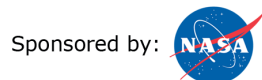




GLOBE International Virtual Science Symposium

2019

<https://www.globe.gov/science-symposium>



Implemented by:  UCAR



Julie Malmberg, PhD

malmberg@ucar.edu

Education, Outreach, and Technology Specialist

GLOBE Implementation Office



GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

- Online space for students to share and discuss GLOBE research with other students, STEM professionals, GLOBE community
- Open to **all** GLOBE students K-16
 - Rubrics by grade level
- 2019 = Sixth year!

2018 GLOBE International Virtual Science Symposium

Volunteer Judges

Region	Number of Judges
Africa	2
Asia and Pacific	10
Europe and Eurasia	12
Latin America and Caribbean	6
Near East and North Africa	4
North America	36
Total	70

“Thank you for the opportunity to score the student research. These students give me hope for our future!”

- GISN Scientist

2018 GLOBE International Virtual Science Symposium

Student Projects:

Region	Number of Projects
Africa	1
Asia and Pacific	27
Europe and Eurasia	13
Latin America and Caribbean	8
Near East and North Africa	31
North America	33
Total	113

Region	Country	Number of Projects
Africa	Kenya	1
Asia and Pacific	Taiwan Partnership	11
	Thailand	16
Europe and Eurasia	Croatia	7
	Estonia	2
	France	1
	Israel	2
	Netherlands	1
Latin America and Caribbean	Argentina	4
	Brazil	1
	Colombia	2
	Uruguay	1
Near East and North Africa	Oman	18
	Saudi Arabia	13
North America	United States	33
	Total	113

2018 GLOBE International Virtual Science Symposium

Drawing Winners

United States:

Project Title: [Surface Ozone](#)

Teacher: Amy Woods

School: St. Francis Xavier Catholic School

Location: Gettysburg, Pennsylvania, USA

Project Title: [Analysis of Data Collected During the 2017 Solar Eclipse at Eighty Percent Totality](#)

Teacher: Diana Rae Johns

School: Crestwood High School

Location: Dearborn Heights, Michigan, USA

International:

Project Title: [The influence of fireworks on the amount of aerosols.](#)

Teacher: Maaïke Vollebregt

School: Helen Parkhurst

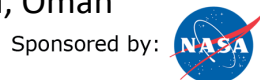
Location: Almere, Flevoland, Netherlands


Project Title: [Investigating the Effectiveness of Using Common Reed \(*Phragmites australis*\) in Fertilizing Plants and its Impact on Water and Soil](#)

Teacher: Nawar Alrawahi

School: Um hany basic school

Location: Nizwa, Oman



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2016 - 2018 GLOBE International Virtual Science Symposia

- Student Projects


Region		2018	2017	2016
Africa	Kenya	1	2	0
	Madagascar	0	1	0
Asia and Pacific	India	0	1	5
	New Zealand	0	1	0
	Philippines	0	0	5
	Sri Lanka	0	0	1
	Taiwan Partnership	11	9	6
	Thailand	16	9	4
Europe	Croatia	7	8	3
	Estonia	2	0	0
	France	1	3	0
	Israel	2	7	2
	Italy	0	1	0
	Netherlands	1	4	1
	Poland	0	3	0
	Spain	0	0	1
	Latin America and Caribbean	Argentina	4	1
Brazil		1	0	0
Chile		0	0	2
Colombia		2	1	0
Trinidad and Tobago		0	0	1
Uruguay		1	0	0
Near East and North Africa	Oman	18	14	11
	Saudi Arabia	13	48	33
North America	United States	33	32	21
Total		113	145	100

- Judges

Region	2018	2017	2016
Africa	2	3	3
Asia and Pacific	10	4	4
Europe	12	14	5
Latin America & Caribbean	6	7	2
Near East & North Africa	4	6	1
North America	36	27	9
Total	70	61	24

Note: Due date in 2018 was over a month earlier than previous years.



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2019 GLOBE International Virtual Science Symposium

Timeline:

- 25 Oct 2018: Informational Webinar
- January – 10 April 2019: Reports Accepted
- 25 April 2019: Judging Webinar
- 26 April – 05 May 2019: Judging Period
- 17 May 2019: Feedback and badges
- 17 May 2019: Live Drawing for stipends



Merit Based Student Research Badge

- Students **earn** points
- No limit to projects that earn top ranking



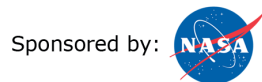
Optional Badges


- Possible for students to earn up to 3 out of 6 additional badges
- Students describe how each badge was earned in their report document
- Students need to select badges when uploading project
- Minimum of **two** required to be part of the drawing



Optional Badges for Scientist Skills

- 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.
- Be a **Data Scientist**: The report includes in-depth analysis of students' own data as well as other data sources. Students discuss limitations of these data, make inferences about past, present, or future events, or use data to answer questions or solve problems in the represented system. Consider data from other schools or data available from other databases.
- Be an **Engineer**: The report uses student-generated sources of evidence to describe an engineering problem, looks at solutions through engineering, or optimizes a design to address a real-world problem, and describes the potential impact of the engineering principles on the environment.



