

November 2019

The Enquiry Zone was a psychology zone for primary schools to help psychologists design a research project. The winning project will be carried out by the students over the remaining school year. The zone is supported by the British Psychological Society, with five psychologists:

- Vassilis Sideropoulos is a research technician, whose project idea explores how visual patterns affect our attention.
- Pizza Chow is a postdoctoral research fellow, and as the winner will develop her project idea, where students will test the problem-solving ability of their pets or local wildlife
- Line Caes is a lecturer in Psychology, who wanted to look at how parents can best help their children when they are in pain
- Kareena McAloney-Kocaman is a lecturer in Applied Health Psychology, proposing a project exploring whether we can teach people to be more creative
- Carolina Brett is a works in Health Psychology, whose project explores what makes us happy

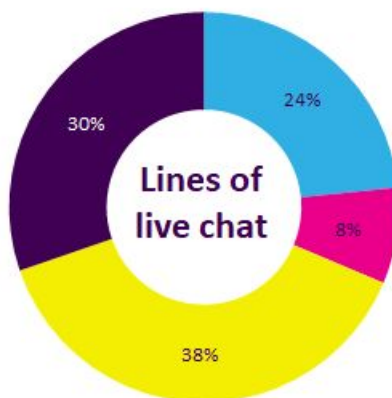
Key figures

The Enquiry Zone had the most live chats of all the zones this November. Some schools booked two chats per class, in order to chat again about the project ideas.

There was a low number of questions approved compared to those asked, to try and keep the focus on the psychologists' project ideas and questions around the project themes.

	ENQUIRY ZONE	NOV '19 ZONES AVERAGE	2012-19 ZONES AVERAGE
Schools	12	10	10
Students logged in	484	368	389
% of students active in ASK, CHAT, VOTE, or comments	89%	91%	87%
Questions asked	736	571	659
Questions approved	204	262	291
Answers given	213	457	525
Comments	38	45	69
Votes	298	294	307
Live chats	23	18	17
Lines of live chat	9947	6334	5771
Average lines per chat	432	352	356

Scientist activity



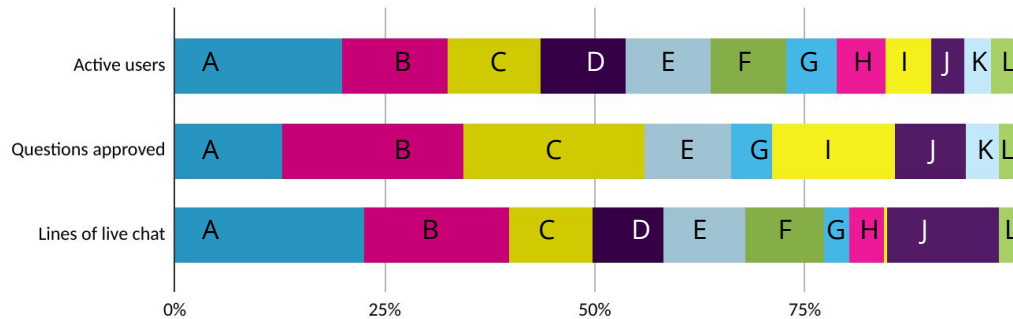
PSYCHOLOGIST

PLACE

- Pizza Chow
- Vassilis Sideropoulos
- Line Caes
- Caroline Brett
- Kareena McAloney-Kocaman

- 1st
- 2nd
- 3rd
- 4th
- 5th

School activity



		YEAR GROUP(S)	CLASSES
A	St Albert's Primary School, Glasgow City (WP)	5, 6	3
B	St Bridget's Primary School, Glasgow City (WP)	6	2
C	Merton Park Primary School, London	3	2
D	Lark Rise Academy, Dunstable (U)	6	3
E	Wargrave Cofe Primary School, Newton-Le-Willows (WP)	6	3
F	Oaksey Cofe Primary School, Malmesbury (U)	5, 6	2
G	St Laurence's Catholic Primary School, Liverpool (WP)	5, 6	2
H	St Matthew's Primary School, Glasgow	3, 6	2
I	Stanton St Quintin Community Primary School, Chippenham	6	1
J	Sir John Hunt Community Sports College, Plymouth (WP)	7	1
K	Ramsden Primary School, Worksop (U)	4	1
L	St Philip's Catholic Primary, Leeds	5, 6	2

