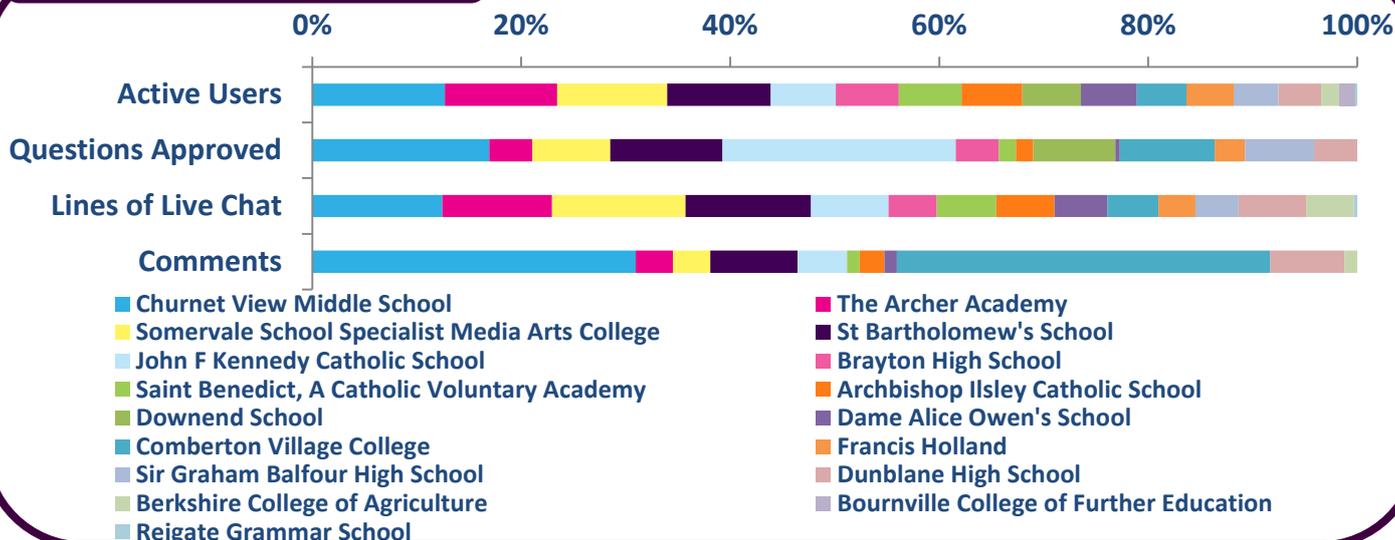




November 2015

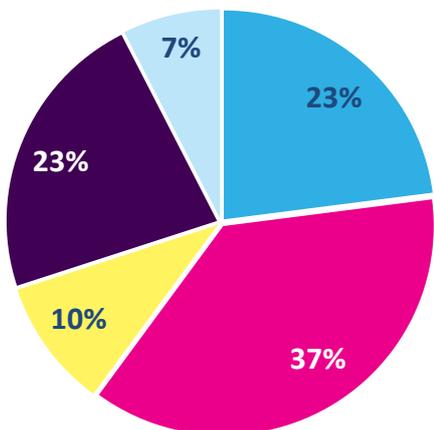
The Extreme Pressure Zone was funded by the Science and Technology Facilities Council, and the research of Jack, Craig, Giuditta and Flavia was funded by the organisation. The concept of extremely high pressure was involved in each scientist's background, such as Giuditta's research using it to warp magnets, Craig's work looking at atoms under high pressure and Sheona simulating the action of plate tectonics and the earth's mantle. Popular topics in the zone were the research areas of each scientist, as well as questions about the scientists opinions on personal issues. The live chats in the zone were busy and all the scientists did well to engage in some very fast-paced chats. Between them, the final two of Jack and Giuditta contributed 60% of both lines in live chat and answers in ASK.

