

May - June 2022

The Great Science Share Zone (gss22.imascientist.org.uk) ran from 9 May to 17 June. It was funded by the Royal Society of Chemistry and run in partnership with the Great Science Share for Schools. The Zone enabled primary school students taking part in the Great Science Share to connect with working scientists and ask questions relating to their own scientific projects. This highlighted that they are scientists too by using the same three principles of ask, investigate and share.

The Zone featured 18 scientists working across a variety of fields. They connected with 127 students from across the UK. 122 students (96%) actively participated by writing Chat lines and asking follow-up questions.

The Zone ran during assessment season. This may have reduced the activity in the Zone. Additionally, schools participating in the Great Science Share were provided with a multitude of other opportunities to take part in.

Key activity figures

	Zone
Students logged in	127
Students active	96%
Schools	5
Scientists	18
Live Chats requested	10
Live Chats taken place	6
Lines of live Chat	2,588
Average lines per live Chat	431
Questions asked	69
Questions approved	49
Answers given	70

Who took part?

127 students from 5 schools across the UK logged into the Zone and connected with 18 scientists. 11 participating scientists were members of the Royal Society of Chemistry.

Impressively, 91% of active students were from priority schools: 67% from underserved schools and 91% from widening participation schools.

96% of students actively engaged by taking part in live Chats, asking follow-up questions and voting.

Activity

10 live Chats were booked. 6 took place.

Out of the remaining 4 Chats booked, 2 were cancelled and in 2 the school did not attend and did not give notice. All schools were chased and invited to rebook.

There was one live Chat where the teacher asked questions on behalf of their students. It is also common for students to share login details or computers during live chats. Therefore, the number of students engaged will be higher.

Students asked 69 follow-up questions of which 49 were approved and 14 were duplicates.

School activity

Students from 5 schools across the UK participated in the Zone.

School	Active users	Chats attended	Chat lines (total)	Chat lines (per user)	Questions approved
St. Margaret's C of E Primary School , Lancashire (WP/U)	66	2	1,054	16	17
St Bridget's Primary School & Nursery Class, Glasgow City (WP)	28	1	450	17	0
Hadlow Primary school, Kent (WP/U)	17	1	94	6	0
Streatham Wells Primary School, London	11	1	122	11	12
Newsham Primary School, Northumberland* (WP)	2	1	33	17	20

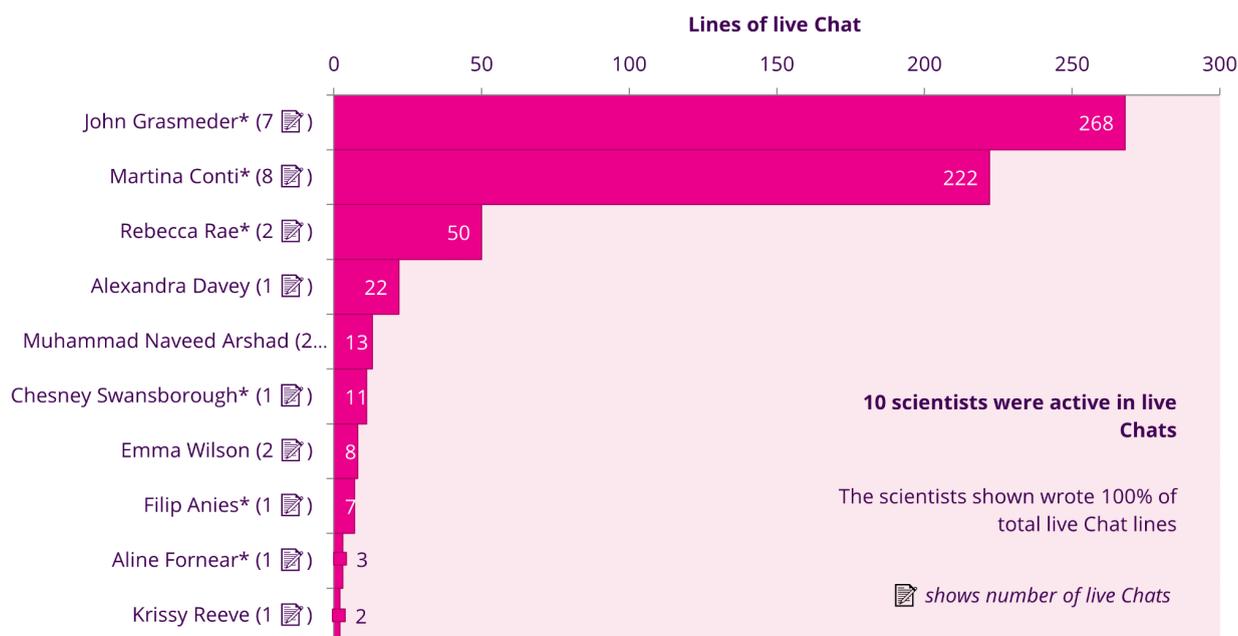
** In these Chats teachers typed questions on behalf of their students, with the Chat displayed on a screen.*

