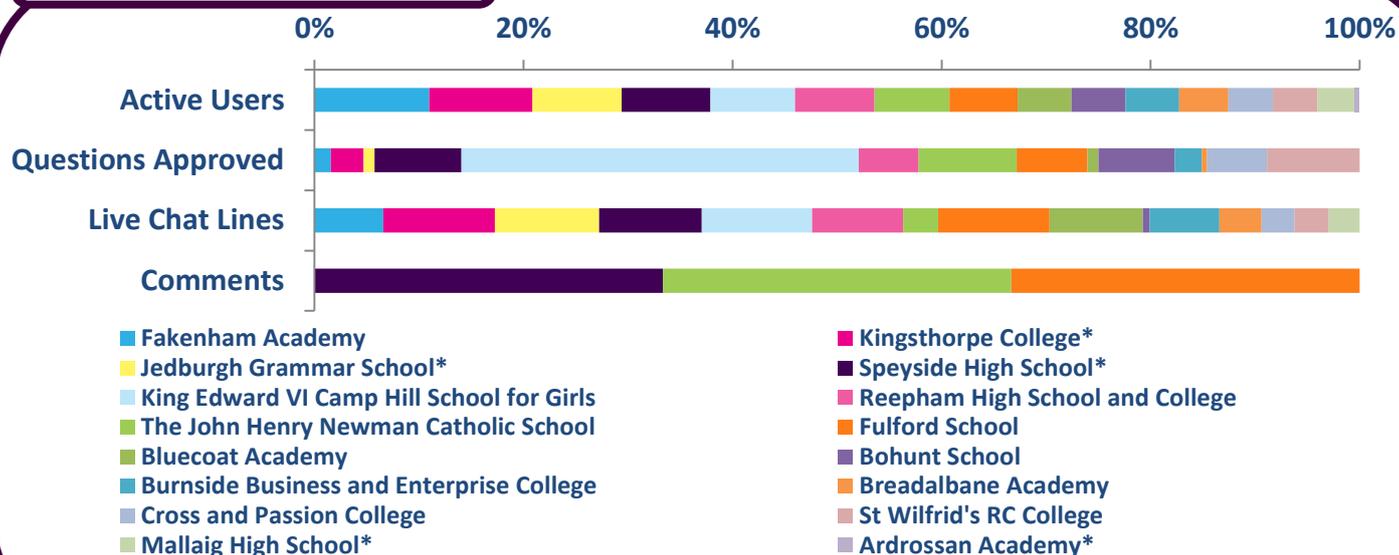


November 2016

This zone was a themed zone funded by the Royal Society of Chemistry, of which Olivia, Mzamo and Megan were members. Wei Yi is a PhD student researching biofuels, Olivia is researching materials that can be used for more sustainable energy sources, Ola is looking at ways to save more energy, food and water and Mzamo is a lecturer in bio-renewable energy and based in South Africa. Megan, who was the winner of this zone, researches how waste uranium could help carry out reactions and reduce waste from nuclear energy.

Megan and Ola were particularly engaging within the live chats, both showing up to almost all sessions. Within the chats and ASK there were some fairly serious discussions on topics such as global warming and nuclear power with students showing a lot of interest in how scientists are working to save energy in the future.

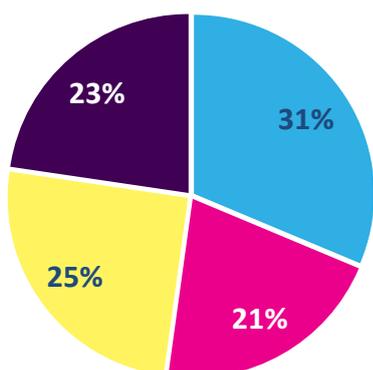
School data at a glance



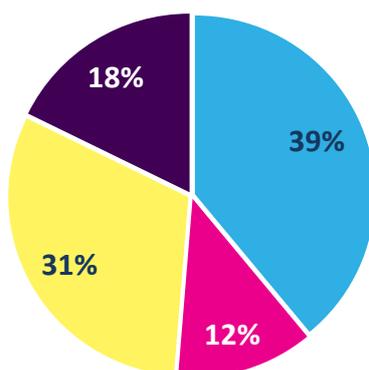
* Widening participation schools, as defined at <http://about.imascientist.org.uk/2016/widening-participation-2016>

Scientist activity

Answers



Lines of Live Chat



Scientist	Profile views	Position
Megan Seymour	1,193	Winner
Mzamo Shozi	783	2nd
Ola Michalec	739	3rd
Olivia Ashton	776	4th
Wei Yi Yao	747	5th