School data at a glance

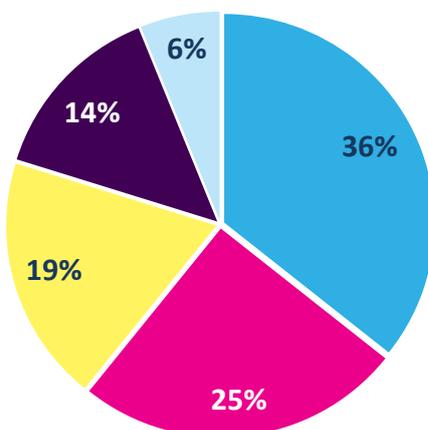


Scientist activity

Answers



Lines of Live chat



Scientist	Profile views	Position
Jack Carlyle	1,375	Winner
Giuditta Perversi	1,195	2nd
Craig Bull	1,036	3rd
Flavia De Almeida Dias	929	4th
Sheona Masterton	806	5th

Key figures from the Extreme Pressure Zone and the averages of the November zones

PAGE VIEWS	EXTREME PRESSURE ZONE	NOV '15 ZONES AVERAGE
Total zone	29,363	25,973
ASK page	2,401	1,881
CHAT page	3,468	3,193
VOTE page	2,130	1,761

	EXTREME PRESSURE ZONE	NOV '15 ZONES AVERAGE	IAS 2012-15 AVERAGE
Schools	17	16	9
Students logged in	539	481	353
% of students active in ASK, CHAT or VOTE	89%	90%	85%
Questions asked	1,157	956	717
Questions approved	252	352	307
Answers given	453	463	552
Comments	95	59	78
Votes	428	377	281
Live chats	20	20	14
Lines of live chat	8,002	6,083	4,827
Average lines of live chat	400	313	322

Popular topics

This zone mainly focused on the theme of extreme pressure through the questions asked by the students related to the scientist's research interests, indicating students were reading their profiles. For example, Giuditta's background in the behaviour of magnets changed under pressure was a focus of questions, as well as magnets more generally. There were also questions asking about where and how extreme pressure situations occurred, for example within the sun and earth.

Students also asked some thought-provoking personal questions, for example those on scientist stereotypes, bullying, potential sexism in the workplace and the ups and downs of careers. The scientists often responded with in depth, well thought answers and made real connections with the students as evidenced by the comments in the zone.

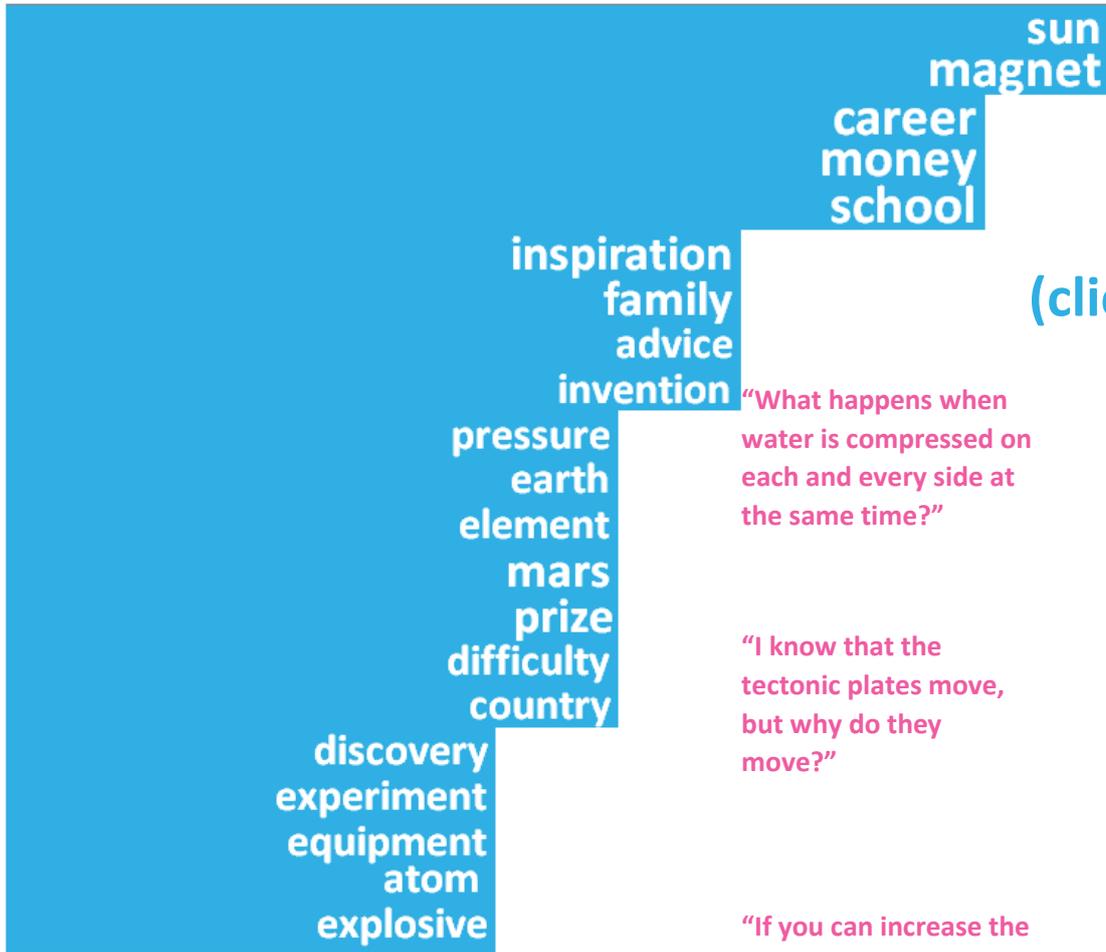
In off topic areas there were multiple questions on the mission to Mars, a cure for cancer, religion, alien life, animal testing and the end of the world.





