



Helen



Farah



Dave



Cheryl



Bastian



Alun

June 2019

The Hassium Zone was a general zone supported by Wellcome and featured six scientists:

- Helen Faulkner tests drugs to be sure that they are safe for patients to take.
- Farah Elahi is completing a PhD looking at how virtual reality can improve young people’s mental health.
- Dave Underhill, the winner of this zone, is an archaeologist who runs projects aimed at increasing public understanding of mining and quarrying industries.
- Cheryl Williams analyses specimens from patients to help doctors with diagnosis.
- Bastian Saputra is researching how to modify bacteria to make them glow in the presence of soil pollution.
- Alun Owen is an Environmental Chemistry Technician who also teaches chemistry at university.

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

PAGE VIEWS	HASSIUM ZONE	MAR '19 ZONES AVERAGE
Total zone	13,533	14,954
ASK page	762	1,171
CHAT page	1,551	1,374
VOTE page	1,603	1,415

	HASSIUM ZONE	MAR '19 ZONES AVERAGE	IAS 2012-19 AVERAGE
Hassium Zone Schools	9	10	10
Students logged in	385	380	391
% of students active in ASK, CHAT or VOTE	96%	89%	86%
Questions asked	175	319	664
Questions approved	111	173	293
Answers given	266	414	529
Comments	31	46	70
Votes	329	303	308
Live chats	22	20	17
Lines of live chat	6,954	6,730	5,742
Average lines per live chat	316	346	357

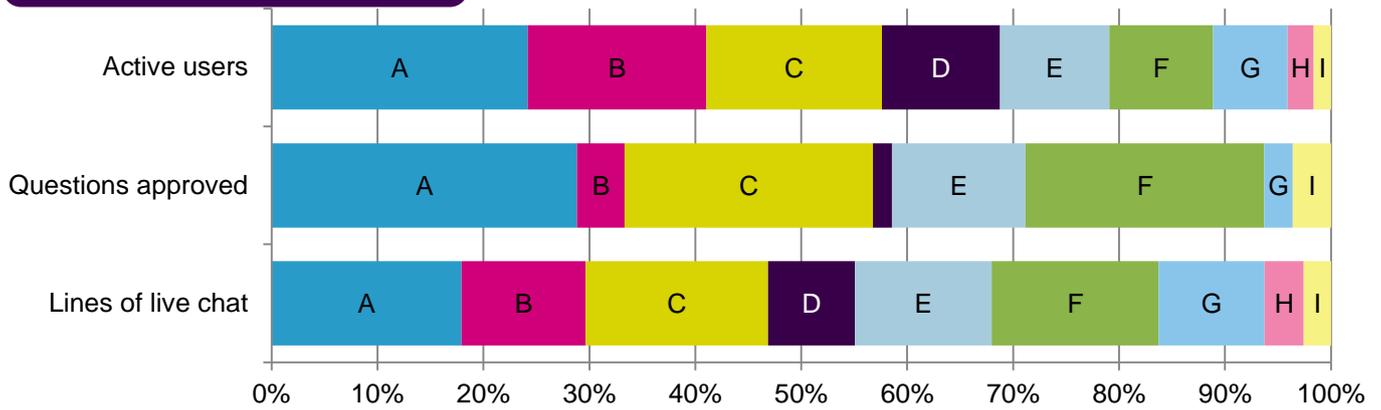
Popular topics

The Hassium Zone was a general science zone, and students asked about a variety of different topics. Many questions related to the scientists’ individual work, for example Cheryl’s work as a biomedical scientist, with students curious about different diseases and bacteria.

There was a lot of interest in Farah’s work with virtual reality, how can this improve mental health and if Farah thinks VR is the future of mental health treatment. Students wanted to know about the different technology she uses in her research and how she tests them.

Many students asked about the scientists’ career paths. Dave wrote in his profile that he has changed jobs a lot, and students asked about his different roles, for example as a stunt man and an apprentice bladesmith. This was a great opportunity for students to see that there isn’t one path into a career in STEM. Students asked all the scientists what age they knew they wanted to be a scientist and if they had wanted to be something else at school, why did they change their mind.

