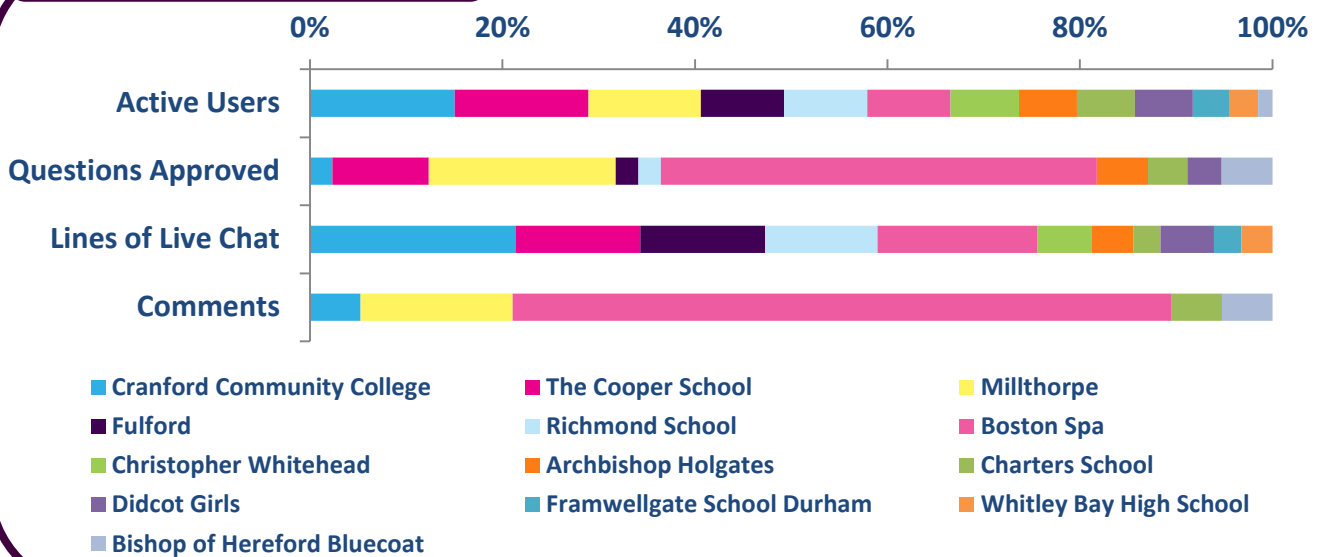




March 2015

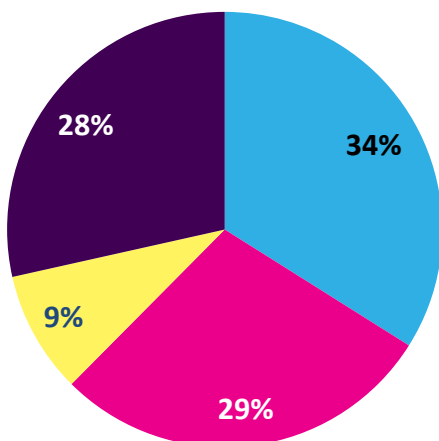
The Terbium Zone contained the most schools of any zone. It was a general science zone that was run as part of a study organised by the Institute of Physics, which investigated gender behaviour during the event. Philip, Angeline and Shona contributed nearly all the answers to questions, and Philip, who won, also typed a third of all live chat lines. The topics covered were quite varied, reflecting the diverse background of the scientists.

School data at a glance

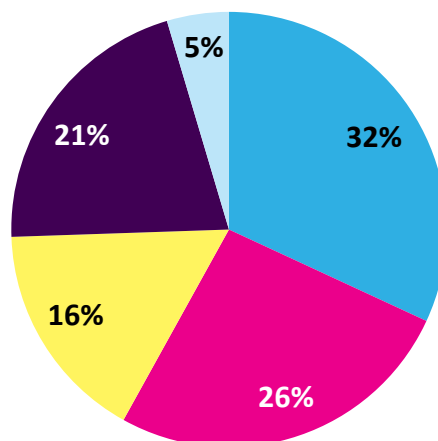


Scientists activity

Answers



Lines of live chat



Scientist	Profile views	Position
Philip Moriarty	1,947	Winner
Shona Whittam	2,019	2nd
Catherine Vlahakis	1,236	2nd
Angeline Burrell	1,207	3rd
Luke Maidment	1,382	4th

Key figures from the Terbium Zone, and the average of the March zones

PAGE VIEWS	TERBIUM ZONE	MARCH '15 ZONES AVERAGE
Total zone	40,583	36,564
ASK page	1,830	2,481
CHAT page	5,094	4,878
VOTE page	2,341	2,422

	TERBIUM ZONE	MARCH '15 ZONES AVERAGE	IAS AVERAGE
Students	325	383	338
% of students active in ASK, CHAT or VOTE	83%	87%	83%
Questions asked	303	496	713
Questions approved	170	238	297
Answers given	386	495	540
Comments	32	45	86
Votes	254	299	270
Lines of live chat	3349	5467	4437
Live chats	17	17	13
Average lines of live chat	197	331	335
Schools	13	10	8

Although this zone had 13 schools, each class was a half-class of around 15 students for the purposes of the Institute of Physics study. This resulted in some below average figures for engagement.

