Providing STEM opportunities for distant schools

> As a remote rural community, we don't have a huge variety of careers on our doorstep, but these activities help bring them closer to pupils.

Emily Tulloch, Science Teacher

The most northerly school in the UK is located in the Shetland Isles. Emily, a teacher on the island of Unst, says *I'm a Scientist* let her students explore a range of STEM careers and increased their motivation to learn science.

Emily tries to provide STEM opportunities to help students broaden their understanding of careers, but it can be a challenge. "We have STEM ambassadors based in Shetland, but there are significant barriers for them to reach the school – it can take almost a day to visit for a 1 hour talk."

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Reaching remote students online
Emily wanted to use *I'm a Scientist* to contribute to her students' Science Capital by introducing them to working scientists. Through the activity, students connected with scientists in a large variety of roles, generating interest in STEM careers without needing the class or the scientists to travel. "Students saw different careers we don't have in the local area by chatting with scientists all across the globe," she says.

> Hugely beneficial, especially for rural communities. Every pupil should have access to it.

Long-term impacts
"It's engaging and stimulating for students to actually speak to live scientists doing real-life science and discuss what they think might happen in the future." The activity even improved science learning in her classes: "When students are engaged and start to see the real life impact of a subject, they're more enthusiastic about it – I definitely noticed an increased motivation to learn following *I'm a Scientist*."

Read the full case study: ias.im/96.10887

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