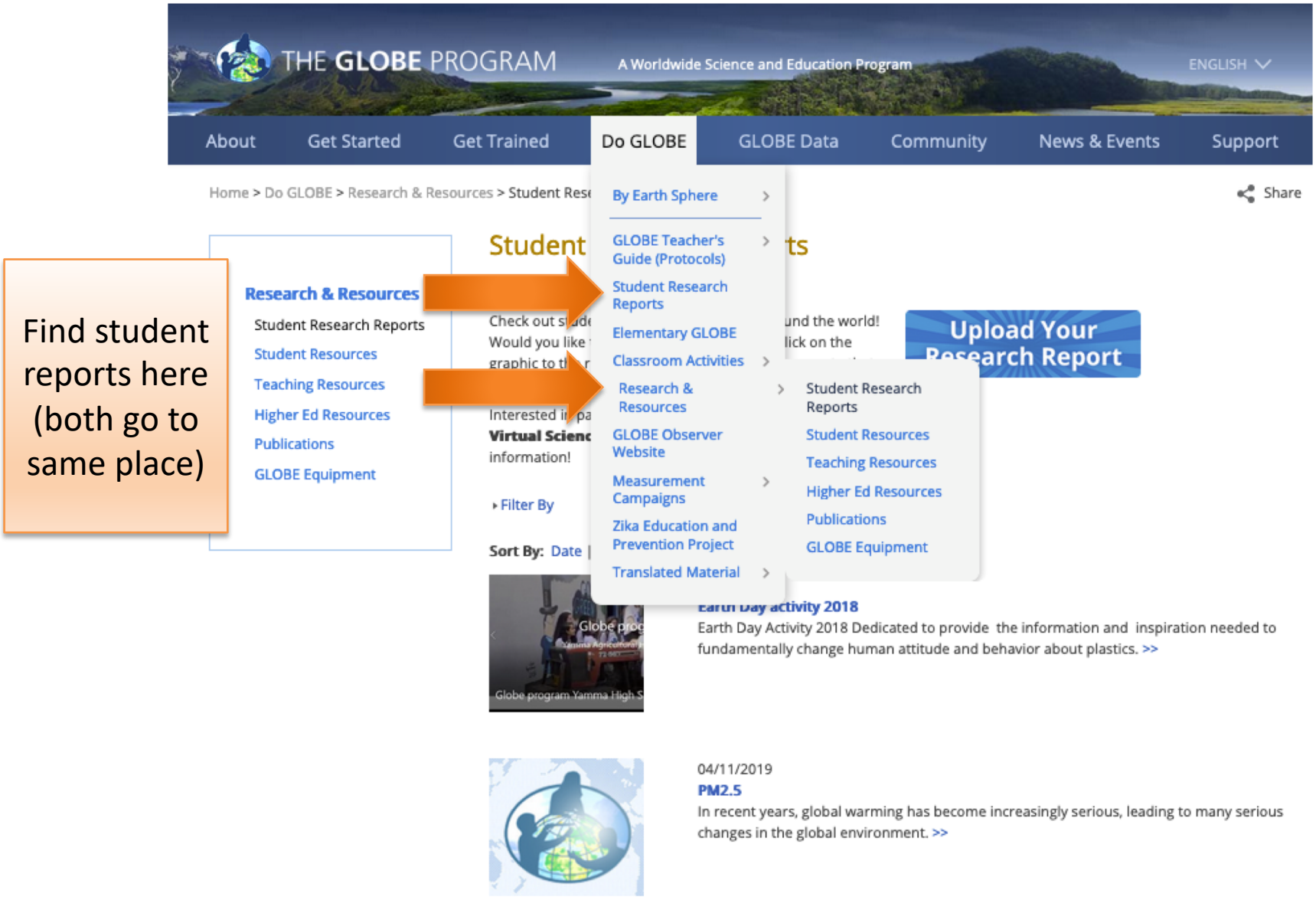
Finding Reports

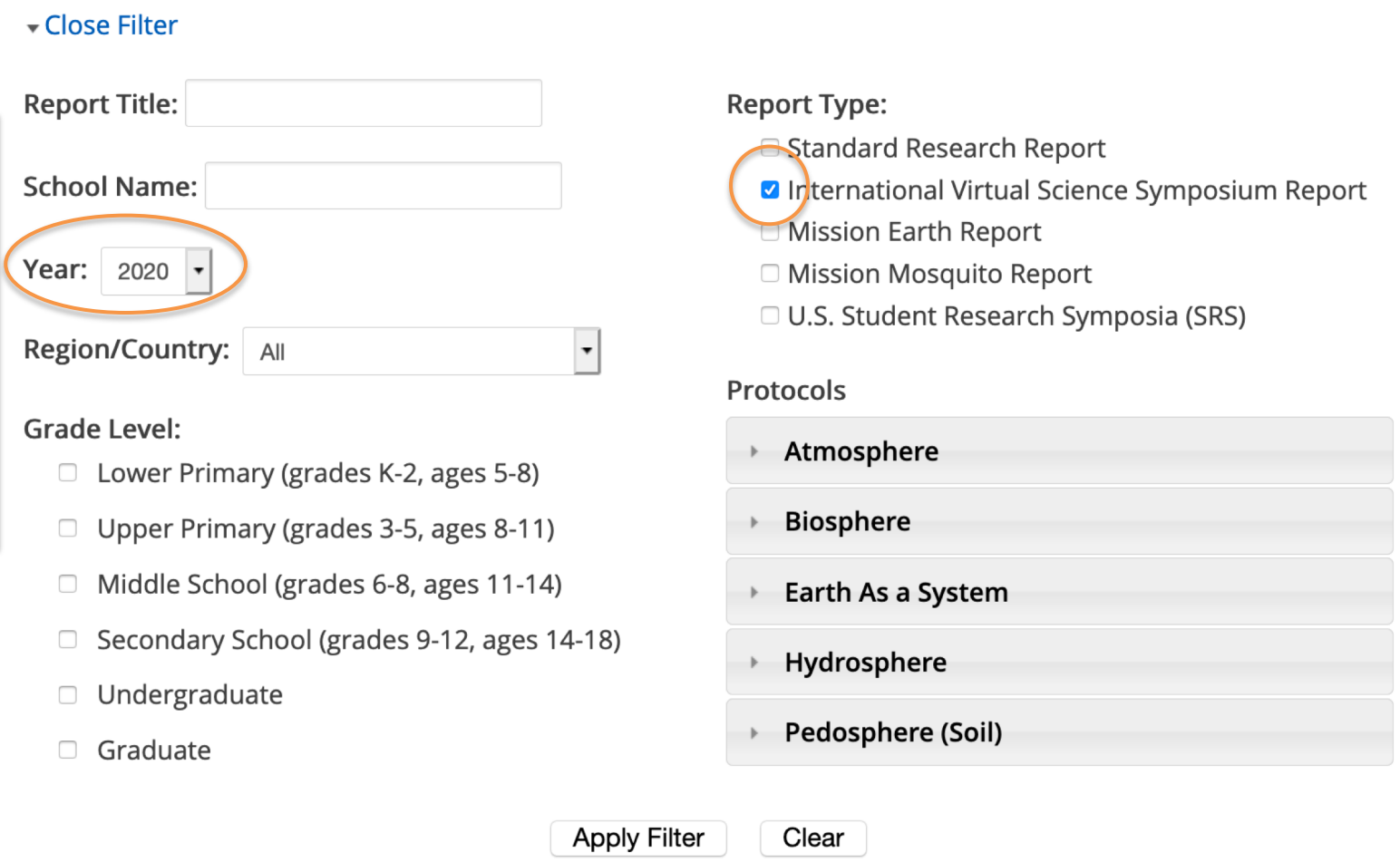


Find student reports here (both go to same place)

Filter to Find Project

Filter to 2020

Find projects based on country and grade level (information provided on your judge sheets)



2020 International Virtual Science Symposium

- Instructions
- Rubrics and Badges
- Resources
- FAQs
- Virtual Science Symposium Reports
- Volunteer to Judge
- Student Blog

2020 Virtual Science Symposium Reports

See the reports for the 2020 IVSS below! If you don't see your report here, also look in the general GLOBE Student Research Reports.

