



EGUsphere, referee comment RC1
<https://doi.org/10.5194/egusphere-2022-320-RC1>, 2022
© Author(s) 2022. This work is distributed under
the Creative Commons Attribution 4.0 License.

Comment on egusphere-2022-320

Nicholas Kinar (Referee)

Referee comment on "Handwritten letters and photo albums linking geoscientists with school classes" by Mathew Stiller-Reeve et al., EGU sphere,
<https://doi.org/10.5194/egusphere-2022-320-RC1>, 2022

This is an interesting paper related to how printed media can be used to engage students in relation to geoscience learning and I strongly recommend the manuscript for publication. The experiment is novel: scientists on a research expedition ship compile written letters and non-digital photographs for students. The responses of the students to this form of communication are recorded. The experiment provides an indication of how digital technologies can be used for geoscience communication, but older techniques of recording information are still relevant in a digital world. The study also documents the effects of the COVID pandemic on the engagement process.

Throughout the document, please check grammar and punctuation for consistency. I have some considerations for the authors; these are listed below.

1. Abstract: "Do we miss something about..." is more colloquial language since some readers might debate what is meant by "we." Also consider re-writing some parts of the manuscript and replace "we" with "the team that wrote this paper."

2. Line 31: "Are you old enough to remember the excitement of developing photographs?" This sentence appears to be unnecessary and it is easiest to begin the paper with the sentence "There was a time before smart phones and digital... "

3. Line 41: What is meant by "lost to time"? A newer generation of artists and photographers are still using film cameras. The prevalence of film is slowly becoming a novelty and older methods of developing film are being deprecated.

4. line 76: What is meant by "journey"? Is this the conceptual process of engaging with

students while engaged in a scientific investigation?

5. line 105: How did the scientists engage and interact with the students?

6. What is meant by "their" scientists?

7. Is there some conceptual framework for engagement used to plan the interactions between the students and the scientists?

8. line 206: Please add 1-2 sentences describing and providing background for the qualitative coding method. How was the method adapted?

9. line 281: What is meant by "We had designed the communication process in AKMA Polaroid"? The meaning is unclear, and please re-write.

10. Can the authors briefly comment on the location of the schools? Could any spatial differences in the responses be detected?