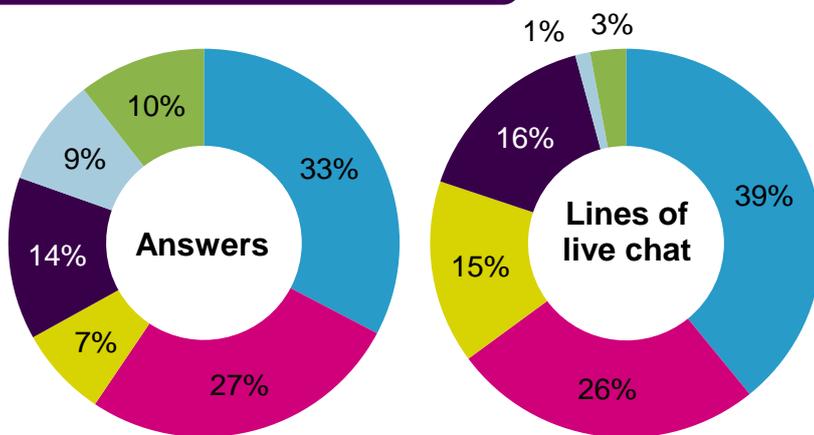
School data at a glance



School	Year/s	Classes	
A	The Holmesdale School, Snodland (U)	9	5
B	Walker Riverside Academy, Newcastle-upon-Tyne (WP)	9	3
C	Allestree Woodlands School, Derby (U)	9	2
D	The Charles Dickens School, Broadstairs (U)	9	2
E	Reepham High School and College, Norwich (U)	9,12	2
F	Ormiston Maritime Academy, Grimsby (WP/U)	7,8	3
G	St Bartholomew's School, Newbury (U)	7	1
H	The Radcliffe School, Milton Keynes (WP)	8	1
I	Ethos College, Huddersfield (WP, PRU)	10	2

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/

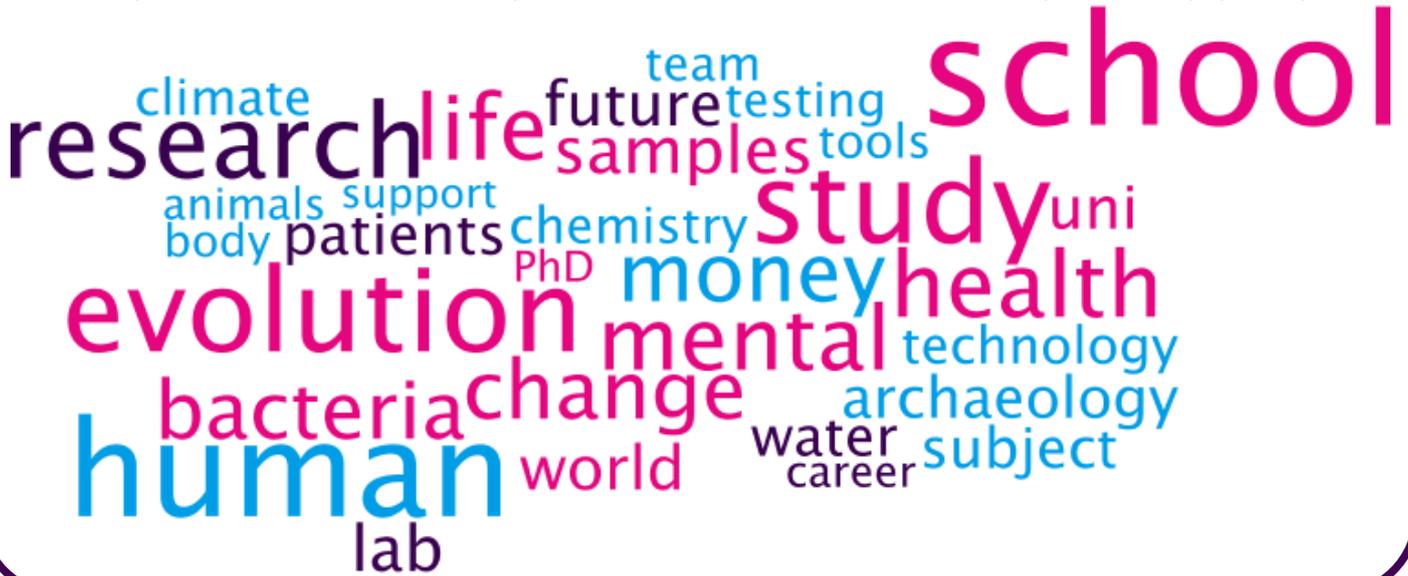
Scientist Activity



SCIENTIST	PROFILE VIEWS	POSITION
Dave Underhill	566	Winner
Cheryl Williams	424	2nd
Alun Owen	436	3rd
Farah Elahi	467	4th
Bastian Saputra	370	5th
Helen Faulkner	537	6th