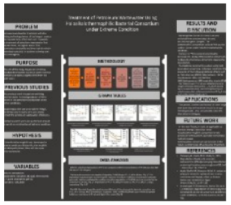
▸ Filter By

Sort By: Date | Title

03/17/2020

Tourism Affecting Amounts of Marine Debris and Microplastic at Samui Island, Southern Thailand

Tourism Affecting Amounts of Marine Debris and Microplastic at Samui Island, Southern Thailand >>



03/17/2020

TREATMENT OF PETROLEUM WASTEWATER USING HALOALKALOTHERMOPHILIC BACTERIAL CONORTIUM UNDER EXTREME CONDITION

Bacteria are the most important microbial community that can do novel things, and vary in their species, and they have a significant impact on degradation of Polycyclic Aromatic Hydrocarbons (PAHs) in wastewater under extreme conditions. >>

The bougainvillea leaf

03/15/2020

The effects of rusty water on bougainvillea

Bougainvillea is a climbing plant with thorns. Increased humidity in rusted water pipes. The problem is little to her, as they water Bougainville with polluted water. The effect of rust water on bougainvillea plant has been studied. Questions: What causes yellow spots on Bougainvillea? What are the effects on the leaves? The study was on (1/10/2019 - 31/1/2020). Data are recorded using atmospheric and moisture protocols, PH protocols of water and alkali. During the study period, due to the high pH in the water, it caused mechanical burns, yellow spots appeared on the leaves, and the ends were rough >>

Or find IVSS reports on the IVSS page!

http://globe.gov/science-symposium

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2020 International Virtual Science Symposium
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Tourism Affecting Amounts of Marine Debris and Microplastic at Samui Island, Southern Thailand

Organization(s): Samsen Wittayalai

Student(s): Kanuth Nichachotesalid, Kulyanist Somchoue, Napas Siriwansant, Naphat Somboonhansa, Natcha Takmatcha, Natnicha Monaiyakul, Nirin Saengsingsak, Nopasorn Wilairattanaporn, Nuttanon Kitpanaporn, Panpariya Kohkaew, Patcharaporn Jantapaluek, Peeranat Vatvittayaklung, Piyapat Suksamlan, Ploynapat Yothinprapasin, Saruch Santhidej, Sorawit Wantanakorn, Waranya Akamanuwatr and Waristha Tortraku

Grade Level: Secondary School (grades 9-12, ages 14-18)

GLOBE Teacher(s): Wanwipa Sutthakiet

Contributors: Sittichoke Boonchaulaew and Suchada Sattamun

Report Type(s): International Virtual Science Symposium Report

Protocols: Air Temperature, Surface Temperature

Presentation Poster: View Document

Optional Badges: Make An Impact, Be a STEM Professional

Language(s): English

Date Submitted: 03/17/2020

View Research Report

The amount of marine debris in the environment is increasing worldwide, which results in an array of negative effects to biota. This study provides the first account of marine debris and microplastics on the beach and in the sediment (shoreline and infralittoral) in relation to tourism activities on Samui Islands, southern Thailand. The study assessed the quality and quantity of marine debris and the quality, size and quantity of microplastics at three beaches, contrasting those under the influences of tourism and those that were not. Marine debris was counted from ground survey using applied ICC method. Microplastics with a size larger than 1 mm were counted, classified and photographed. Over 90.02% of marine debris was plastic, and microplastics were ubiquitous, which calls for classification of plastics as hazardous materials. A popular tourism beach with frequent cleaning seemed to have an effect on less macrodebris or microplastic quantity detected. Recommendations for future assessments are provided for Samui District Organization Office.

