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First ASTERICS DADI European School. Questionnaire after one year.

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INTRODUCTION

As stated in the wrap-up session of the school, a close contact with the participants along the duration of ASTERICS is envisaged. In particular, it is planned to submit a questionnaire to participants with questions about the usage they are making of VO tools, the reasons why they gave up using VO tools (if they are not using them), the papers published using VO tools and, according to their working experience, the capabilities of VO tools they would like to improve. The questionnaire will be submitted on a yearly basis and until the end of the project.

The first of the questionnaires was submitted in November 2016 (eleven months after the school). The main conclusions extracted from the answers given by the school's participants are summarized in the next section.

ANALYSIS

- Most of the participants (30 out of 42; 71%) filled in the questionnaire.
- There is a great diversity in the research fields of the participants who filled in the questionnaire.
  - Stellar Astronomy: 13
  - Extragalactic astronomy: 13
  - Solar System: 4
  - Observational cosmology: 1
  - Instrumentation:1
  - Space debris: 1
  - Observatory operations: 1
  - Data Mining: 1
- Participants who filled in the questionnaire frequently use VO-tools.
  - Never:1
  - Sometimes: 14
  - Frequently: 11
  - Always: 4

- Participants who filled in the questionnaire use the VO tools described in the school as well as other VO tools and services
    - VO tools described in the school
        - Aladin: 21
        - TOPCAT & STILTS: 21
        - VOSpec: 2
        - Splat-VO: 1
        - VOSA: 1
    - Other VO tools and services

        IMCCE VO tools: Miriade and Skybot
        - Aladin-lite.

- Most of the participants in the school were early-career people. This explains the still-low number of papers and contributions to conferences and workshops:
    - Title: *Towards automatic classification of all WISE sources*
        - Authors: Kurcz, A.; *Bilicki, M.; Solarz, A.;* Krupa, M.; *Pollo, A.; Małek, K* (participants at the school are underlined).
        - Reference: 2016A&A...592A..25K
        - Use of VO tools: TOPCAT.
    - Title: *The cosmic assembly of stellar haloes in massive Early-Type Galaxies*

- Authors: Buitrago, F.; Trujillo, I.; Curtis-Lake, E.; Montes, M.; Cooper, A. P.; Bruce, V. A.; Pérez-González, P. G.; Cirasuolo, M (participant at the school is underlined).
- Reference: 2017MNRAS.tmp...11B
- Use of VO tools: Aladin, TOPCAT.

- Emilio Trigueros (Spain). Poster at the XII Scientific Meeting of the Spanish Astronomical Society (Bilbao,Spain. July 2016).
- Bikram Pradhan (Belgium). Poster at the BINA (Belgo-Indian Network for Astronomy & astrophysics) meeting. India. November 2016).
- Etkoras Pouliasis (Greece). Poster at the workshop "*AGN:What's in name?*" Garching,Germany (June, 2016). Data analysis using TOPCAT and Aladin.

- The number of dissemination activities made by the participants who filled in the questionnaire is high.
  - Zoi Tzogia Spetsieri and Ektoras Pouliasis (Greece): Two VO-seminars (National Observatory of Athens and University of Athens). More information on these activities can be found at: https://www.asterics2020.eu/dokuwiki/doku.php?id=open:wp4:school1
  - Mirko Curti, Giacomo Venturi (Italy). VO science cases presented during the Heraeus Summer School. Florence. August 2016. More information on these activities can be found at: https://www.asterics2020.eu/dokuwiki/doku.php?id=open:wp4:school1
  - Nils Gottschling (Germany): *"We have used some of the tutorials as a starting point for new students at my Institute"*.
  - *Aurelia Gallego (IAA, Spain): "I have recommended the attendance to these Schools through the distribution list of my Institute"*.

- *Daniel Reverte (GTC, Spain): "Just through coffee break interactions but I have recommended the school to my workmates".*
- *Agnieszka Kurcz (Poland): "I showed how to use topcat to my students during the Practical Astronomy classes".*
- *Fernando Buitrago (Portugal): "I encourage many Portuguese students to go to to the Second ASTERICS School. I hope that we can do VO activities in the future after their attendance".*

- Participants proposed new functionalities. This feedback has been transmitted to the responsibles of the different VO tools for its possible implementation in new versions.
  - Aladin:
    - *"As the CCD frames we take are rectangular in size, I would recommend to include an option of rectangular area selection in the query section of ALADIN".*
  - *TOPCAT*
    - *"Possibility to make graphs using two Y axes".*
    - *"Concatenate more than two tables at the same time".*
  - *SPLAT-VO*
    - *"Better linelist management and line measurement treatment is still missing in SPLAT-VO".*
  - *VO services*
    - *"Lack of optical-NIR high redshift surveys in the VO".*

- The comments on the school were quite positive:
  - *"Thank you again for organising this very instructive school"*.
  - *"Thank you very much for the course"*.
  - *"It was a very useful workshop for my research. I hope I could go to another similar one in the future"*.
  - *"You do a great job:)"*.
  - *"Thank you once again for very interesting workshop"*.

CONCLUSIONS

The main conclusions that can be extracted from the previous analysis are the following:

- Most participants keep on using VO-tools one year after the school. In this regard, it is important to remark a couple of points:
  - Some of them have provided feedback on how to improve the tools.
  - Some of the participants are producing real VO-science through refereed papers and contributions to workshops and meetings. The number of contributions keeps pace with the participants' profile (early-career).
  - Thanks to the school, the VO concept has been disseminated in Italy and Greece. This latter case is particularly interesting as there is not a national VO initiative in this country.