

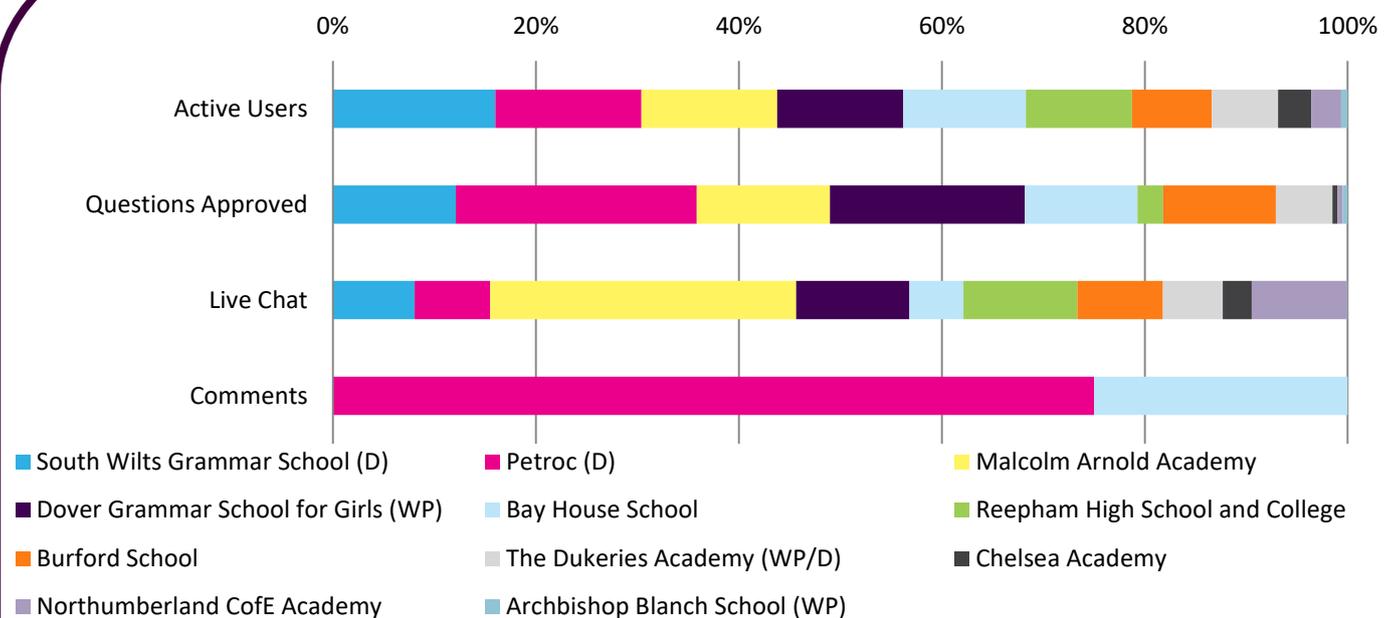
**June 2017**

The Relationships Zone was a themed psychology zone funded by the British Psychological Society. Sam – the winner in this zone - is studying how the relationships we have with friends and family affect us, Rose researches how reading stories and watching stories on TV can help us understand and interact with people in real life and Maggi is a PhD student studying whether technology influences the relationships children with autism have with other people. Kirsty is studying how teenagers’ social relationships can affect their health and behaviour and Ben is looking at what children think about right or wrong actions.

Around 17 classes in this zone were A Level psychology students, and these smaller class sizes often meant that within Live Chats psychologists were able to spend time writing lengthy answers for students and engaging in really good discussions. The smaller class numbers resulted in a lower than average number of questions asked and students logged in, compared to the other zones in June’s event.

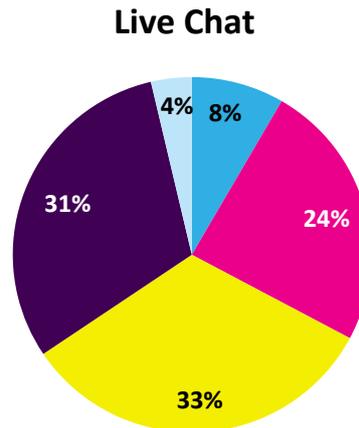
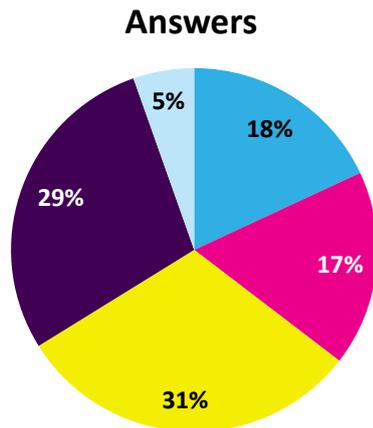
Students in this zone were focussed on the theme of relationships, and psychology in general. Questions were informed and thoughtful, with students asking about the psychologists’ research areas as well as wider discussions about relationships. The psychologists were great at giving detailed answers and looking up things they weren’t sure about to further the discussion, such as **in this ASK question**, where Rose researches and explains the psychology behind the love triangle in the Twilight books.

