



Rob



Imad



Fern



Christian



Carol

## June 2019

The Bohrium Zone was a general zone supported by Wellcome. It featured six scientists:

- Rob Ives, winner of the zone, is an in-vivo scientist creating better tasting medicines for children.
- Imad Ouachan is developing new materials to protect offshore wind turbines blades from impacts.
- Fern Johnson is a trainee clinical scientist in bioinformatics, working in the genetics department of a hospital.
- Christian Gude makes plastics from waste gases using genetically engineered bacteria.
- Carol Wallace is a research technician working in an immunology lab that specialises in fungal disease.
- A sixth scientist unfortunately had to drop out at short notice.

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

PAGE VIEWS	BOHRIUM ZONE	JUNE '19 ZONES AVERAGE
<b>Total zone</b>	11,392	14,954
<b>ASK page</b>	705	1,171
<b>CHAT page</b>	1,392	1,374
<b>VOTE page</b>	916	1,415

	BOHRIUM ZONE	JUNE '19 ZONES AVERAGE	IAS 2012-19 AVERAGE
<b>Bohrium Zone Schools</b>	7	10	10
<b>Students logged in</b>	328	380	391
<b>% of students active in ASK, CHAT or VOTE</b>	80%	89%	86%
<b>Questions asked</b>	157	319	664
<b>Questions approved</b>	108	173	293
<b>Answers given</b>	251	414	529
<b>Comments</b>	18	46	70
<b>Votes</b>	195	303	308
<b>Live chats</b>	16	20	17
<b>Lines of live chat</b>	4,442	6,730	5,742
<b>Average lines per live chat</b>	278	346	357

### Popular topics

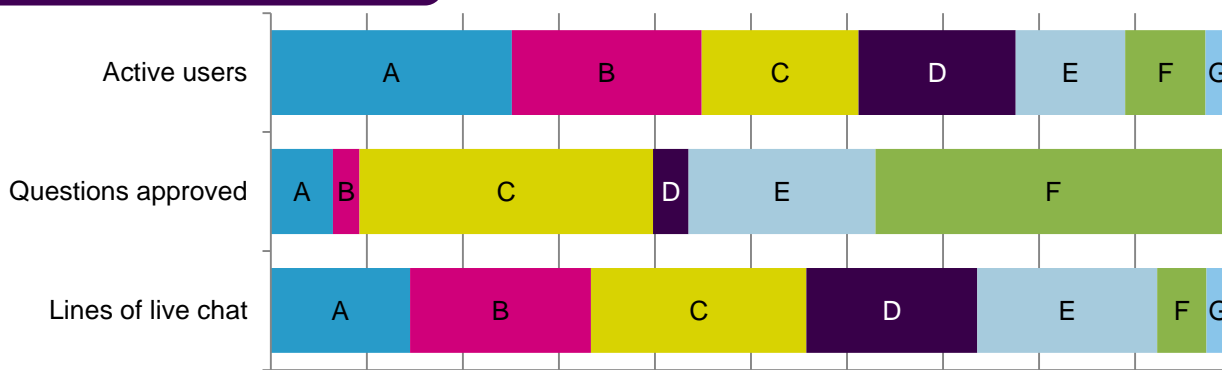
One of the most popular topics in this zone was Rob's work developing medicines and testing these medicines on rats. Many students expressed their disagreement with animal testing and Rob was great at explaining how the rats are looked after and the ethics behind his research.

Due to this being a general science zone, there were many questions about general topics the students were interested in, such as climate change and our impact on the environment, elements and biology.

Lots of students wanted to know about working as a scientist, with a higher than average amount of questions in ASK about careers and education. They asked about salaries, qualifications and work experience, and wanted to know the scientists' favourite and least favourite parts of their jobs. Students were interested in the scientists' future career ambitions, whether they could ever see themselves doing something else and what they want to do when they retire.

There were also questions about whether the scientists found their work impacts their personal life and if they have time for hobbies, with conversations about books and sport.