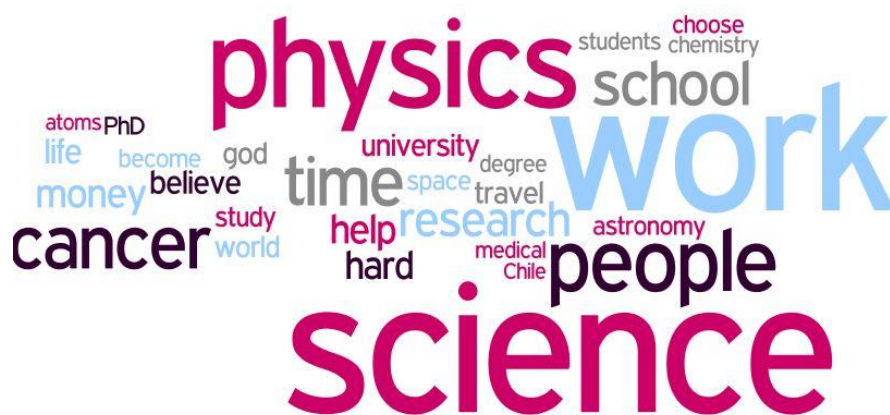
Popular topics

As shown in the Chat and Ask charts below the topics covered were broad, ranging across all sciences and types of personal question. The students clearly picked up on information on the scientist's profiles so cancer, astronomy, physics, and the different research projects they were engaged, in were often mentioned.

A major theme was religion, especially during live chats. Philip, in particular, often had extended discussions with students on this topic, likely due to his profile information and his detailed answers to previously asked questions.



Keywords from live chats in the zone, size of the word represents its popularity





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

0 1 2 3 4 5 6 7 8



Example Questions (click for links)

“What is your personal opinion on what will happen when we run out of fossil fuels?”

“Will we be able to create transformers in the future?”

“What is your biggest weakness?”

“What's the funniest science-related thing you've seen/come across?”

“How do you think science has shaped today's world?”

“Do you believe in things that science can't prove?”

“What does a post-doctoral researcher do?”

“Which countries have you visited (both for work and personal travelling)?”

“A quote says that religion without science is lame, but science without religion is blind. How far do you agree with this statement and why?”

“Would being a strong religion have an effect on some conclusions you may come across as a scientist exploring new and wonderful things?”

“Do you think that we will ever find a cure to cancer?”

“How would you describe atoms to an alien species?”

“How long did it take you to study and get qualifications in your field of work?”

“If you had to give one piece of advice about life what would it be?”

“How does your work, impact your life?”

“Explain love in scientific terms”

“What sort of dances can explain plasma and other science?”

Examples of good engagement

The students often probed the scientists' views and feelings, which allowed for some deeper thinking on everyone's part:

"Is there anything you do not like about science" - Student

"That's an excellent question! About being an astronomer, specifically... one thing I don't like so much is that it can take a long time to get a permanent job (I don't have a permanent job). But on the other hand it's cool to get to go and live in lots of different countries. Sometimes it's frustrating that you have to work on the evenings and weekends - but then it's also exciting so you realise why you do it" – Catherine, scientist

Many students also showed they had read the profiles of the scientists, and would question them further on their research, their personal lives, or their plans for the prize money:

"If you're teaching chemistry and physics through a video game do you think it will be more or less popular than main stream games and how complex would it get to?" - Student

"I'm trying to make it seamless -- the idea is that the player won't know they're doing chemistry/physics but all the gameplay will be based on the correct science." – Philip, scientist

"I think the idea of a video game may perhaps appeal more to boys though. I am the only girl in my class that has probably played portal."- Student

"Not sure about that. I think the gaming community is getting close to 50:50 male:female.." – Philip, scientist

Scientist winner: Philip Moriarty

Philip's plans for the prize money: *Put the money towards funding the development of a computer game based on our research (MekNano. The idea is that the player builds structures an atom at a time using different probes (just like we do in the lab). Importantly, the atoms can only be put together in ways that are true to the real-life quantum physics and chemistry. The player won't need to know about quantum physics to play the game (!) but MekNano will use quantum physics and chemistry in its gameplay."*



Student winner: Magnificent Molecules

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 engineers but here are a few of the comments made during the event...

"So glad this website exists" – Bryony, student

"... you don't need to be a super genius to be a scientist!"- Jess, student



Philip Moriarty
@Moriarty2112



Follow

[@julianonions](#) Thanks! It was a great fun. Often more challenging/provocative questions than at any research conference!
[@imascientist](#)