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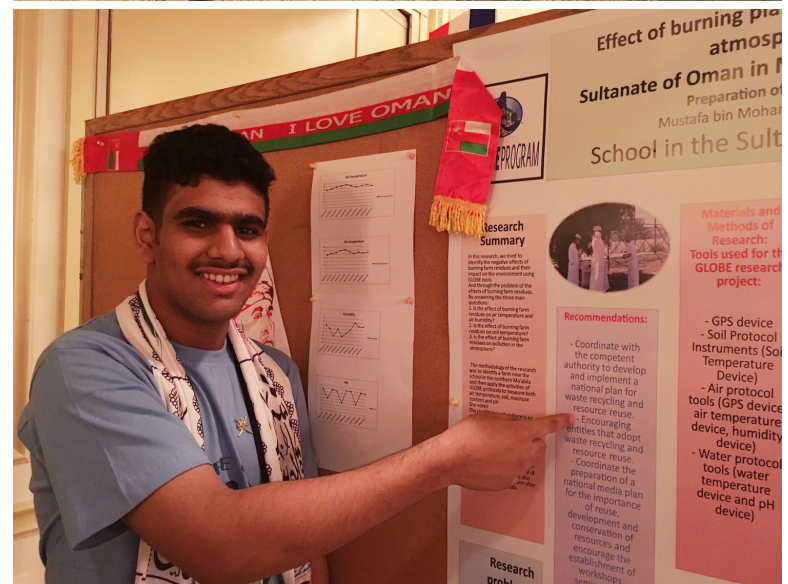


Optional Badges for Scientist Skills

- **Make an Impact:** The report clearly describes how a local issue led to the research questions or makes connections between local and global impacts. The students need to clearly describe or show how the research contributed to a positive impact on their community through making recommendations or taking action based on findings.
- **Be a STEM Professional:** The report clearly describes collaboration with a STEM professional that enhanced the research methods, contributed to improved precision, and supported more sophisticated analyses and interpretations of results.
- **Be a STEM Storyteller:** The report describes or shows how the students shared the story of their research in a creative way. This could be via a dramatic interpretation, a blog, Instagram post, artistic rendering, or any other way to creatively share what the students learned.

