



Martha



Jennifer



Dan



Ben



Baptiste

March 2020

The Moscovium Zone was a general zone for secondary schools, supported by STFC. There were five scientists taking part in the zone:

- Martha Jesson is an Intelligence Coordinator helping services to provide better care.
- Jennifer Carroll is a Nuclear Scientist at Wood plc, designing changes to nuclear power stations to help keep reactors operating and generating electricity.
- Dan Brunsdon is a Medical Anthropologist at the London School of Hygiene and Tropical Medicine, trying to understand how to prevent people getting sick.
- Ben Rowsell is a PhD student developing new ways of producing drugs and sustainable production of industrial products.
- Baptiste Ravina, the winner of the Moscovium Zone, is studying particles created by hitting other particles together in the lab.

Key figures

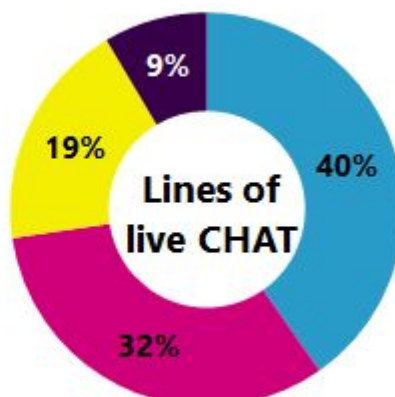
This zone had more students logging in than other March 2020 zones, and also more live chats. However, the chats were less busy than average.

We were only able to recruit five STFC related scientists for this extra zone because of reduced leadtimes.

Due to the effects of coronavirus, many schools reported a large number of staff and student absences, which had an impact on their participation in the second week. Students could still access the chat from home so we still opened bookings, but there were a lower number of chats than we would normally see, and they were quieter on average.

	MOSCOVIUM ZONE	MAR '20 ZONES AVERAGE	2012-19 ZONES AVERAGE
Schools	7	7	10
Students logged in	326	300	385
% of students active in ASK, CHAT, VOTE, or comments	83%	86%	87%
Questions asked	153	251	637
Questions approved	91	154	284
Answers given	188	287	512
Comments	24	27	66
Votes	213	204	301
Live chats	17	14	16
Lines of live chat	4680	4869	5,722
Average lines per chat	275	358	357

Scientist activity



PLACE

Baptiste Ravina	1st
Dan Brunsdon	2nd
Martha Jesson	3rd
Jennifer Carroll	4th
Ben Rowsell	5th



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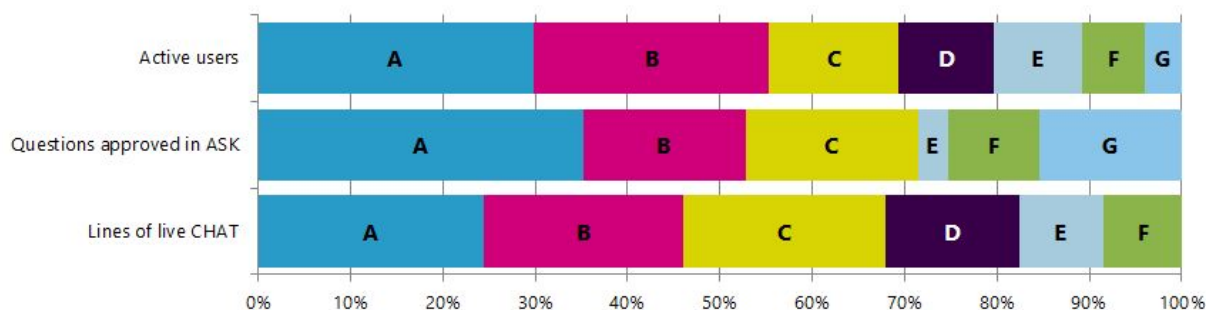


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School activity



		YEAR GROUP(S)	CLASSES
A	Ashby School, Ashby-de-la-Zouch	10	5
B	Ashton Community Science College, Preston (WP)	10	3
C	St Alban's Catholic High School, Ipswich (U)	8	3
D	Harris Academy Wimbledon, London	7	2
E	The Cornelius Vermuyden School, Canvey Island (U)	9	2
F	St John's Catholic Comprehensive, Gravesend (U)	10	2
G	The Sir Robert Woodard Academy, Sompting	7	1

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

Students showed an interest in the scientists' individual research areas, and asked Dan about what it is like to travel around the world for his job, and Martha about her favourite parts of working with and improving the NHS.

Other topics discussed were about the world and the future. There was also many questions about coronavirus, with students wanting to know more about how they could protect themselves and their families.

Students were also interested in the scientists on a personal level, comparing their favourite food and hobbies, and discussing dog names.



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Frequent words used in live chats by students and scientists



Question themes and example questions in the Zone



How do you plan to use the money to educate young girls in science?