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

0 1 2 3 4 5 6 7 8 9



Example Questions (click for links)

“What is the biggest known explosion on the sun?”

“If you had all the money in the world to advance your particular field of science, what would you attempt to do or study?”

“Do you ever stop and wonder what if everything science has discovered isn't true?”

“Did you ever get bullied at school for being "nerdy"?”

“Are you proud of how far you have come, considering you're still young? Any major plans or ideas for the future?”

“What happens when water is compressed on each and every side at the same time?”

“I know that the tectonic plates move, but why do they move?”

“If you can increase the density of a magnet, can you decrease the density of a magnet?”

“Do you feel the science community is a friendly, comfortable work space to be a part of?”

“To be a scientist do you have to be intelligent? Do you have to ace EVERY subject? Or is it all about creativity?”

“Where are you when you answer these questions?”

“What responsibilities come with being a scientist? How do you cope with some situations?”

“What is the best question you have ever asked?”

“Would you volunteer to be one of the first settlers on Mars if you were offered a chance too? Do you think life on Mars would succeed?”

“What do you think about the "nerd" stereotype that comes with being a scientist?”

Examples of good engagement

The scientists tackled a question about the stereotype of scientists all being nerdy and gave some insightful and personal responses:

“What do you think about the “nerd” stereotype that comes with being a scientist?” – **Student**

“Being “nerdy” can be good or bad. To some people, it means someone is smart, passionate about a topic, or interested in technology, but to other people it can mean obsessive and lame. Whatever it means, though, I don’t think stereotypes are ever a good thing, because you can’t judge someone by one thing alone. I would definitely say there’s no such thing as a “standard” scientist – we come in all sorts of shapes and sizes, with varied interests, hobbies and different ways of looking at the world.” – **Jack, scientist**

“Society and media tend to reduce things on a “two-dimensional level” just because it’s easier to convey, but at the end of the day it hurts everyone and benefits no one. I might conform to the “nerdy scientist stereotype” on several features of myself, but then I am a woman and I am already out of the “stereotypical allowed” group. God forbid that you also add the fact that I like fresh air and outdoor trips and stuff like that.” – **Giuditta, scientist**

“I am talkative, hyperactive, love sports and the outdoors, going to parties, socialising, meeting new people, playing board games, reading books, discussing quantum mechanics, cats, chocolate, swimming, watching TV series, cult french movies, Britney Spears... And all my fellow scientists’ colleagues are as diverse in their tastes and personalities. And more importantly, when someone labels me with any stereotype, I just don’t care. Not caring about what people think of you is something which takes time to learn, but every bit of not caring brings you a lot of freedom and happiness.” – **Flavia, scientist**

Scientist winner: Jack Carlyle

Jack’s plans for the prize money: *“I want to get some local schools to build a lightning machine! One of my favourite demonstrations in science is something called a Tesla Coil – it’s a tall metal pole which spits huge bolts of purple lightning out of the top! I’ve only ever seen one in real life once, but I think with this prize money and the help of a few classrooms we could attempt to build one!”* Read Jack’s [thank you message](#).



Student winner: Rianna

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 learnt like 3 science lessons worth of stuff. It was really interesting” – Em, student

“Is it just me or is this chat super cool?” – Ella, student

“I think that the whole competition is really well set up and engaging, the live chats are mental” – Giuditta, scientist

“I thought the whole thing was a brilliant experience” – Sheona, scientist