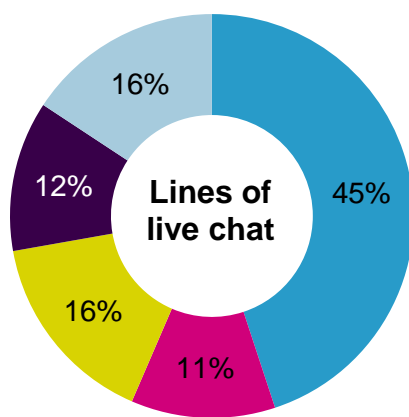
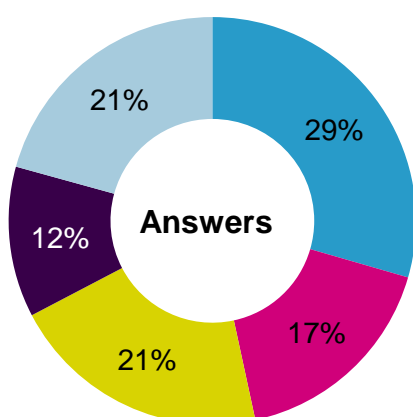
## School data at a glance



School	Year/s	Classes	
A	All Saints Catholic College, Huddersfield (WP)	7,8	3
B	Rainham Mark Grammar School, Gillingham (U)	10	2
C	St Dominic's High School, Belfast (WP)	7	2
D	St John Wall Catholic School, Birmingham (WP)	7,8,9	3
E	St Alban's Catholic High School, Ipswich (U)	8	2
F	Shimna Integrated College, Newcastle (WP)	9	1
G	Heathfield Community College, Heathfield (U)	STEM Club	1

We want to increase the participation of under-represented groups going into STEM careers. Find out what we mean by our under-served (U) and WP schools (WP), and how you can support us in working with more of these at [about.imascientist.org.uk/under-served-and-wp/](https://about.imascientist.org.uk/under-served-and-wp/)

## Scientist activity



SCIENTIST	PROFILE VIEWS	POSITION
Rob Ives	533	Winner
Imad Ouachan	350	2nd
Carol Wallace	254	3rd
Christian Gude	337	4th
Fern Johnson	312	5th