How did life evolve from nonliving matter?

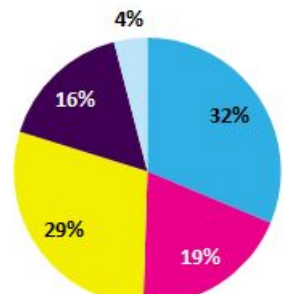
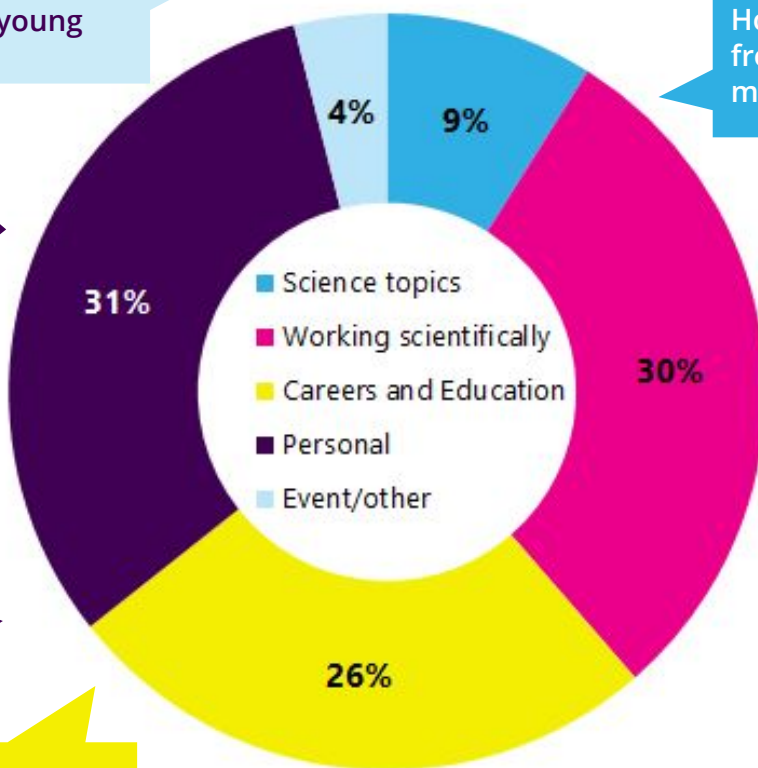
What is your favourite thing to cook and when did you get into cooking?

How do you think the pharmaceutical industry can become more sustainable?

Do you like exploring the wild?

What grades did you get to become a scientist?

Does your job allow you to travel to different places around the world?



Historic Per-Zone Averages



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Examples of good engagement

The students asked lots of questions based around the scientists jobs, and what kind of work they did on a day-to-day basis. This helped the students to see the range of careers that could be available to them:



4 Töb: @Dan: What company do you work for that means you can get involved with this kind of work?

[Reply](#)



Dan: @Töb: At the moment I'm on the UK public health rapid support team, which means I'm paid by Public Health England. But I am based with the London School of Hygiene and Tropical Medicine as the team is a collaboration

[Reply](#)



4 Töb: @Dan: Oh that sounds interesting, do you mostly just get to go to places where there's a new disease outbreak to try and learn about the disease?

[Reply](#)



Dan: @Töb: Certain members of my team will go to each new outbreak, however as I'm in research I have a speciality that I focus on - so I work specifically on Lassa fever in Western Africa

[Reply](#)



4 Töb: @Dan: What do you do when you're not abroad? Is it still research work?

[Reply](#)



Dan: @Töb: This way (hopefully) if another outbreak occurs, there is a local skill set to respond without having to fly in random westerners which is pretty neocolonial in my opinion :)

[Reply](#)



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Scientist winner: **Baptiste Ravina**

Baptiste's plans for the prize money: "I actually have two potential ideas: one is to launch a series of instagram videos of scientists, about the personal lives and experiences beyond being a scientist, the other to have proper discussions on the place of science in society. "

Read Baptiste's **thank you message**

Student winner: **time398gas**

As the student winner, time398gas 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 March's *I'm a Scientist*...

All our students have thoroughly enjoyed the experience, learned a lot and had something positive to cling to this past week
— Teacher

I would highly recommend I'm A Scientists to my colleagues, as I had an incredible experience. The ability for high school students to ask questions (including some real tough ones) directly is a fantastic outreach tool, and I feel privileged to have taken part.
— Scientist

I think this is a pretty unique method of science engagement! You get the chance to get to know and help some of the students, particularly in the evening chats!
— Scientist

Thank you for answering every question no matter what the challenge!
— Student

This has been really useful. Thank you for taking time to answer us! :)
— Student

Thank you for giving up the time and answering our questions you have informed us with a lot of cool and amazing information
— Student