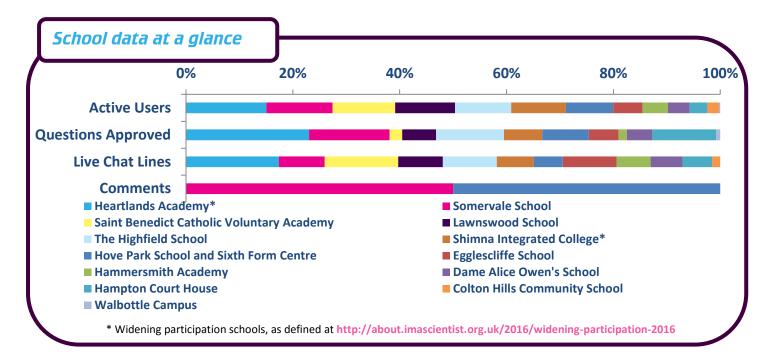


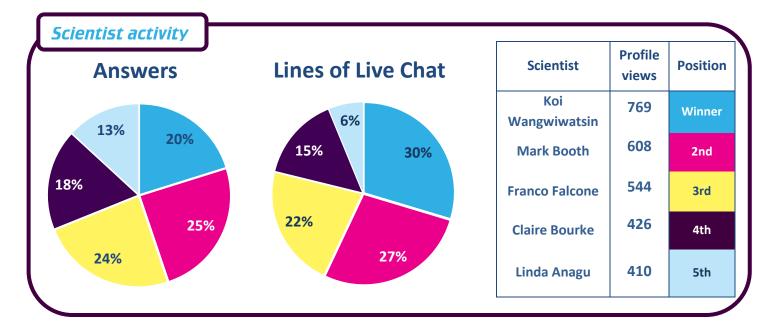




June 2016

The Parasites Zone was a themed zone funded by the Wellcome Trust. Mark is an epidemiologist who is interested in removing parasitic infections that harm vulnerable populations, Linda is a PhD student who studies the malaria parasite, Koi (who won the zone) uses big data to understand the life of parasitic worms that live in human blood, Franco works on allergy and infectious diseases and Claire is an immunologist who researches parasitic infections and treatments. All the scientists took an active role in both the ASK section and live chats and answered a similar amount of questions. The zone was largely on topic, with a majority of the focussed on parasites and the scientists' work, but received the fewest amount of questions compared to the other zones in this event.









Key figures from the Parasites Zone and the averages of the June zones

PAGE VIEWS	PARASITES ZONE	JUNE '16 ZONES AVERAGE
Total zone	19,146	21,638
ASK page	832	1,582
CHAT page	2,552	2,737
VOTE page	1,511	1,369

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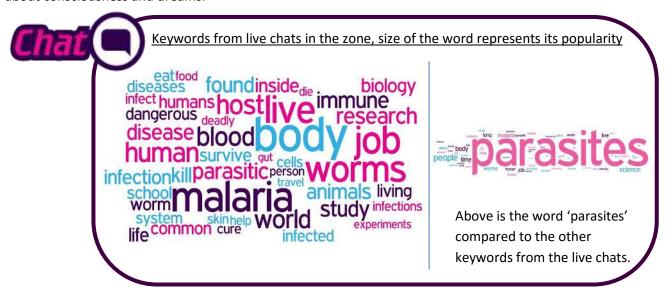
There were lots of interesting and thoughtful questions within the zone, many of which were on topic around the theme of parasites. Students asked about different types of parasites, where they can be found and how they live. There was a lot of interest in the most dangerous parasites and the effects they can have, as well as the different cures and treatments that are available.

It was clear that the students had a genuine interest in the theme, and would often share

	PARASITES ZONE	JUNE '16 ZONES AVERAGE	IAS 2012-16 AVERAGE
Schools	13	13	10
Students logged in	513	429	364
% of students active in ASK, CHAT or VOTE	82%	89%	85%
Questions asked	219	563	704
Questions approved	126	253	303
Answers given	357	550	554
Comments	67	47	79
Votes	374	327	288
Live chats	25	21	15
Lines of live chat	7,848	6,422	5,049
Average lines per live chat	314	304	329

their knowledge and ideas with the scientists. This made for some relaxed and interesting discussions within the live chats, for example where a student told Franco about 'Monsters Inside Me', a TV show about parasites they enjoy. Students were also curious about the scientists' individual jobs and lives, and Linda was asked about the relationship between her role as a scientist and her religious beliefs, for example. The scientists were good at explaining complex topics within their work, such as when Mark was asked what an epidemiologist is.

Off topic, questions about cancer were popular, as well as an interest what makes us human with students asking about consciousness and dreams.









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

2 14 10 12 16 parasite infection **Example** human **Questions** cure job (click for links) science cancer "Could balanced "In an ideal world, "How long could emotional, mental, dangerous would you have all parasites survive spiritual, and physical children learning inside the human human body status help fight science?" body?" parasites?" experiment people invention "Which animals are "What is the most most prone to getting peculiar parasite you "Can parasites die?" country infected by have come across parasites?" during your studies?" bite water "Is there certain scientist bacteria that can "Which parasite has "Was there any severe children affect both humans the most powerful danger while working and domestic bite?" in your job?" study creatures in deadly animal ways?" ape "Can parasites inhabit "Do you think we "Why do people get places of extreme could rid the world of "Do parasites inhabit temperature allergic reactions?" food?" parasites?" differences?" "How long does it "Do you believe in god "What is an "Are nits a parasite?" take for a tapeworm and are you part of epidemiologist?" to kill a human?" any religion?"





Examples of good engagement

Students showed a genuine interest in parasites, often sharing their thoughts and knowledge with the scientists. The scientists were good at engaging with the students, asking them questions and providing them with further information about areas they had expressed an interest in.

"I think parasites are clever." - Student

"What impress you about parasites?" - Koi, scientist

"Ummmm...their ability to use the environment." - Student

"Nice one I agree. They need to race against the host, which also have tactics to get rid of the parasites. Their tactics are very clever indeed, but what really pushes them to have those tactics is evolution." – **Koi, scientist**

"I couldn't agree more Bethany. They have very clever ways of evading our defences, and most of the times, have the upper hand." – Franco, scientist

"Where is the most interesting place you can find parasites?" - Student

"There is fantastic Parasitology museum in Tokyo. You can find them all there (but all dead)." – Franco, scientist

"Oh yes!! I so want to go there. Also the Natural History Museum in London have some parasite specimens which they might put out for exhibitions from time to time." – **Koi, scientist**

Scientist winner: Koi Wangwiwatsin

Koi's plans for the prize money: "I always wondered how one might do science communication with a flash mob or an open theatre... One day I was walking about in Cambridge city centre and I saw 2 penguin mascots, each on a unicycle bike and playing trumpets. My first thought was that at one point they would collapse and sad music would be played and they would then go on about climate change... it turned out that they cycled into a department store for its Christmas light switch-on event (of course...!). This thought stuck with me and maybe something of the sort can happen." Read Koi's thank you message.



Student winner: Froyo

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...

"Students were so happy to have spoken to a 'real' scientist. I think it makes a very positive impact." – **Teacher**

"I'm a Scientist is very lively and interactive. It takes away the face-to-face interactions, which I think allow students to ask questions that they otherwise will not get to ask in person." – **Scientist**



