

## ***Interactive comment on “25 years of seismology at school in France” by Jean-Luc Berenguer et al.***

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We would like to thank the reviewer for his analysis of the version of our manuscript.

Reviewer : This is a well written review piece, which just needs a little tweaking to the English to be OK (see my comments on the attached M/S).

Thank you for your help to improve the paper. We will follow your recommendation for the final version.

Reviewer : However, I would like to see the conclusion being extended to include a section on how the lessons learned during the 25 years of the programme could be used, for example, to a) develop a similar seismology program in a different country/region and b) develop a similar program in France based on the collection of a different dataset, e.g in meteorology or in astronomy. These 'lessons learned' would

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be of great value to the development of education in general and to the development of technological or scientific instrument-based education in particular.

We propose to extend the conclusion with this text (to integrate to the conclusion) :  
Text : [Similar program can be elaborated in other countries while taking into account specificity of each scholar system. However, one of the strongest elements for success remains the implication of educators, making their training a key ingredient of the program. This training has followed teachers throughout the last few years. Indeed, any new educational project must not forget to support teachers by ensuring that they improve their scientific skills, and specifically in Earth sciences. In order to achieve this goal, bringing teachers closer to researchers in a reciprocal interaction is quite important. Finally, progress could be achieved with friendly usable technical tools for manipulating scientific data and teaching resources including learning aspects and assimilation items. The way these features could be considered is country-dependent. Over the years, the French program has taken care to develop these actions (training courses, seminars, conferences) for the various users, such as students, teachers and researchers.

Thus, teaching seismology using real, recent data from online sensors gives a lot of satisfaction among students and teachers. This experience with educational seismology has today enabled the University Côte d'Azur to set up an educational observatory of the Mediterranean environment (EduMed). This observatory offers a data center for teaching topics beyond seismology. Thus, with the same didactic approach, students and teachers have access to hydrogeological data with their own diversity (rivers characteristics, karstic caves distribution). Meteorological data (rain, wind, temperature) are another set of physical data to be analyzed and understood. Data from buoys over seas allows a better knowledge of the so important oceanic medium. Through its first three years of functioning, the access to various quantitative physical data related to the environment allows students to interrogate themselves on different environmental subjects with the help of teachers in different disciplines who have different teaching



expertises and interests. Such extended program allows to broaden students skills, their education of natural risks and their awareness of their natural and societal environments.]

We hope that we have met the expectations rightly formulated by the reviewer. We will submit our revised manuscript with your agreement.

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