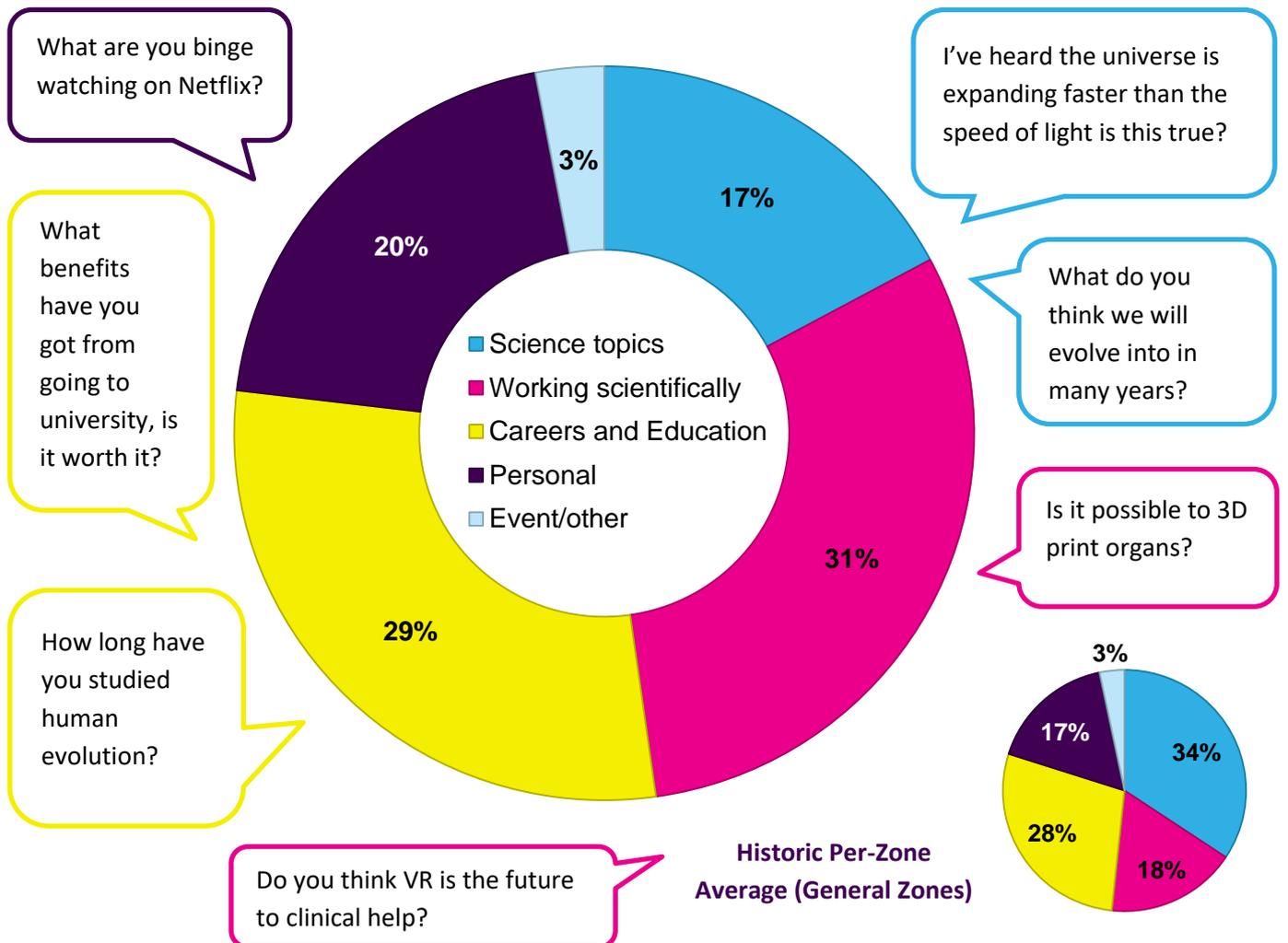


Frequent words used in live chats by students and scientists. Size of the word represents its popularity



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/



Examples of good engagement

In the live chats, students and scientists shared common interests, helping to show students that scientists are people like them and contributing to their science capital:

“What did you want to be when you were my age?:-D” – Student

“I only decided i wanted to be a scientist when i was 18/19. I wanted to be a vet up until college. Before that (primary school) i wanted to be a writer or journalist” – Cheryl, Scientist

“I love reading!” – Student

“Me too! I was into Roald Dahl and Enid Blyton at your age, and then got into teen horror, then Stephen King” – Cheryl, Scientist

“I like Harry Potter” – Student

“I’ve read all of those books loads of times, and my daughter is reading them too!” – Cheryl, Scientist

“I’m currently reading Twilight” – Student

“Oh I’ve read those too, as a grown up though :)” – Cheryl, Scientist

Students were interested in the scientists’ work, for example in this conversation where a student wanted to find out more about Dave’s research into ancient tools:

“How is it you can analyse psychology from tools? What do you look at to investigate this?” – Student

“Were they just knocking sharp flakes off, were they retouching them to make new shapes or harden the edge, how far did they need to plan ahead etc and what are the implications for other areas of their lives?” – Dave, Scientist

“Does crafting technique vary much between regions? What types of tools are observed?” – Student

“It can yes - the availability of different materials is the prime driver, over in Asia they had loads of bamboo but not much stone so most of their tools would have been made from bamboo and we don’t find them. Here in the UK we have loads of flint so most of our tools are made of that, but in mainland Europe they used all sorts of materials” – Cheryl, Scientist

Scientist winner: [Dave Underhill](#)

Dave’s plans for the prize money: “I would like to donate some money to the Lithic Studies Society to encourage school in-reach concerning lithic analysis, or to the Minerals Matter project to further its work promoting the Minerals and Mining sector to the next generation.”

Read Dave’s [thank you message](#).



Student winner: [zest351bug](#)

As the student winner, zest350bug will receive a certificate and a gift voucher.

Feedback

We're still collecting feedback from teachers, students and scientist 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**