Return to Student Research Report Listing

Comments

No comments yet. Be the first. Subscribe to Comments

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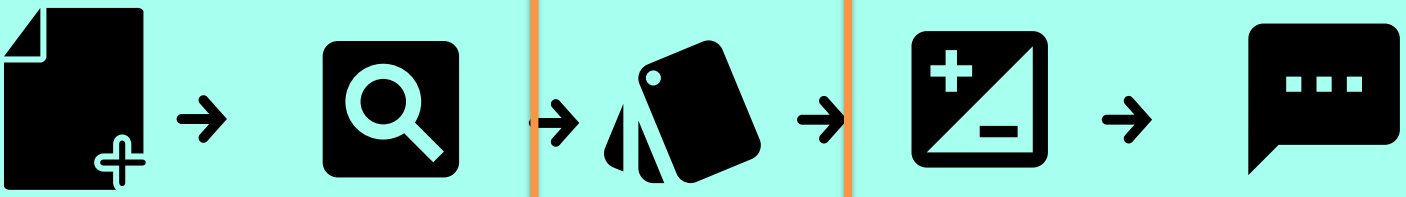

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Grade Band Rubrics

Rubrics available at http://globe.gov/science-symposium, click on “Rubrics and Badges”

1

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Home > News & Events > Events > Virtual Science Symposia > 2020 International Virtual Science Symposium > Rubrics and Badges

Share

Rubrics and Badges
Badges

2020 IVSS - Rubrics and Badges

Español
إضغط هنا اللغة العربية

Rubrics

To score the International Virtual Science Symposium projects, a team of scientists will use the rubrics on this page. Note that rubrics are listed by grade level. Students and teachers are encouraged to use these documents when creating their reports. Details about the updated virtual badges are available here.

Scoring Guide with Rubrics

Tips for Providing Student Feedback

Kindergarten - 2nd Grades (Lower Primary, ages 5-8)
3rd - 5th Grades (Upper Primary, ages 8-11)
6th - 8th Grades (Middle School, ages 11-14)
9th - 16th Grades (High School, ages 14-18, and Undergraduates)

PDF: Kindergarten - 2nd Grades (Lower Primary, ages 5-8)

GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM — BADGES AND CRITERIA FOR K – 2 SCIENCE PROJECTS

★★★★	★★★	★★	★	
• Report contains **all** of the criteria listed below and makes clear **connections** among them. • The report is well organized, neat and well presented. • The writing is **clear** and **focused**. • The report contains the five elements required for acceptance, clearly labeled.	• Report contains **all** of the elements and **most** of the criteria listed below. • The report is well organized, neat and well presented. • The writing is **clear**. • The report contains the five elements required for acceptance, clearly labeled.	• Report contains **most** of the criteria listed below. • The report is well organized. • The report contains the five elements required for acceptance, clearly labeled.	• Report contains the **five** elements required for acceptance, clearly labeled. (1, 2, 3, 4 & 6)	• Report submitted, but does not contain all five elements required for acceptance.

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SCORING RUBRIC

LOWER PRIMARY
GRADES K-2
AGES 5-8

PROJECT ELEMENTS AND CRITERIA (*REQUIRED ELEMENT)

★★★★	★★★	★★	★	
• Report contains **all** of the criteria listed below and makes clear **connections** among them. • The report is well organized, neat and well presented. • The writing is **clear** and **focused**. • The report contains the five elements required for acceptance, clearly labeled.	• Report contains **all** of the elements and **most** of the criteria listed below. • The report is well organized, neat and well presented. • The writing is **clear**. • The report contains the five elements required for acceptance, clearly labeled.	• Report contains **most** of the criteria listed below. • The report is well organized. • The report contains the five elements required for acceptance, clearly labeled.	• Report contains the **five** elements required for acceptance, clearly labeled. (1, 2, 3, 4 & 6)	• Report submitted, but does not contain all five elements required for acceptance.

1. Title*
- a. Concise (less than 15 words)
- b. Summarizes paper's content

2. Summary*
- a. The problem
- b. Research questions
- c. Conclusions

3. Research Questions*
- a. Include why they are important and are of scientific interest
- b. Concern some aspect of Earth's environment (local or global issue)
- c. Are answerable through scientific research appropriate to the scope of the report.