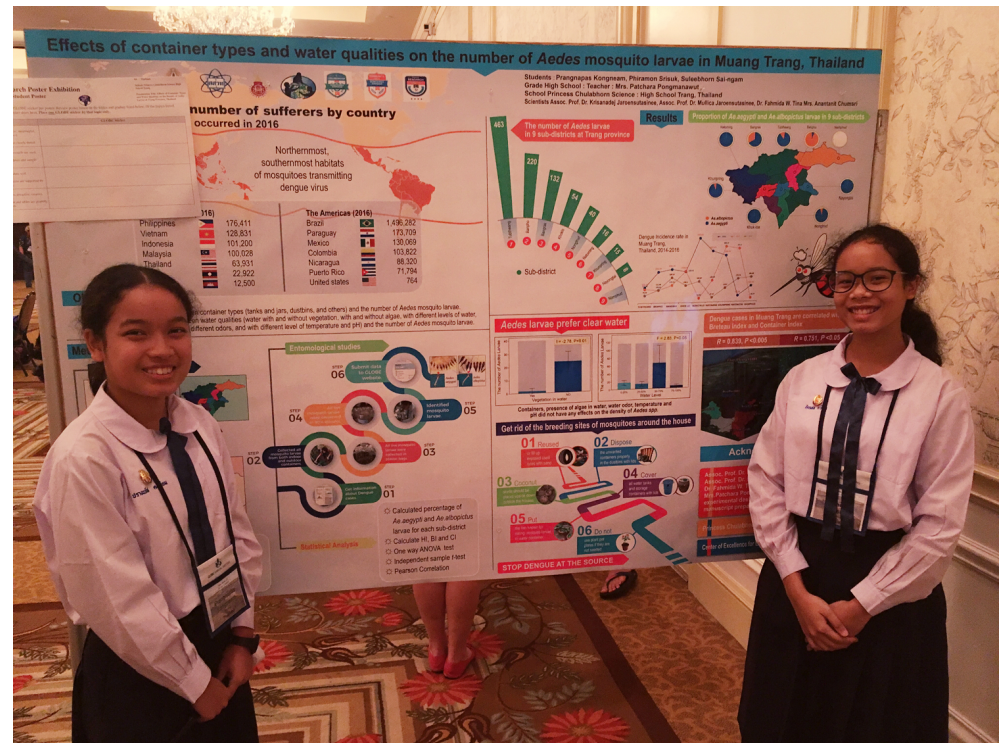
Drawing

- Earn 4 star Student Research Badge AND at least two optional badges → entered into a drawing on 17 May 2019
- Projects drawn will receive funds to help offset the cost of attendance at the **GLOBE Annual Meeting in Detroit, Michigan, USA**



How to Enter

- Entries include:
 - Abstract
 - Research Report
 - Narrative on each badge completed
 - Presentation
 - Narrated Power Point
 - Video link
 - Scientific Poster
 - Photo Releases




Presentations

Important to communicate science!

- Poster
- Narrated PowerPoint (or similar)
- Video link



Implemented by:  UCAR



Nitrate Concentration of the Cove River Biome During a Six Month Period



Abstract

The Cove River biome consists of a several kilometer river and a 35.29 acre open space park for public use, though it is mostly used for research and educational purposes, such as the GLOBE Program and archaeological digs. The Cove River biome is home to several animals, including fawns, large trees that produce high amounts of canopy cover and plant life found in the river and in the soil. This experiment is being performed to discover the nitrate concentration of the Cove River as a way to investigate the river's level of pollution and to determine if the nitrates have a negative effect on the biota. From October of 2011 to March of 2012, data was collected from water samples of the Cove River to determine the temperature of the river, the pH of the river, the nitrate levels of the river and the dissolved oxygen levels of the river. Though the focus of this experiment is on the impact of nitrates on the Cove River, other methods were generated for because the lab group wanted to check if other factors correlated with the levels of nitrate. Such correlation was seen in some form as shown by the graph and data, especially between the dissolved oxygen and nitrate levels on some testing dates. Overall, the data showed that the Cove River has nitrate levels that do not exceed or come close to the Maximum Contaminant Level set by the Environmental Protection Agency (EPA), which is 10ppm or 10 mg/L. The Cove River biome is, normally, safe against pollution, but if runoff of nitrates caused by heavy precipitation (which was a factor correlated with nitrate levels in the runoff) and by the waste of the surrounding civilization continues, then pollution of the biota is still a threat.

Problem Statement

This project is being conducted to test the effect of nitrates on the water of the Cove River over a period of six months from October of 2011 to March of 2012.

IV- Time (six months) of collection

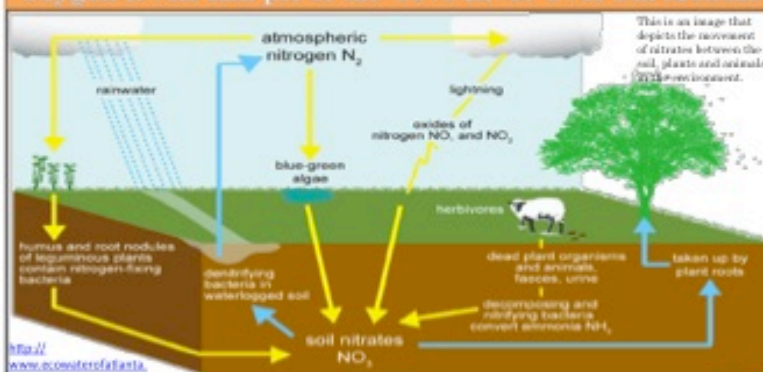
DV- Nitrate levels

Hypothesis: If the nitrate levels in the water exceed the standards permitted by the EPA, then Cove River is polluted and steps must be taken to prevent long-term consequences.

Method/Procedure

1. Collect a water sample in the bucket from the predetermined location at Cove River.
2. Use the Yerriss Probe Wire to measure the dissolved oxygen level and temperature of the water sample immediately after collecting the water so that the results are not assimilated by exposure to the atmosphere.
3. Record dissolved oxygen levels and water temperatures.
4. Bring sample back to the lab to test water pH and nitrate levels using the HANNA Aquarian Phosphate/Nitrate Testing Kit. Follow the instructions attached to the testing kit.
5. Record water pH and nitrate levels.
6. Dispose of chemical wastes appropriately.