We have found that schools that are more than 30 minutes travel time from their closest Higher Education Institution are less likely to receive visits and benefit from engagement activities. We give priority to underserved (U) and widening participation (WP) schools when allocating places. Find out more about our research at <https://about.imascientist.org.uk/2017/school-engagement-in-stem-enrichment-effect-of-school-location/>

Popular topics

Throughout the two weeks, conversations in chats were more focused on the project ideas than in ASK. This is likely to be because within chats, the psychologists could prompt conversations by talking about their ideas, and ask students for their input on design and practicalities. The two way nature of the chat was successful at engaging students with how they could contribute to the project ideas, whereas in ASK, most students wanted to ask the psychologists about the projects and research areas, rather than give their own input.

Students were clearly interested in the different areas the psychologists worked in, with many questions in ASK about why they had decided to carry out this research and what they already know about that area. There were also many general questions about experiments.

There were also many questions from students getting to know the psychologists on a personal level, with questions about favourite animals, holidays and food.

Examples of good engagement

The chats were a good platform for the students to get direct feedback from psychologists about their ideas for the projects. The psychologists often asked follow-up questions, enabling students to think carefully about how they could work:

"Could you measure happiness by collecting information? Maybe based on people's emotions and how their facial expressions change?" – Student 1

"That sounds like a good idea. What other information would you collect?" – Caroline, Scientist

"We could also collect information by asking people how they feel each day? Maybe ask different people a few times a week to see the differences in their emotions?" Student 1

"You should calculate on a chart facial expressions and what the average percentage people usually smile a day" – Student 2

"Who would do this? Would you have people watching others all day?" – Caroline, Scientist

"Yes maybe there should be a special person as monitor or something" – Student 2

Within chats students and psychologists often shared personal experiences related to the projects, such as in this example where a student and Line discuss being in pain. This allows students to connect with the psychologists and understand more about the research ideas and why they are relevant to their own lives, helping to contribute to their Science Capital:

"How do you think the project will help people now and in the future?" – Student

"I am hoping it will help parents know better what to do when their child is pain and That might make the experiences a better one for everyone.

Can you think of events where you have hurt yourself and how your parents reacted? I'd like to hear some of your stories! For instance, I can remember that my dad always remained very calm, while my mom was very upset and cried when I was in pain." – Line, Psychologist

"When I broke my arm, my Mum just panicked and didn't know what to do but my Dad was calm" – Student

"Thanks for sharing!" – Line, Psychologist

"We could an experiment in school about how different teachers react when we are upset or hurt." – Student

"That would be a great idea! We have asked teachers before how they respond to pain in their pupils and they all act differently! What do you think would be most helpful?" – Line, Psychologist

"It would be helpful for a child, instead of shouting if we are naughty, our parents need to check if we are upset because that is why we might be acting badly" – Student

"That is absolutely right! Pain can be hard to express and children often express it in different ways, sometimes by acting badly!" – Line, Psychologist



Scientist winner: Pizza Chow

Pizza's plan is to investigate how intelligent pets and other wildlife are. She hopes to develop a range of 'IQ tests' with students, which can be created within a classroom and then be used to properly compare the intelligence between different species of animals.

Read Pizza's [thank you message](#)

Pizza is currently developing resources for teachers to run the project with their class next year.

Student winner: made364can

As the student winner, made364can 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 November's *I'm a Scientist*...

Both classes absolutely loved taking part and my class actually clap at the end of the live chat... This project encourages a greater understanding and interest in science. Pupils see scientists as real people with interests like their own. It breaks down the stereotypes around the career. Taking part also encourages the pupils to think about the world of work and future careers.

— Teacher

We had our first live chat today and the students loved it!! It was so lovely to see them so engaged with the live chat and some of their questions were fab!

— Teacher

I'm a Scientist has changed my perspective on science

— Student

I particularly enjoyed the live chats with classes because the engagement was totally led by them and it was a lot of fun to chat about such a variety of things, from being a researcher, to their questions about dementia, to our favourite snacks, to Netflix - I'll miss doing them a lot! And, in chats, there were some questions that came up frequently, which has given me a better idea of some of the concerns/questions of younger people.

— Scientist



St. Bridget's Primary
@StBridgetsPS

Great excitement in p7 during the live web chat @imascientist Lots of thoughtful questions and detailed replies. Now to think through our ideas for the investigations with the psychologists in the Enquiry Zone. @STEMglasgow

