



## IUGS Commission on Geoscience Education, Training & Technology Transfer (COGE)

### The 'My Earth Science Educator Story' initiative

Many Earth science educators are doing excellent and sometimes truly amazing work across the world, but not only is this not generally known, but eventually all this endeavour, wisdom and enthusiasm will be lost, if we can't find a way of passing their experience on to the next generation.

The 'My Earth science educator story' project was instigated to encourage experienced Earth science educators to write up their stories specifically to inform and inspire the next generation. It was launched in 2016 by the IUGS Commission on Geoscience Education (IUGS-GOGE) and the International Geoscience Education Organisation (IGEO). Each story is less than 1000 words in length, with two to six photographs; anyone who feels that they have contributed something to Earth science education is regarded as an 'Earth science educator'.

The stories are published at intervals on the International Geoscience Education Organisation (IGEO) website (see: [http://www.igeosced.org/?page\\_id=396](http://www.igeosced.org/?page_id=396)). Sixty seven stories have been published so far from 24 countries: Argentina, Australia, Bangladesh, Brazil, Canada, Egypt, Germany, Hungary, Ireland, Iran, India, Italy, Japan, Namibia, New Zealand, Norway, Portugal, South Korea, Spain, Sri Lanka, Switzerland, Taiwan, the UK and the USA.

The contributors are two thirds male, one third female and have a mean age of 57 years. They have a wide range of backgrounds, with some people having several roles. They included 47% school teachers, 64% lecturers, 36% educational researchers, 27% professional geologists, 23% writers and 26% public communicators. 35% of the contributors had spearheaded one of more specific geoscience educational innovations across the world.

The main stimulus to become a geoscientist was reported through the stories as a school teacher for 23% of the contributors, a lecturer by 38%, a family member by 18%, the surroundings they grew up in by 27% and fieldwork by 18%. Three people (5%) commented that a lecturer had put them off becoming a geoscientist, and one (2%) said the same for a school teacher! Some commented on the influence of textbooks (5%), museums (3%) and movies (3%) on their decision to study geoscience.

Nearly half the contributors (44%) commented on the importance of a national or international organisation (such as AEPECT in Spain, ESTA in the UK, IGEO or IUGS-COGE) in supporting their endeavours.

These stories are building up over time into a compendium of wisdom, advice and experience that provide fascinating insights into the world of Earth science education. So, please contribute your own story, and don't be shy. Many people have initially been reticent to write their own stories, but when they realised that this was for the good of future generations, they persevered and have told some fascinating tales. Please access: <http://www.igeosced.org/wp-content/uploads/2015/11/guidance.pdf>, for guidance on how to write your own story. All submitted stories are published after minor editing.



Rosely Imbernon in a Brazilian Airforce plane taking part in the RONDON Brazilian Army Project, helping to educate university teachers and students in areas of social risk.



Betty Trummel at the ANDRILL drill site in Antarctica with Matteo Cattadori.



Denise de La Corte Bacci leading a training course for environmental guides at Serra do Mar State Park, São Paulo, Brazil.



Nick Eyles telling rock stories in Canada.



Peter Kennett supervising engineering geology investigations at Ecton Copper mine in the UK.