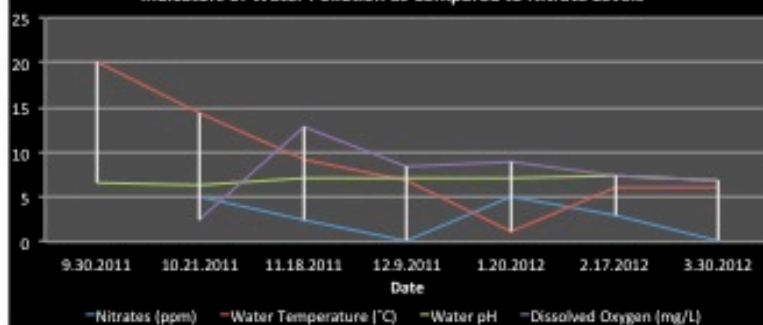
The Change of Nitrate Levels, Temperature, Dissolved Oxygen levels and pH of the Cove River Over Six Months



Indicators of Pollution as Compared to Nitrate Levels

Date	Indicators of Water Pollution as Compared to Nitrate Levels						
	9.30.11	10.21.11	11.18.11	12.9.11	1.20.12	2.17.12	3.30.12
Water Temperature (°C)	20.2	14.5	9.2	7.0	1.1	6.0	6.0
Water pH	6.4	6.3	7.1	7.2	7.1	7.4	6.8
Dissolved Oxygen (mg/L)	N/A	2.5	12.8	8.5	9.0	7.4	7.0
Nitrates (ppm)	N/A	5.0	2.5	0.0	5.0	3.0	0.0
Recent Precipitation	Yes; Heavy Rainfall on Previous Night	Yes; Constant Rainfall Throughout the Week	No	No	Yes; Snow on Previous Night	Yes; Rainfall on the Previous Night & Morning	Yes; Constant Rainfall Throughout the Week

Indicators of Water Pollution as Compared to Nitrate Levels



Conclusions

The purpose of this experiment was to determine if the water quality of Cove River was affected by the amount of nitrates in the water. Analysis of nitrate levels shows that:

- 1. The nearby school, busy street, and gas station with a leaking septic tank make Cove River particularly susceptible to pollution.
- 2. The increase in nitrate levels after a period of rainfall indicates that runoff from nearby establishments reaches Cove River.
- 3. As the dissolved oxygen levels increase, the nitrate levels decrease.
- 4. The data demonstrates no correlation between nitrate levels and ocean, water pH, or water temperature. However, it is still important to note water pH because a high pH prevents nitrate-producing bacteria growth. Moreover, low water pH and water temperature also affect dissolved oxygen levels, those factors must be taken into account before establishing a relationship between dissolved oxygen levels and nitrate levels.
- 5. The Cove River currently meets the FDA standards for healthy nitrate levels.

Future Directions

This experiment can be improved by testing multiple areas of Cove River and obtaining several samples from each area. Testing several spots of the river would produce a variety of results, thereby increasing the reliability of the experiment. Furthermore, more frequent testing would enhance the data by providing researchers with more information to determine what may cause a change in nitrate levels. It would also be beneficial to include a more detailed examination of each wastewater establishment near the testing location. If the nitrate levels are unusually high, then it would be easier to identify the source of any pollution or runoff.

Further experimentation extending outside the hydrosphere can be undertaken to increase one's understanding of the topic. In the future, there could be an additional focus nitrogen dioxide, a major air pollutant. Nitrogen dioxide that dissolves in the water could increase the nitrate level and thus a spike in nitrate levels could indicate an excess in air pollution.

References

- 1. "More Information about Nitrate in Drinking Water." *EPA.gov*. United States Environmental Protection Agency. 6 Mar. 2012. Web. 3 Apr. 2012. <<http://water.epa.gov/dw/dwcontaminants/nitrate/index.cfm>>.
- 2. "Measuring Nitrate and Their Effects on Water Quality." *Fluoride*. Web. 4 Apr. 2012. <<http://www.fluoride.org/education/measuring-water-quality/nitrate/>>.
- 3. "Nitrate and Nitrite." *As/Am*. Argonne National Laboratory. Aug. 2005. Web. 3 Apr. 2012. <<http://www.ornl.gov/pub/in/nitrate/np.cfm>>.
- 4. "Nitrate and Nitrite." *Delaware.gov*. Delaware Health and Social Services. Jan. 2003. Web. 5 Apr. 2012. <<http://dhsos.delaware.gov/dhsos/Files/nitrateofy.pdf>>.

Acknowledgements

We would like to thank Professor Scott Grimes and Mr. Kevin Dalkow for their guidance, support, and assistance.