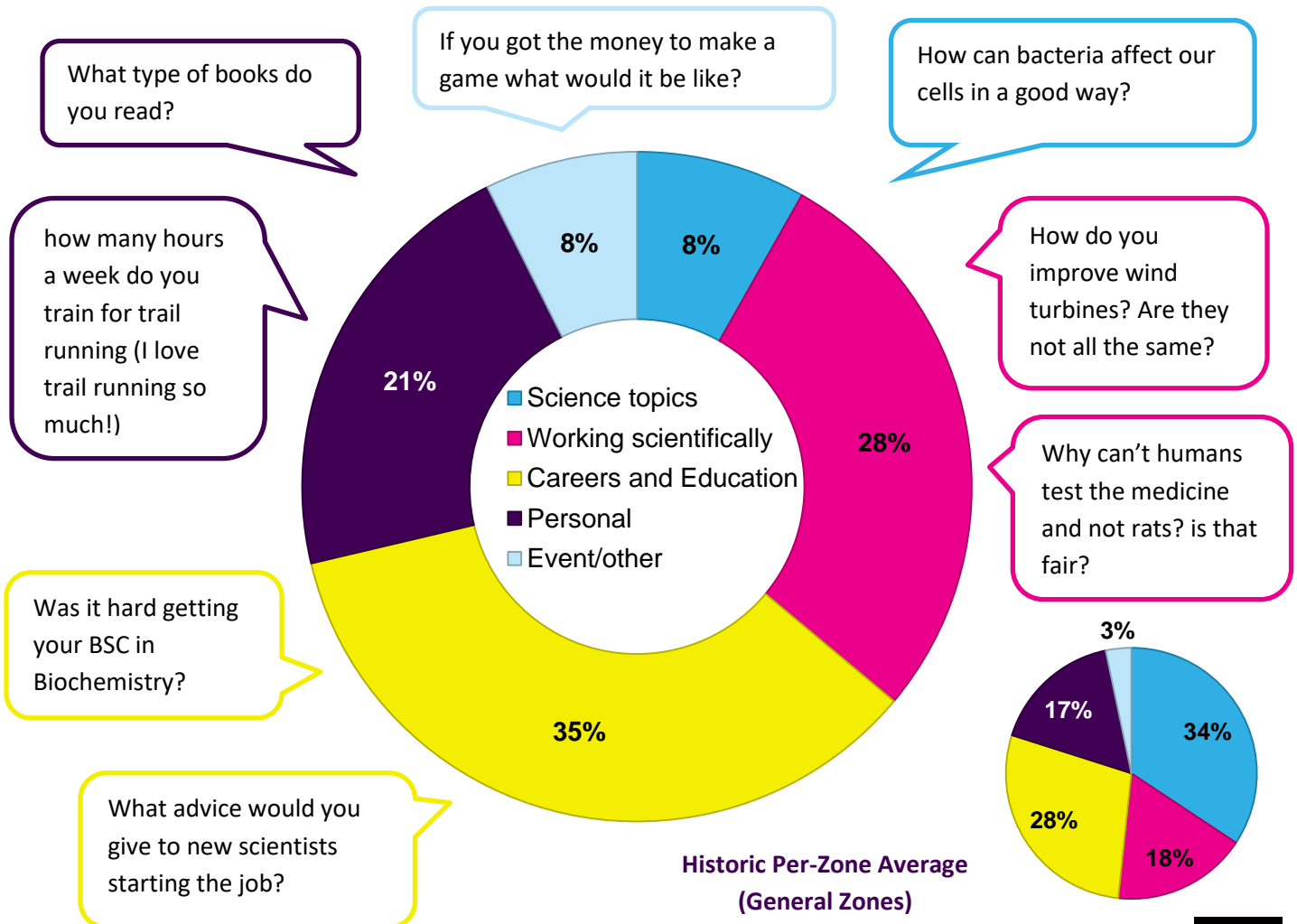


Frequent words used in live chats by students and scientists. Size of the word represents its popularity



### Question themes and example questions in the Zone

Find out about how we've coded the questions at [about.imascientist.org.uk/what-do-students-ask-about/](http://about.imascientist.org.uk/what-do-students-ask-about/)



## Examples of good engagement

In one ASK question, a student was concerned that their asthma would limit their ability to work in chemistry. The scientists gave personalised answers, and related to their own experience; helping students to see scientists as people “like me” helps to develop their science capital:

*“What jobs can i do involving chemistry though i am asthmatic and struggle breathing sometimes during experiments?” – Student*

*“Your asthma shouldn’t stop you considering a career in Chemistry. From sixth form/college any experiments involving nasty gases should be carried out in fume hoods that get rid of them. They might not have those at your school, perhaps are other ways that your asthma can be helped, such as opening windows in the classroom or working near a window...I have asthma and mine has changed in severity over my life, I’ve changed inhalers a few times and my asthma is well controlled because of this.” – Fern, Scientist*

*“If you feel as if the lab isn’t for you there always alternatives, not scientist works with in in the type of lab you would usually think of. Chemists also work on modelling how reactions take place on computers trying to find drugs that could potentially be a beneficial drug. There are also chemists that work out in the field monitoring the environment.” – Imad, Scientist*

Students were very interested in Rob’s work and wanted to know about his work testing on animals. Rob always listened to questions and reassured students on the ethics behind animal testing:

*“What happens to the animal if the medicine doesn’t work?” – Student*

*“Good Q. We have lots of caring technicians and vets who can check whether the animals are healthy. Sometimes the animals can be kept and used again.” – Rob, Scientist*

*“do you think there will be a time when you don't have to test the medicine on animals?” – Student*

*“I hope so. At the moment, there are not many good alternatives to using animals but there are lots of scientists looking for non-animal models” – Rob, Scientist*

*“Do you make medicines for animals?” – Student*

*“Not at the moment, but I have been working on a special jelly tablet to make it easier for pigs to take their medicine” – Rob, Scientist*

### Scientist winner: Rob Ives

Rob’s plans for the prize money: *“Some children have learning difficulties which can make learning new tasks and communicating with other people quite challenging. These children often benefit from environments which provide high levels of sensory stimulation. I will use the money to provide some sensory science kits to a special school close to where I work. These kits will help the young people to developing their understanding of science and assist them in coping with life and the challenges it presents them with.”*

Read Rob’s [thank you message](#).



## Student winner: Clodagh

As the student winner, Clodagh will receive a certificate and a gift voucher.

### Feedback

We're still collecting feedback from teachers, students and scientists but here are a few of the comments made about June's *I'm a Scientist...*

"It appeals to children with all types of abilities and gives them the opportunity to ask questions at their own level of understanding. The enthusiasm of the scientists involved is contagious and students get very excited when questions are answered." – **Teacher**

"I have learnt that your background life doesn't just have to be about science as well and that you can do running, cooking, football etc in your free time" – **Student**

"As it is online, there's a real sense of flexibility compared to other types of science engagement (where you physically have to be there). Communicating with schools all over the country is also very rewarding." – **Scientist**