**School data at a glance**



We want to increase the participation of under-represented groups going into STEM careers. Find out what we mean by our Widening Participation (WP) and distant from a major research HEI (D) schools, and how you can support us in working with more of these at [about.imascientist.org.uk/widening-participation](http://about.imascientist.org.uk/widening-participation).

## Scientist activity



Scientist	Profile views	Position
Sam Carr	1,063	Winner
Ben Kenward	746	2nd
Rose Turner	850	3rd
Kirsty Miller	735	4th
Maggi Laurie	679	5th

## Key figures from the Relationships Zone and the averages of the June zones

PAGE VIEWS	RELATIONSHIPS ZONE	JUNE '17 ZONES AVERAGE
Total zone	15,894	20,354
ASK page	981	1,630
CHAT page	1,217	1,969
VOTE page	975	1,741

	RELATIONSHIPS ZONE	JUNE '17 ZONES AVERAGE	IAS 2012-17 AVERAGE
Schools	11	14	10
Students logged in	375	498	381
% of students active in ASK, CHAT or VOTE	83%	89%	85%
Questions asked	312	622	709
Questions approved	198	271	306
Answers given	316	400	543
Comments	14	45	76
Votes	256	382	299
Live chats	21	21	16
Lines of live chat	3,278	6,525	5,315
Average lines per live chat	156	311	344

## Popular topics

Students were really interested in the theme and the psychologists' research. For example, Rose was asked whether playing a character in a play could influence someone's daily life, who her favourite fictional characters are and whether she engages with them.

Maggi was asked whether there was a particular form of technology which is more positive for children with autism to use, and whether using technology could cause their face-to-face interactions to suffer.

There were more general questions about relationships, with students wanting to know what the most important relationship is that a person will have in their lifetime, why siblings don't always get on and why some people value isolation more than others. Lots of students asked about romantic relationships, asking about the psychology behind why we are attracted to someone, why people stay in abusive relationships and whether living with a partner has a positive impact on a relationship, for example.

Some students were taking an Extended Project Qualification and asked for specific advice on their projects – for example one student studying jealousy in relationships asked what factors would be interesting and easily accessible for them to focus on.

Lots of questions were about psychology in general. Students asked about attachment theories, dreams, memories and some mental health issues such as depression. There was a lot of interest in working as a psychologist, the ethics surrounding experiments and the psychologists’ experiences at school and university. Students often took the opportunity to ask for advice on selecting a university to apply for and for other advice, such as what happens if you get bullied at university and how easy it is to make new friends there.