How to Enter

- Updated upload tool available online early 2019

Upload your
research report

Student Research Report ×

Report Type:

Standard Research Report

International Virtual Science Symposium Report

Mission Earth Research Report

Select

Student Research Reports

School / Organization (Required) ?  Select  Delete  ?

GLOBE Teacher (Required) ?  Select

Student(s) (Required) ?

Additional Contributors ?

Grade Level (Required)

Lower Primary (grades K-2, ages 5-8) 

Report Title (Required)

Report Description (Required) ?

Sp Report Date* (Required) ?

mm/dd/yyyy

Abstract or Summary (Required) ?

Protocols in Report (Required) ?

Atmosphere -

- Aerosols
- Air Temperature
- Barometric Pressure
- Clouds
- Precipitation
- Relative Humidity
- Surface Ozone
- Surface Temperature
- Water Vapor
- Wind

Biosphere +

Earth As a System +

Hydrosphere +

Pedosphere (Soil) +

Upload Research Report (Required) ?

No file chosen

[Delete](#)

Optional Badges (maximum of 3 badges) 

Collaboration

Community Impact

Connection to a STEM Professional

Engineering Solution

Exploring STEM Careers

Interscholastic Connection

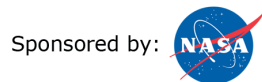
Submit Report


Cancel



You will get an email!

Note: Reports are subject to review before being posted on the website.



Implemented by:  UCAR



2019 International Virtual Science Symposium

[Instructions](#)

[Rubrics and Badges](#)

[Resources](#)

[FAQs](#)

[Judges \(volunteer\)](#)

[Students Needing Mentors](#)

[Shareable Images](#)



GLOBE INTERNATIONAL VIRTUAL SCIENCE SYMPOSIUM

2019 GLOBE International Virtual Science Symposium

GLOBE is excited to host the 2019 GLOBE International Virtual Science Symposium (IVSS). The IVSS is a way for primary through undergraduate students from all GLOBE countries to showcase their hard work. With GLOBE, students learn the practices of science through hands-on investigations in their own communities, sparking their curiosity and interest in science. This often leads to inquiries that help solve real-world problems and further understanding of our global environment. Now it's time for your students to show the world what they've learned!

IVSS Informational Webinar:

Dr. Julie Malmberg from the GLOBE Implementation Office will host an informational webinar about the 2019 GLOBE International Virtual Science Symposium at 10:00 am MT/12:00 pm ET/4:00 pm GMT on Thursday, 25 October 2018. A recording will be shared here after the webinar. [Click here](#) on 25 October to join the webinar.

Timeline:

- **Informational Webinar** - 25 October 2018 at 10:00 am MT/12:00 pm ET/4:00 pm GMT [Click here](#) to join at the time webinar. A recording will be shared after the webinar.
- **Reports accepted** - 01 January 2019 to 10 April 2019
- **Due date** for all student reports - 10 April 2019
- **Judging Webinar** - 25 April 2019 (More information will be sent to judges in 2019)
- **Judging Period** - 26 April - 05 May 2019
- **Feedback and Virtual Badges Shared** - 17 May 2019



2019 International Virtual Science Symposium

[Instructions](#)

[Rubrics and Badges](#)

[Resources](#)

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[Judges \(volunteer\)](#)

[Students Needing
Mentors](#)

[Shareable Images](#)

2019 GLOBE IVSS - Instructions

How and What to Submit:

Each student project should include the following components and should be submitted via the Virtual Science Symposium Report Tool. Make sure to have all the items prepared when accessing the tool.

1. **Abstract or Summary:** A 200 word or less description of the research project.
2. **Research Report:** The complete research report as .PDF or .DOCX/.DOC. If including more than one language, make sure the report is just one file. Elements of the Research Report are described in the rubrics.
3. **Badge Description:** For any of the optional badges (you may select up to three), include a short summary of how each badge has been completed.
4. **Presentation:** Either the link to an uploaded video hosted on an online video sharing site (YouTube, Vimeo, TeacherTube, etc) or the presentation poster. Please do not upload the actual video, just the video link! Whether presented as a video, a narrated PowerPoint, or as a poster, the presentation should describe the student research. Videos should be 10 minutes or less.
5. **Thumbnail Image:** An image to be displayed with the student report.
6. **Photo Release Forms:** All individuals who appear in photos or video must send in a [photo release](#). Save all the photo releases into one file.

Reports are due 10 April 2019. Project submitted after this date will not be scored.

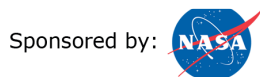
Scoring:

Information about scoring is provided on the [Rubrics](#) page. All projects will be scored by a team of judges from the GLOBE International STEM Professionals Network.