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

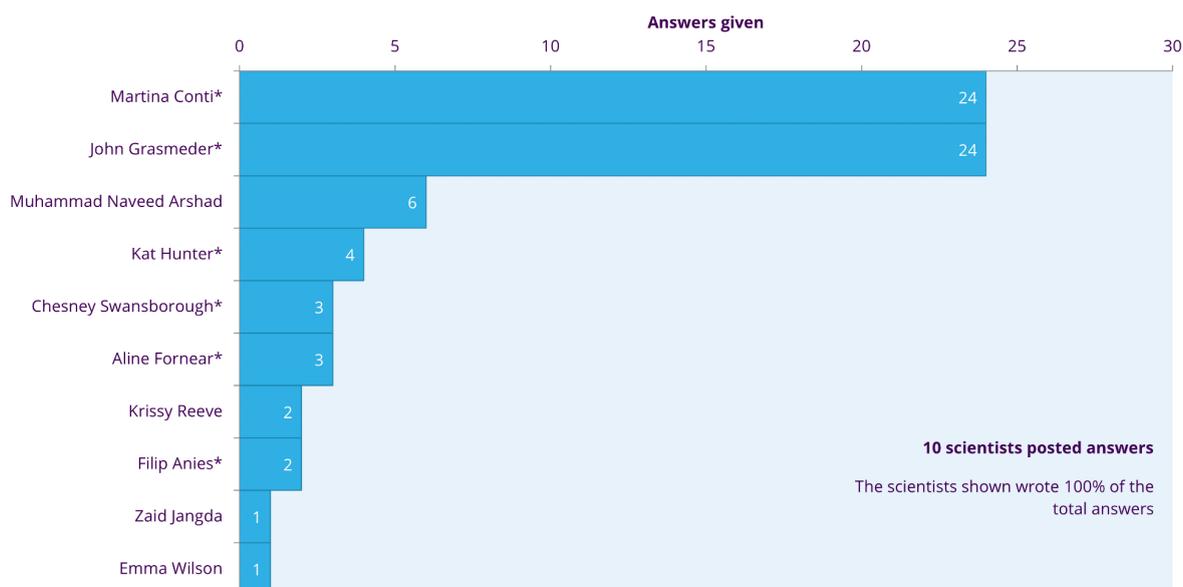
Scientist activity

During the Zone the scientists interacted with students by writing 606 lines of live Chat, and providing 70 answers to 49 posted questions.

10 most active scientists in live Chats



10 most active scientists in posting answers



* scientists are members of the Royal Society of Chemistry

Good engagement

Questions about the scientific topic and methodologies used can foster interest in the subject area and support students' science literacy.

Student 1: What kind of new materials will you develop? Also what will they be used for?

John (scientist): We are developing new materials to replace metals, to save weight, reduce fuel consumption and reduce CO2 emissions in cars and planes

Student 1: There is a vast amount of cars and planes, how is this possible?

John (scientist): Only possible because we are using up our planet's resources in making them in big factories. There are about 80 million new cars made every year.

Student 1: What drives you to do this? Your science or your planet?

John (scientist): I think science can be used to save the planet as well as make many things like cars and planes more sustainable

Student 1: I understand thanks!

Student 1: What tools do you use to get rid of waste in water?

Rebecca (scientist): I use a material which is a white powder, this is what goes into the water and soaks up all the waste particles. Then i can filter this out. In the lab i mostly just use beakers and bottles and filter funnels

Information about scientists careers can provide valuable insight into what it is like to be a scientist and what it takes to get there. Additionally, it can show students that scientists can struggle with their jobs just like anyone else.

Student 1: What made you get into what you do?

Martina (scientist): In high school I enjoyed chemistry and I always liked geology (I always collected rocks and shells since I was a child) so I went into geochemistry!

Student 1: Did you ever at some point find your job hard and why?

John (scientist): Some parts of my job are always hard. Inventing new materials can be like that

Martina (scientist): Parts of my job are hard, I'm not fond of writing and it takes me a while to do it. But it always feels good after doing it.

Understanding how scientists work and how science can relate to student's lives is important to support their science capital and highlights the value of science to them.

Teacher: We have farmers in our class - how can your technology help their families to improve their farming?

Naveed (scientist): Using modern technology like drones, having sprayer on it can cover a larger area and save time. Satellite data helps the government to plan what to grow and where to grow and it helps farmers to decide better farm management and increase income.

Teacher: The children are very impressed on this drone technology use!

Feedback

It's been lovely to chat with the students! Really challenging questions! **Alexandra** (scientist)

This has been a fantastic chat - as always!
Thank you for all your replies

Teacher

We all love you, thank you for sharing your science knowledge and ideas with us!

Student

Thank you very much! It was super enjoyable with great questions!

Martina (scientist)

Thank you all so much for your amazing answers. The children have loved learning about plants and materials.

Teacher