



Case study

Encouraging participation in higher education



Traditionally, not many of our students go on to university. *I'm a Scientist* raised their awareness of a variety of careers and helped students to relate to scientists, showing them the value of studying at a higher level.

Mark McNally, Science Teacher

Mark is a science teacher at a mixed 2-19 academy, where disadvantaged pupils make up over two thirds of the school population.

Mark wanted to challenge his students' preconceptions of scientists by getting the class to take part in *I'm a Scientist*. He believes the activity increased the likelihood of them studying STEM subjects or using science in their future professions.

Opening students' minds to academia

"One of the barriers for our students is that not many come from families with an academic background so they don't often consider academic routes," explains Mark.

"Through this activity, my students connected with academics and discovered things that interest them in terms of a future career."

Satisfying students' curiosity

Mark saw his students "engage with the kind of science that's going on right now

in the world," and explains how important it was for them to be able to ask whatever they liked.

"For a lot of students, *I'm a Scientist* was about satisfying their curiosity. It's important because they have so many questions and they don't always ask, especially the quieter students, but this platform allows them all to get their questions addressed."

Showing them interesting things going on now in science increased the chance of them pursuing STEM subjects in the future.

Taking part in *I'm a Scientist* showed Mark's students a variety of careers they could go into. He says that "getting them in contact with scientists has helped my students see it's something they could do."

Read the full case study: ias.im/96.10993

Register to take part: imascientist.org.uk/teachers