Every student project will receive a virtual Student Research Badge. Scored projects will receive between one and four stars on the Student Research Badge, with a 4-star research badge representing superior projects. Additionally, students have the option to complete up to three additional badges. The badge options are: **Be a Collaborator, Be a Data Scientist, Be an Engineer, Make an Impact, Be a STEM Professional, Be a STEM Storyteller.**

Please note that if students choose to submit a report in a language that is not English, it will be shared with the community via the Virtual Science Symposium webpages, but it will not be scored. Only reports in English will be scored by the team of judges. However, students are encouraged to submit their reports in English and their first language (as one document).

Awards:



Implemented by: UCAR



Rubrics and Badges

Badges

2019 IVSS - Rubrics and Badges

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.

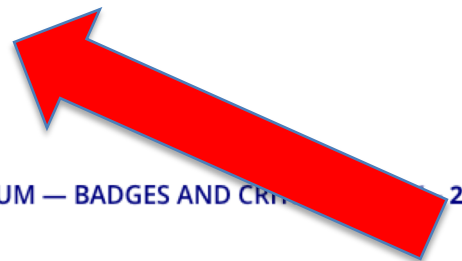
Kindergarten - 2nd Grades (Lower Primary, ages 5-8)

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 SCIENCE PROJECTS

★★★★	★★★	★★	★	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Report contains most of the criteria listed below. The report is well organized. The report contains the five elements required for acceptance, clearly labeled. 	<ul style="list-style-type: none"> Report contains the five elements required for acceptance, clearly labeled. (1, 2, 3, 4 & 6) 	<ul style="list-style-type: none"> Report submitted, but does not contain all five elements required for acceptance.

Project elements and criteria (*required element)

1. Title*

a. Concise (less than 15 words)

b. Summarizes paper's content



2019 International Virtual Science Symposium

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[Students Needing Mentors](#)

[Shareable Images](#)

2019 IVSS - Resources

Below are resources to help in the completion of your student research report. If you need any additional resources, please contact the Community Support Team at help@globe.gov.

Previous Virtual Conferences

- [2012](#)
- [2013](#)
- [2016](#)
- [2017](#)
- [2018](#)

Creating a Research Project

- [Steps in the Scientific Process](#)
- [Worksheet to Evaluate Possible Research Questions](#)
- [How to Create a Student Research Report | en Español](#)
- [Sample Research Report](#)
- [Purdue Online Writing Lab Research and Citation Resources](#)
- [The Simple Guide to Storytelling](#) by All Good Tales: From the GLE Student Journal

Tips for preparing a presentation:

- [Ten Secrets to Giving a Good Scientific Talk](#)
- Poster Template [PowerPoint](#) | [PDF](#) (note: this includes the middle school and high school/undergraduate elements, modify as needed for primary school)



Accumulative rainfall and types of clouds found in Papayompittayakom school at Phatthalung, Thailand



2019 International Virtual Science Symposium

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2019 IVSS - Frequently Asked Questions

Q. My students have never participated in a science fair or symposia before. Can they still enter?

A. Yes! Students with a wide variety of expertise participate in the IVSS. Whether this is your first research project or your 100th, we encourage you to participate. And, if you have any questions along the way, let us know.

Q. Why did the name change from a science fair?

A. A science symposium is a place for researchers to present and discuss their work. In order to reflect the overarching goal of students sharing their GLOBE research, we thought a science symposium better represented this event than a science fair.

Q. Can I submit my project in a language that is not English?

A. Yes, however, it will not be scored. We are only able to score projects submitted in English.

Q. I submitted a project, but isn't showing up yet. When do projects appear in "Student Reports"?

A. For the IVSS, we wait until the due date to publish projects. If you don't receive confirmation that your report was uploaded, send an email to help@globe.gov to check.

Q. Can I use Google Translate or another translating program to translate my project?

A. Yes, the judges will then be able to score your project. However, keep in mind that Google Translate often makes mistakes. If possible, have someone familiar with English read over the translation.

Q. I'm a science, technology, engineering, or math (STEM) professional. How can I be involved?

A. If you are part of the [GLOBE International STEM professionals Network \(GISN\)](#), we would love for you to help score the projects. If not, think about applying to be part of the network! If you are interested in scoring or mentoring projects, fill out the [Volunteering form](#). If you are interested in being part of the GISN, send an email to help@globe.gov.

Q. What if the scientist or other STEM professional I want to work with is not part of the GLOBE International STEM professionals Network (GISN)?

A. That's fine! But, encourage the scientist or STEM professional to [join the GISN](#).

Q. I teach 1st grade. Can my students also submit a project?

A. Yes! We have customized the scoring rubrics by grade level. Younger students will be scored differently than older students. We also have a [webinar about K-4 projects](#) and lots of [K-4 resources](#).