4. Research Methods*
- a. There is a direct link provided between the datasets and research question(s)
- b. Data collection: A description of GLOBE protocols used to answer the research question as well as where and how data was gathered in the field (sampling method: Where, how many samples were measured)
- c. The data presented are sufficient to answer the research question(s)

5. Results
- a. Tables and graphics of data
- b. Data support the conclusions

6. Conclusion*
- a. Gives a thoughtful explanation as to how the conclusion was reached
- b. Put findings in context, stating why they are important or relevant
- c. Impact of working with a project mentor

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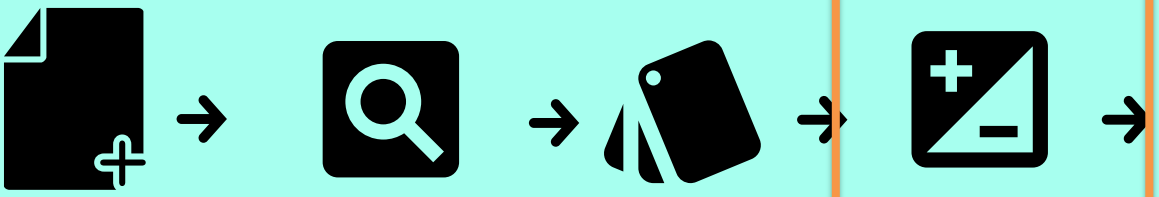

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Google Form

- Google form for entering scores – link will be sent *via email and is linked on your scoring sheets*
- Should be filled out once you are completely done reviewing a project
- Fill out **one time for each project**

THE GLOBE PROGRAM

2020 IVSS Judging Form

Thank you for serving as a Judge for the 2020 GLOBE International Science Symposium! We appreciate you! Please follow the directions below to complete the form.

You have been provided with 4 rubrics (scoring guides), one corresponding to each grade level category: K-2, 3-5, 6-8, or 9-16. You should refer to the appropriate rubric to evaluate and score each report. All scores will be reported through this Google Form.

All rubrics can be found here: https://www.globe.gov/news-events/globe-events/virtual-conferences/2020-international-virtual-science-symposium/rubrics-and-badges

Please complete this form for each project you are evaluating. After submitting the form, you will be given a link to "Submit Another Response." Click on this link to complete each additional evaluation.

All scores are due by 06 April 2020. Judges who score at least 3 projects by the due date will receive a virtual badge and a certificate.

This form consists of three sections:
1. Identification of Judge and Project
2. Project Scoring - Note that you will need to refer to the scoring guides/rubrics for this section
3. Optional Badges

At the end of the form, you will be prompted to submit the form.

Please contact the IVSS team at ivss@globe.gov with any questions.

* Required

Email address *

Your email

Name of Judge *

Your answer

Student Country *

Your answer

Project Title (Please include the exact title - copy and paste title here) *

Your answer

What grade is the student in? *

- ○ Kindergarten - 2nd (Lower Primary)
- ○ 3rd - 5th (Upper Primary)
- ○ 6th - 8th (Middle School)
- ○ 9th - 16th (High School and Undergraduates)

Next

IVSS Criteria Rubric for grades 9-16

Description (optional)

Student Research Badge

Please refer to the scoring guides here for more detailed information: https://www.globe.gov/documents/10157/21723051/161103GLOBE-IVSS+BADGES_HS-UG.pdf/1ac29f0d-98f4-4673-ba64-653e4285c6eb

4 stars: Report contains all of the project elements (see scoring guide) and makes clear connections among the elements. The report is well organized, neat and well presented. The writing is clear and concise.The report contains the five elements required for acceptance (see scoring guide), clearly labeled.

3 stars: Report contains all of the elements and most of the criteria described in the scoring guide and makes clear connections among them. The report is well organized, neat, and well presented. The writing is clear. The report contains the five elements required for acceptance, clearly labeled.

2 stars: The report contains most of the criteria listed in the scoring guide. The report is well organized. The report contains the five elements required for acceptance, clearly labeled.