Key figures from the Energy Zone and the averages of the November zones

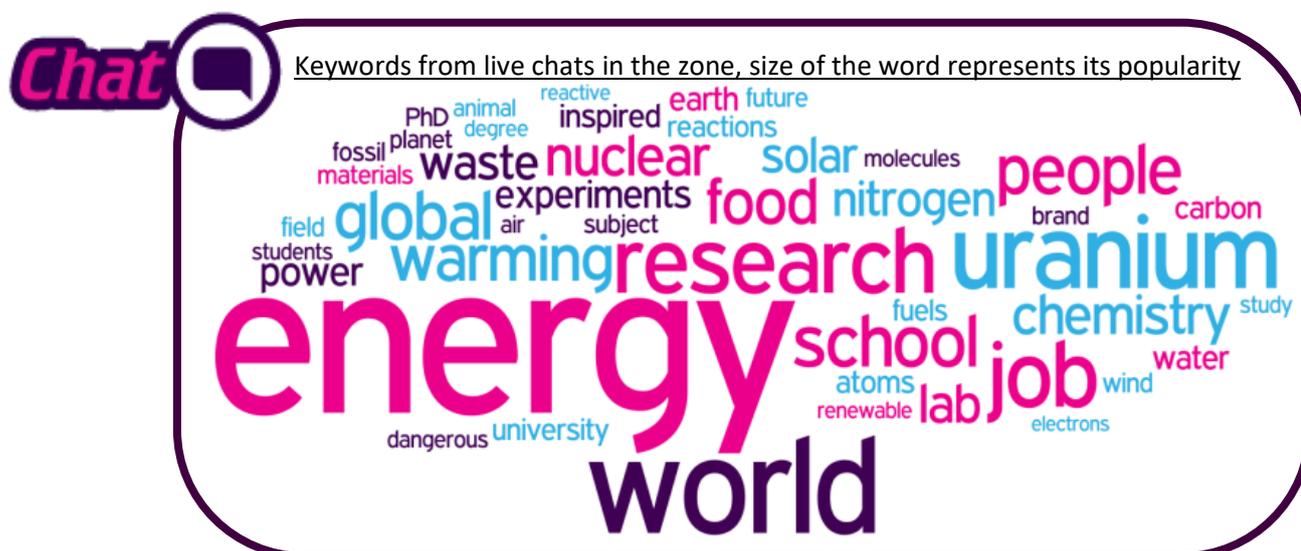
PAGE VIEWS	ENERGY ZONE	NOV '16 ZONES AVERAGE
Total zone	27,032	28,763
ASK page	1,114	2,580
CHAT page	2,806	3,035
VOTE page	2,081	2,124

	ENERGY ZONE	NOV '16 ZONES AVERAGE	IAS 2012-16 AVERAGE
Schools	16	15	10
Students logged in	526	512	372
% of students active in ASK, CHAT or VOTE	85%	87%	85%
Questions asked	354	961	718
Questions approved	192	408	309
Answers given	437	520	553
Comments	7	72	78
Votes	413	413	295
Live chats	20	19	15
Lines of live chat	9,498	5,474	5,202
Average lines per live chat	475	400	343

Popular topics

Students showed a strong interest in the zone theme and asked many considered and thoughtful questions. They wanted to know what the government is doing to help prevent global warming, how close we are to finding a replacement for oil, gas and coal and whether the economic benefit of fossil fuels is hindering research into renewable energy. There were more general questions about global warming and the environment, and some students engaged with the scientists' research areas asking Megan about the uses of Uranium, for example.