THE GLOBE PROGRAM

<http://globe.gov/science-symposium>

Home > News & Events > Events > Virtual Science Symposia > 2019 International Virtual Science Symposium > Judges (volunteer)



2019 International Virtual Science Symposium

[Instructions](#)

[Rubrics and Badges](#)

[Resources](#)

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[Students Needing Mentors](#)

[Shareable Images](#)

2019 IVSS - Judges

Fill out the form below to volunteer to score projects for the 2019 GLOBE International Virtual Science Symposium (IVSS).

Scoring projects: In late April-early May 2019, we need assistance scoring all of the student projects after they have been submitted. Scoring takes anywhere from one hour to several hours (depending on how much time you are able to commit). We will have an informational webinar (which will be recorded) on 25 April 2019 at 10:00 am MT (click here at the time of the webinar to join!) and then judging will need to take place sometime between 25 April-05 May 2019. Judging consists of filling out a Google form with your scores and feedback for the project.

We are hopeful that STEM (science, technology, engineering, and math) professionals, GLOBE alumni, teachers, graduate students, and other interested community members will volunteer to assist scoring the projects. (Note - you do not need a GLOBE account to score projects.) The students really appreciate getting feedback on their projects in order to improve as researchers!

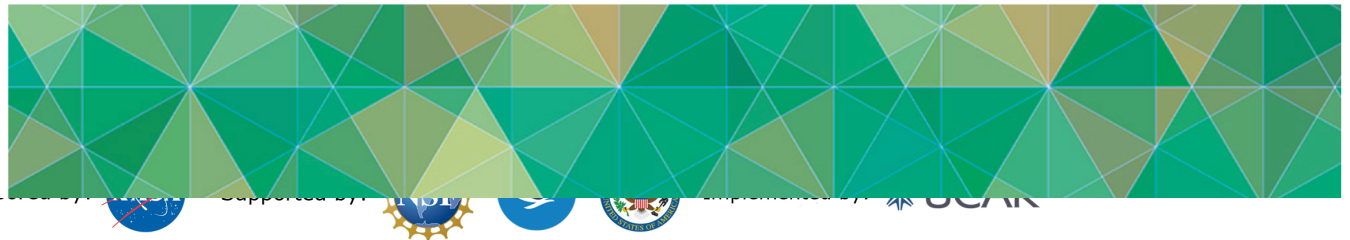
Please note: In order to receive a certificate and have your name listed in the 2019 GLOBE Annual Meeting agenda, you will need to score a minimum of 3 projects by the judging due day (05 May 2019).

If you are interested in being a **mentor** this year, please look at the teacher requests on the "[Students Needing Mentors](#)" page. If you think you are a good fit based on the request, please contact the teacher listed.

If you are interested in scoring, please fill out the form below. We will contact judges in April. If you have any questions, please send an email to help@globe.gov.

"Thank you for the opportunity to score the student research. These students give me hope for our future!"

- GISN Scientist





2019 GLOBE IVSS Volunteering (Judging)

We are looking for volunteer judges for the 2019 GLOBE International Virtual Science Symposium (IVSS).

We need volunteers to score projects entered into the GLOBE International Virtual Science Symposium. To take part in this, you will be provided with scoring information and assigned projects. More information will be available later in 2018 and early in 2019. But, you should plan on spending some time during between 25 April-5 May 2019 scoring projects. Please note: If you would like to receive a certificate of recognition for judging, you will need to score a minimum of 3 projects.

If you are a Science, Technology, Engineering, or Mathematics professional, we invite you to mentor students. To find students to mentor, you can look at the "Student Groups Looking for Mentors" page (<https://www.globe.gov/news-events/globe-events/virtual-conferences/2019-international-virtual-science-symposium/students-needing-mentors>) and contact the teacher listed. Please note: these projects are looking for people with specific areas of expertise. If you are qualified to help with their project based on their research interests, please contact the teacher directly (do not fill out this form - this form is for volunteer judges only).

If you are interested in being a JUDGE for the 2019 IVSS, please fill out this form.

We appreciate your interest in helping with the Science Symposium! If you have any questions, please contact help@globe.gov or see the Science Symposium webpage at <http://www.globe.gov/science-symposium>.

Name

Your answer

Your Email

Your answer

Your Location

Include city, state (if applicable), country



2019 International Virtual Science Symposium

[Instructions](#)

[Rubrics and Badges](#)

[Resources](#)

[FAQs](#)

[Judges \(volunteer\)](#)

[Students Needing Mentors](#)

[Shareable Images](#)

2019 IVSS - Students Needing Mentors

This is the place for mentors to find students with research questions or in need of some project help.