1 star: The report contains the five elements required for acceptance, clearly labeled. (1,2,3,5,8)

How many stars do you give this project? *

- ○ 4 stars
- ○ 3 stars
- ○ 2 stars
- ○ 1 star
- ○ 0

General feedback on the project. This feedback will be given to the students. *

Long answer text

Optional Badges

Students can earn a maximum of three (3) badges. Check to see which badge(s) the student was trying to obtain. If a student did not select any badges, you can skip this section or you can select up to three badges you think they should have earned. (The report must clearly indicate how the students demonstrated the badge requirements.) The descriptions for each badge differ slightly between grade levels. Please indicate whether or not the student has earned the badge based on the requirements for the different grade levels.

B1. Be a Collaborator

All team members are listed including students from the same school or schools from around the world, along with clearly defined roles, how these roles support one another, and descriptions of each student's contribution. The descriptions clearly indicate the advantages of the collaboration. If the students collaborated with students from another school, describe how working with other schools improved the research.

B1. Be a Collaborator

- ○ Badge earned
- ○ Badge not earned

2020 IVSS Judging Form

Your response has been recorded.

Edit your response

Submit another response

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Judging Tips

1. These are students ☺
2. Consider grade-level
3. Be considerate of language differences – they may not understand what you are saying and you should ***score on content rather than grammar***
4. Check for content in the presentation too (note that some of the projects don't have a presentation and some projects may have uploaded their report as the presentation and presentation as the report)
5. Please keep in mind that these projects come from all over the world

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Judging Tips

1. Be positive – provide *constructive* feedback
2. Highlight strengths
3. Think of areas you can focus on:
    1. Project structure and complexity (Do they have a clear strategy? Do they demonstrate a deeper understanding of the content/context?)
    2. Data (Is there enough data? Is the data understood? Did they do any analysis or visualization?)
    3. Broader impacts (Do they consider broader impacts such as ecological impacts?)
    4. Resources used (Did they use the correct tools/methods? Did they use GLOBE resources like the data visualization system?)

Example Comments

“Your research topic is a very important one. It focuses on the dangers that pesticides may have on the much needed agriculture in your area. With that said, it was interesting to find out that some of the treated plants even changed color due to the pesticides, which is very disconcerting. I love that you integrated the expertise of local farmers, as they get a first-hand look at how their crops react to what is in the soil and in the water within their growing fields. As you mentioned, it is truly important that you have addressed the need for those involved to seek out other, alternates to the pesticides, including DELTARIN. I hope that you will take this to your local environmental leaders and show them this data. One thing that I would like to have seen is better organization of the poster you have presented. I noticed different fonts and sizes and no real order to the text boxes. Thank you for a good project and am looking forward to seeing more research in the future.”

Comments

Add Comment Subscribe to Comments

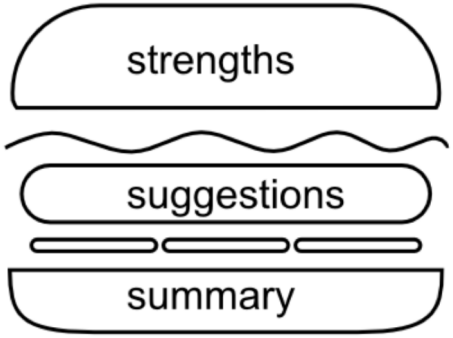
Krisanadej Jaroensutasinee

This is a good study on how salinity affecting plant growth. It is a clear result that high soil salinity affected plant growth. This study has very nice experimental design and tested on four plant species. Here are my questions.

1. Your results have showed that high soil salinity would decrease plant growth rate. What would you be your suggestions to farmers? Should they stop planting plants?
2. If we would like to predict the plant growth with the amount of soil salinity, how should we conduct our experiment?

Great work!

Posted on 3/25/18 8:54 AM.



TIPS FOR PROVIDING STUDENT FEEDBACK

1. CONSIDER YOUR AUDIENCE: STUDENTS, GRADE-LEVEL, LANGUAGE, CULTURE, ETC.

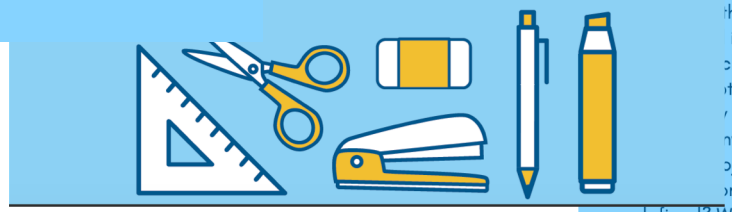
When providing feedback, it is important to consider your audience.