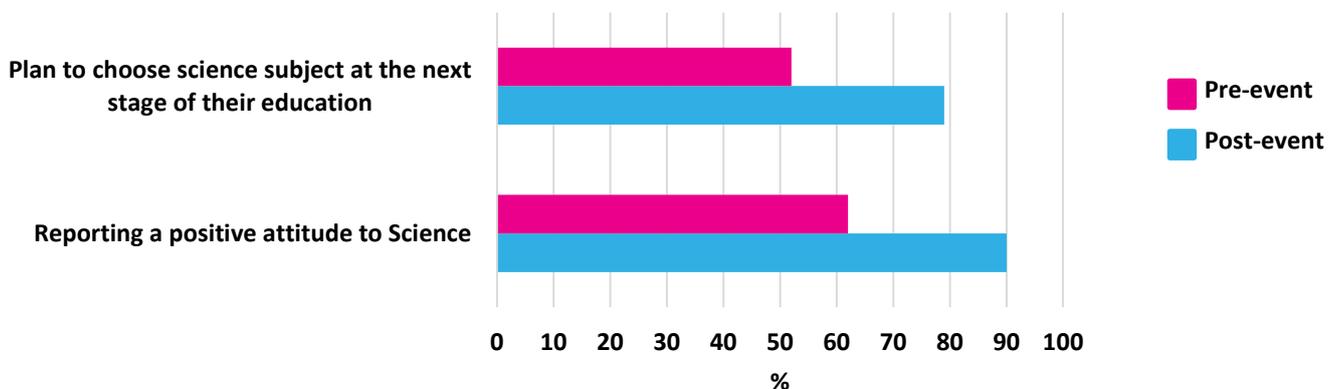


Keywords from live chats in the zone, size of the word represents its popularity



### Students’ attitudes to STEM

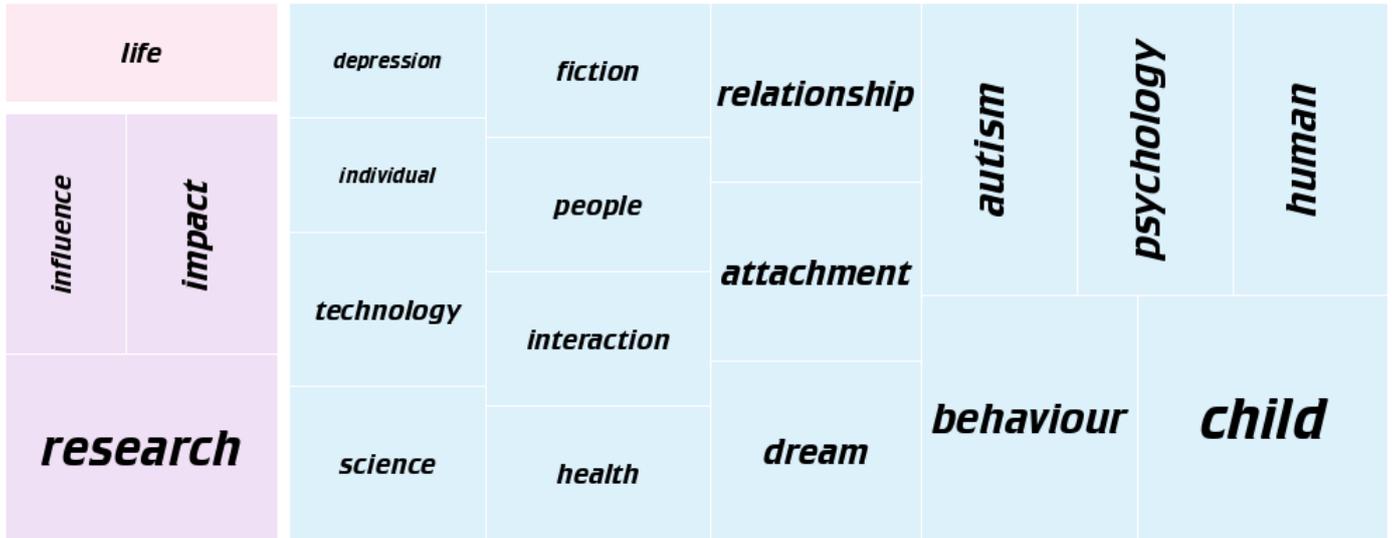
We ask students directly about how they feel about science, before and after taking part in the event. It’s clear that participating in I’m a Scientist has an overall positive effect on students’ attitudes to science:



Figures are averages from I’m a Scientist Zones run between 2012 and 2015. We’re still collecting feedback for June 2017, but we expect to see a similar positive change.