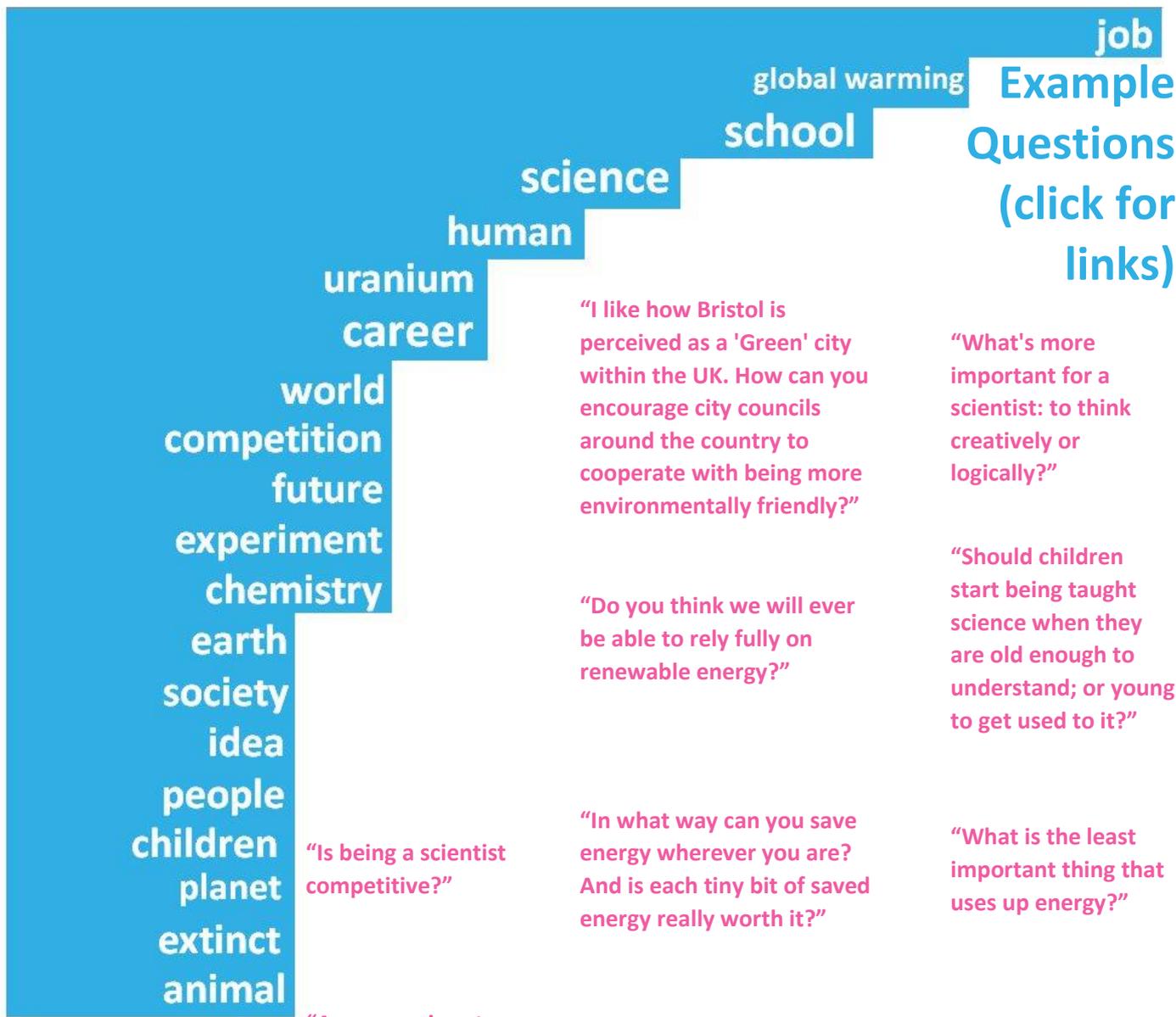
Science and its relationship to society was a popular topic, with students interested in whether either side was doing enough to integrate with the other. They asked the scientists whether they felt there was enough being done to inspire children to learn more about science, and how different science lessons at school are to working as a scientist every day.





Keywords of questions approved in the zone, length of bar represents frequency of use

0 2 4 6 8 10 12



“How do solar panels make energy from the sun?”

“Are campaigns to save our energy worth doing? Does it make a difference?”

“How long is it taking to replace the oil we are using?”

“What’s the most sustainable source of energy?”

“What is a catalyst?”

“Should animals have the same rights as humans?”

“Does science rely on money?”

“How different is Science in the real world to Science in a classroom with old equipment?”

“In what way can you save energy wherever you are? And is each tiny bit of saved energy really worth it?”

“What is the least important thing that uses up energy?”

“Do you think we will ever be able to rely fully on renewable energy?”

“Should children start being taught science when they are old enough to understand; or young to get used to it?”

“I like how Bristol is perceived as a 'Green' city within the UK. How can you encourage city councils around the country to cooperate with being more environmentally friendly?”

“What's more important for a scientist: to think creatively or logically?”

Examples of good engagement

Students often took the opportunity to ask for careers advice, in regards to their own options after leaving school.

“Do you think it's worth going to uni straight after school or taking time out to travel? Does all this work interfere with your free time?” – Student

“That's a good question. I went straight to uni after school (mainly because if I didn't the tuition fees would be higher the next year). If you can travel before uni, I think that's a great time to do it. But I also know plenty of people who travelled straight after uni - and that's great too.” – Megan, scientist

“Hello! I think it's worth it to take a year out if you're not sure what you're doing but you have some savings and idea where to go. At uni, you have 3-4 months off so still plenty of time to travel :) I can't complain about lack of time!” – Ola, scientist

There were questions about gender equality in science which the female scientists answered honestly.

“Is sexism a big thing in a lab, if so how do you deal with it?” – Student

“I think more gender inequality than sexism - my colleagues are mostly nice. Problem is that women often work part time if they have children - men should participate in that more IMO!” – Ola, scientist

“Good question! Women in my group are definitely in the minority, but none of the scientists I work with treat me any differently because I am a girl, which is great and how it should be. There is a woman in physics society that can help and support you if you feel you are being discriminated against in the department.” – Olivia, scientist

Scientist winner: Megan Seymour

Megan's plans for the prize money: *“I'll be continuing to work with school children as much as I can and hope to spend the £500 prize money on running a giant science treasure hunt around the city of Edinburgh in 2017!”* Read Megan's [thank you message](#).



Student winner: 836ceng22

For great engagement during the event, this student will receive a gift voucher and a certificate.

Feedback

We're still collecting feedback from teachers, students and scientists but here are a few of the comments made during the event...

“I've done a lot of school's workshops, science festivals etc. This was better because I'm reaching very high numbers of students whilst not taking me away from the lab” – Scientist

“At first I thought that all scientists work in labs, but I'm a Scientist has shown me that there is a much broader area to being a scientist whether you work in a lab or not” – Student