Teachers - Are you working with a group of students that would like a mentor? Please fill out the Google form below. Note that no student email addresses should be shared! Mentors should only contact the teachers to provide support for the student researchers. Once you have been contacted by a mentor, let us know at help@globe.gov and we'll remove the request from the list.

Mentors - The student groups below are seeking mentors. Please email them if you feel qualified to assist with their request. And, send us an email at help@globe.gov to let us know if you do contact them.

Request for a Mentor

This is the place for teachers to request mentors for their student groups. Do your students have a question about a science topic? Need guidance on developing a project? Want to talk about careers in their research area? Request help here!

Teacher Name

Your answer

Teacher Email Address

Your answer

GLOBE INTERNATIONAL SCIENCE SYMPOSIUM
STUDENT RESEARCH BADGE (ALL PROJECTS—OVERALL REPORT)

★★★★	★★★	★★	★	
<ul style="list-style-type: none"> 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 concise. The report contains the five elements required for acceptance, clearly labeled. Members of the project team respond to judges' comments with additional insights gained. 	<ul style="list-style-type: none"> Report contains all of the elements and most of the criteria listed below 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. 	<ul style="list-style-type: none"> Report contains most of the criteria listed below. The report is well organized. The report contains the five elements required for acceptance, clearly labeled. 	<ul style="list-style-type: none"> Report contains the five elements required for acceptance, clearly labeled. (1, 2, 3, 5 & 8) 	<ul style="list-style-type: none"> Report submitted, but does not contain all five elements required for acceptance.


Project elements for HS and Undergrad (bold=required)

1. Title
2. Abstract or Summary
3. Research Question(s)
4. Introduction and review of the literature
5. **Research Methods**
6. Results
7. Discussion
8. **Conclusion**
9. Bibliography/Citations
10. Badges Selected

Project elements for 6–8 (bold=required)

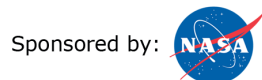
1. Title
2. Abstract or Summary
3. Research Question(s)
4. Introduction
5. **Research Methods**
6. Results
7. Discussion
8. **Conclusion**
9. Bibliography/Citations
10. Badges Selected




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Project elements for 3–5 (bold=required)

1. Title
2. Summary
3. **Research Question(s)**
4. Introduction
5. **Research Methods**
6. Results
7. Discussion
8. **Conclusion**
9. Bibliography/Citations
10. Badges Selected



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Project elements for K–2 (bold=required)

1. Title
2. Summary
3. **Research Question(s)**
4. Introduction
5. **Research Methods**
6. Results
7. Discussion
8. **Conclusion**
9. Badges Selected

Questions

- **Who can judge projects?**
- *We put a minimum of one STEM professional on each project. Other judges can be teachers, graduate students, community members, or alumni.*
- **Do judges have to be part of the GLOBE International STEM Network (GISN)?**
- *No! If a scientist or other STEM professional doesn't have a login for globe.gov, we have a generic "STEM professional" account he or she can use.*
- **Why aren't the instructions translated?**
- *We need volunteers to translate them! If you are able to translate any of the materials, I will add them to the website.*


Questions

- **Do I have to pick optional badges to be eligible for the drawing?**
- *Yes! All students receive the “Student Research” badge. But, students must select at least TWO additional badges to be eligible for the drawing. Also, they should describe how they earned the badge(s) in their report.*
- **My students have never participated in a science fair or symposium before. Can they take part?**
- *Yes! We have a lot of resources available for new participants. Please join us!*
- **Can younger kids enter a project?**
- *Yes! We have grade-specific guidelines for students starting from Kindergarten to undergraduates. We also have a webinar all about K-4 (lower primary or ages 5-8) projects.*

Questions

- **Do my students have to write their reports in English?**
- *If the students want their project scored, then yes. We don't have enough judges to score projects in other languages. Videos can be in the students' first language and captioned in English.*




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Find info Online

<https://www.globe.gov/science-symposium>

GLOBE.gov → News & Events → Meetings & Symposia → Virtual Science Symposia



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2019 GLOBE International Virtual Science Symposium

Timeline:

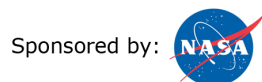
- 25 Oct 2018: Informational Webinar
- January – 10 April 2019: Reports Accepted
- 25 April 2019: Judging Webinar
- 26 April – 05 May 2019: Judging Period
- 17 May 2019: Feedback and badges
- 17 May 2019: Live Drawing for stipends




Thank you!

malmberg@ucar.edu

help@globe.gov



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