If you are giving feedback to students, first, remember that they are **students** and not professionals and thus should not be held to the same standard.

Second, remember what **grade** the student is in and their **age**. An elementary school student should be given feedback appropriate to their grade and age level and should look different than feedback you would provide to an undergraduate student.

Another thing to consider is what **language** you are providing feedback in and what language is the first language of the student who is receiving the feedback. If you use complicated jargon with a non-native speaker it may be hard for them to understand what you are saying. Similarly, if the student is a non-native speaker, they may make mistakes in grammar, spelling, and language so your feedback should be sensitive to that and should focus on the content rather than the language. This is especially true when it comes to science projects, where ***feedback should be focused on the content and scientific quality over the language and spelling.***

These projects come from all over the world. **Be objective** while judging and sensitive to cultural differences. **Do not judge cultural elements of the projects** and instead focus on research content.



IDE CONSTRUCTIVE FEEDBACK

eedback can be put to use.

y helpful and can help them become better scientists.
ovides advice that is **specific** and **relative** to their
udent is actually **capable** of. Give students building
entists and not criticisms that will tear them down.

THS

ne right can be just as helpful.

the project is lacking or what improvements can be
nd achievements of the students. If a student has
specific aspect of their project, let them know!

IDEAS, HERE ARE SOME AREAS YOU COULD

ecific to each student. Here are some areas

ct – simple questions, simple hypotheses, minimal work,
? [Note: Simple is fine as long as they do a complete

eeper understanding of the content/context?
ween motivation/research questions, data gathered,

ture:

roject seem structured or exploratory?
o into planning it? Was there a clear strategy?

understood? (i.e. they predict unhealthy
but define no parameters of what is healthy),
nect to the question or their motivation?
relevant to the research question? Does it
ustify) to their conclusions?
e the right variables in their plots, analyses?
y statistical analysis or interpretation? Is there
zation of the data?
ations addressed? Data quality addressed?
r GLOBE data (including from other schools)
helped with their research?

acts:

nsider broader impacts? Is it just a simple question and answer
thout considering what the data mean in the larger scope?
impacts?
clude personal motivation?
te a change in personal behavior, stewardship, lifestyle changes,
involvement, action items related to project/data?
nvestigation fill a knowledge gap, does it ground truth or support
ojects?
omote further investigation (and discussed)? Is the hypothesis well-defined? Was it supported or rejected as determined by data?

Resource Utilization:

- Did they fully utilize available resources (materials, equipment, STEM professionals/mentors, GLOBE data and vis system, other data sources, data analysis appropriate to grade level, collaborators)?

This material is based upon work by Ann M. Martin of Oak Ridge Associated Universities supported by the National Aeronautics and Space Administration under Agreement No. 80NSSC18K1589 issued through the Science Mission Directorate.

THE GLOBE PROGRAM

Judging Tips

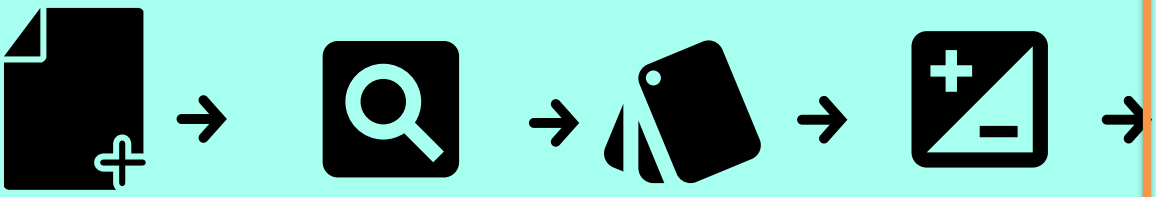
1. If you are not able to complete the judging for your projects, please let us (ivss@globe.gov) know as soon as possible.
2. Conversely, if you **can score more projects**, let us know!
3. If you can't find a project or think something is not correct, let us know right away.
4. If you have a conflict of interest with a project, let us know and we will change judges

IVSS

GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

SCORING INFORMATION

A 5-STEP PROCESS



1 LOOK AT YOUR ASSIGNED PROJECTS

Your assigned projects are on your Google Sheet. These projects will be assigned to you by GIO staff and you will receive a spreadsheet with your specific assigned projects. Please do not score other projects than the ones you are assigned.