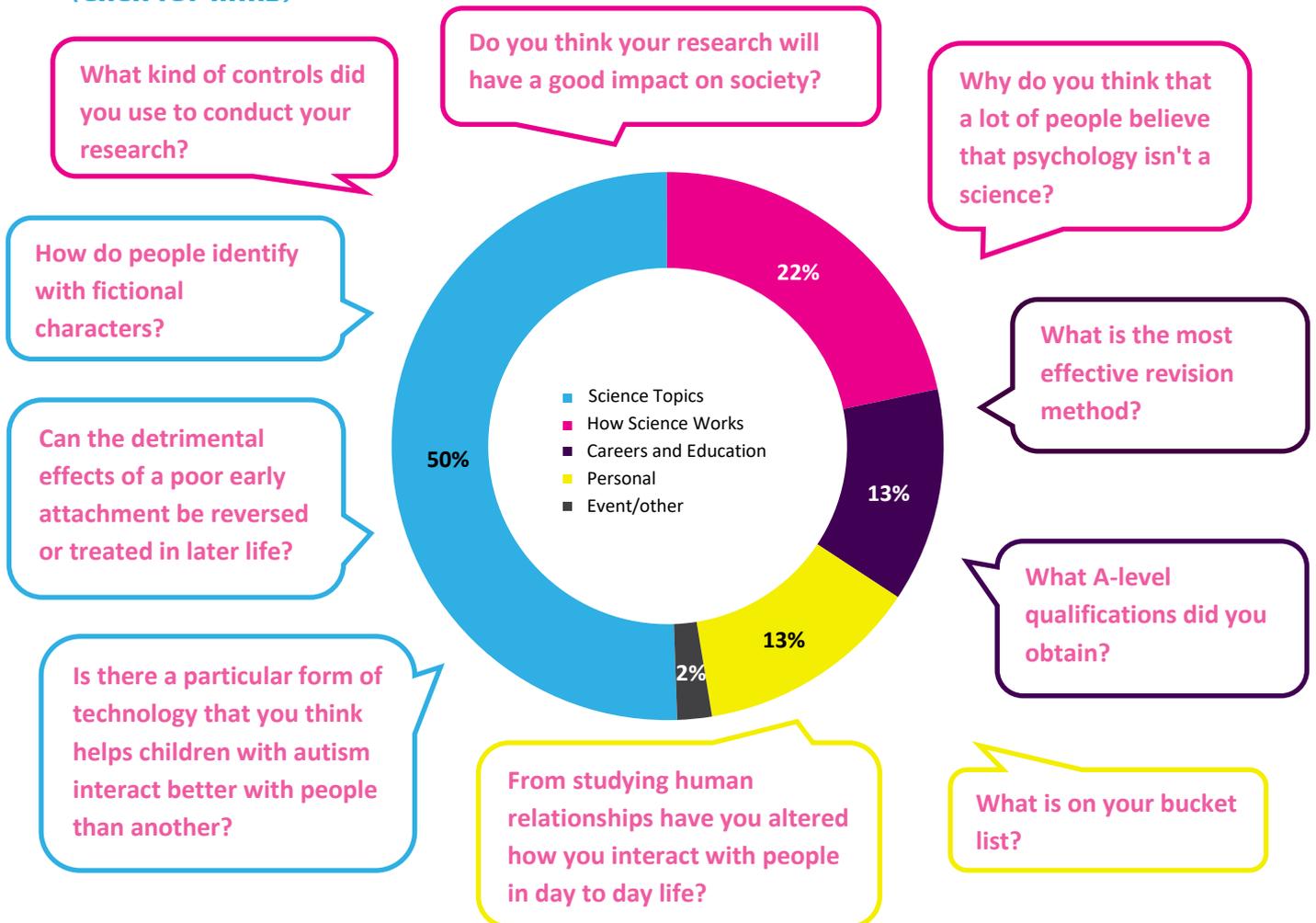


**Top Keywords of questions approved in the Zone**  
*Area represents frequency of use, colour represents category*



■ Careers and Education 
 ■ Science topics 
 ■ Motivations 
 ■ Other

**Question themes and example questions in the Zone**  
*(click for links)*



Find out about how we've coded the questions at [about.imascientist.org.uk/2017/student-question-coding](http://about.imascientist.org.uk/2017/student-question-coding)

## Examples of good engagement

Students often took advantage of the chats to ask about the psychologists' experiences while doing their degrees and for advice, sometimes seeming a little anxious about the transition to University. The psychologists gave great advice and due to the smaller class sizes in the chats were able to give informative answers, appreciated by the students:

*"How did you make friends at university? Did you find it hard living with people you didn't know?"* – **Student**

*"Yeah it can be hard meeting all new people at once, but it's good to remember everyone feels the same way (there are always people more nervous than you)."* – **Rose, psychologist**

*"I found it hard tbh because I'm an only child so am used to having my own space! But it was good because I had my own room so if I needed to get away a bit I could get away for a bit! But... there were so many opportunities to meet people that you could never be lonely!"* – **Kirsty, psychologist**

*"Not to sound weird but what are the dorms like? Do you have locks on doors so you can keep your things safe or is it all a matter of trust?"* – **Student**

*"Really good question. Yes, you have your own room and your own key. You'll probably live on a corridor with lots of people and may share kitchen and maybe bathrooms (some are en suite) so you can keep your stuff locked in your room"* – **Rose, psychologist**

*"Can you transfer universities if you don't like it?"* – **Student**

*"Yes, ultimately if the uni isn't the right place for you, you can sometimes transfer, or restart elsewhere the following year. If you encounter problems talk to someone early as they may be able to sort things out before it reaches that stage."* – **Rose, psychologist**

## Scientist winner: Sam Carr

Sam's plans for the prize money: *"I would support the Malala Fund's education projects for adolescent girls struggling to continue their education in refugee camps. I would use the money to pay for much needed science and technology equipment for one of the Malala Fund's current refugee camp projects."* Read Sam's [thank you message](#).



## Student winner: Ola

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...

*"We really enjoyed it and it has led to some interesting and vibrant debates! The students became far more enthusiastic as they got more involved."* – **Teacher**

*"In a lot of public engagement activities I've been involved in it tends to be the case that the scientists "present" material to the public. However, this was different in the sense that the students put questions "to" the scientists - and it is the students that drive and direct the process in this sense - NOT the scientists. I liked this."* – **Psychologist**