2 FIND YOUR ASSIGNED PROJECT

All the projects are available in the 2020 IVSS database. The easiest way to find a project is to filter by country ("Organization") or to sort by title.

3 USE THE CORRECT GRADE RUBRIC

Scoring guides are available below and online. Please make sure to use the appropriate scoring guide/rubric. The grade band is included with the project.

4 FILL OUT YOUR SCORING FORM

Use the Google scoring form to submit your scores. You should fill out this form once for each of your assigned projects. Also make sure to include the exact report title as we do have some very similar project titles.

5 MAKE COMMENTS TO THE STUDENTS

To make comments, you will need to use your globe.gov login. If you have an account, but need help accessing it, contact help@globe.gov. If you do not have an account, but wish to make comments or ask questions on a student report, use the login - science@globe.gov, password: IVSS2017. Make sure to sign your name if using the science@globe.gov account.

WWW.GLOBE.GOV/SCIENCE-SYMPOSIUM

http://globe.gov/science-symposium

2018 International Virtual Science Symposium
Instructions
Rubrics
FAQs
Resources
Students Needing Mentors
Volunteer Sign-Up
Mentors for Students
Virtual Science Symposium Reports
Shareable Images

Free artificial Containers X Captivity Traps: What is the famous villain's favorite deposit?

Organization: Escola Minas Gerais

Student(s): : Juliana Vilela, Fábio França, Julia Pereira, Ana Júlia Cima, Gabriel Silva, Matheus Fernandes, Vitória Lavinia Lago, Samara Santos, Vanessa Macedo, Agatha dos Santos, Olga Romio.

Grade Level: Middle (6-8)

GLOBE Teacher: INES MARIA MAUAD

Contributors: Minas Gerais Principal Regina Paschoa and School Coordinator Tania Campos, FIOCRUZ (Elimina dengue Project), Go Mosquito Community, Dr. Russanne Low and Renee Codsi from Institute for Global Environmental Strategies.

Presentation: View Link

Optional Badges: Collaboration, Community Impact, Exploring STEM Careers

Date Submitted: 01/01/2018

View Research Report

This study investigated the presence and the breeding sites preference of the Aedes aegypti mosquito in the surroundings of the Municipal School of Minas Gerais, Urca, city of Rio de Janeiro, Rio de Janeiro, Brazil.
The presence of Aedes aegypti in an urban area represents a potential risk of the interrelation of this mosquito species with the population because we know that Aedes aegypti is the mosquito that transmits Dengue, Urban Yellow Fever, Chikungunya and Zika Virus diseases.
Samples for the study were obtained by collecting mosquito larvae from different containers, such as artificial breeding sites (water tanks, tanks, trash, tires, etc.) and traps, made with 2-liter transparent PET bottles, placed at four school sites and two in areas around the school in the period of six months (June to November).

General News Topics: Virtual Science Fair Investigation Areas: Hydrosphere » Mosquito Larvae

Return to Student Research Report Listing

Comments
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Comments

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Julie Malmberg

This is the place where you can write comments!

Posted on 4/19/17 6:53 PM.

Post Reply Top Edit Delete

If you are using the "GLOBE Scientist" account, make sure to sign your name.

THE GLOBE PROGRAM

Timeline of Judging

- **30-31 March:** Projects + scoring information emailed to judges.
- **30 March- 06 April**: Review projects, ask students questions.
- **06 April**: All scores due. (Sarah or Amy may email you before then!)
- **22 April**: Scores and feedback sent to teachers. Badges posted.
- **22 April**: Drawing for stipends.

THE GLOBE PROGRAM

Thank you!

- Certificates emailed out by the end of April
  - If you score 3+ projects by 06 April
- Any questions or concerns, contact us at ivss@globe.gov

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