I'm a Scientist,
Get me out of here:

2025 Johnson Matthey Funding Summary Report

January 2026

MangorollaCIC

Background

I'm a Scientist, Get me out of here **(IAS, imascientist.org.uk) is an online, student-led, public engagement project that gives school students across the UK real interactions with scientists and other STEM professionals.**

Scientists create profiles on the website and engage directly with school students through real-time, text-based chats, and answering posted follow-up questions. Students ask questions about whatever they want; questions about careers, research, as well as their wider interests and lives outside of work.

Through taking part, students engage with STEM professionals from a diverse range of backgrounds, disciplines, and industries. They get to see scientists as ordinary people with hobbies, interests, pets, and families. They learn about STEM careers and opportunities in higher education, while seeing how what they learn in school relates to the world around them.

In 2025 Johnson Matthey (JM, matthey.com) funded the IAS project to engage students with JM work and research. This report is a summary of the activity, interactions and impact of the JM staff who participated.

Contents

Summary

- **43 JM staff were given access, 28 actively took part in 2025**
- **JM funded scientists took part in 152 chats**
- **We estimate that more than 3,000 students from 92 schools took part in chats with JM funded scientists**
    - 77% of participating schools were priority schools
- **Taking part has a positive impact on scientists[1]**
    - 70% reported increased skills communicating with lay audiences
    - 67% reported increases in confidence in, and 63% in enthusiasm for communicating with lay audiences
    - 68% reported increased interest in future public engagement activities
- **96% of scientists[1] and 94% of teachers[1] would recommend the activity**
- **Taking part supports students' science capital and provides opportunities for whole class engagement[1]**
    - 89% of teachers report the activity to be 'extremely' or 'very effective' for developing awareness of STEM careers
    - 86% found it effective for challenging stereotypes about STEM professionals
    - 84% found the activity effective for helping students see how STEM relates to the world around them
    - 82% found the activity effective for improving students' confidence in asking questions about STEM

[1] Based on survey responses from participants across the *I'm a... Programme* including participants funded by JM and other partners.

JM evaluation metrics

Metric	Outcome
Mandatory metrics	
Total number of young people reached through the project	We estimate that **3,109 students were reached**.
Total number of young people reached through the JM funded project, that would be classified as typically excluded from science, e.g. girls and women, ethnic minorities, people with disabilities and those from low-income backgrounds.	We estimate that **56% of the students were girls**: 1,292 active student accounts, or 1,809 estimated students reached. (This figure is based on the number of students taking part from single-gender schools, and assuming 50% of the class for mixed schools.) **77% of active students were from priority widening participation or underserved schools**[2]: 1,750 active student accounts, or 2,450 estimated total students reached.
Total number of JM volunteers involved	**43 JM staff were given access to the site. 28 actively took part** through chats or answering students' follow up questions.
Positive attitudes of learners and influences	
Number participated in science-related interactions and experiences	We estimate that **3,109 students were active in chats.**
Better diversity and mobility	
Number of schools in need supported (e.g. isolated, under-resourced (teachers) low performing or high proportion of low income students)	**71 schools** (77%) participating in chats with JM funded scientists were priority widening participation or underserved schools:[3] - 49% of schools were widening participation schools - 39% were distant from HEIs

[2] See: *Participants and Activity; Schools; Widening participation and distant schools* for information on how priority schools are identified and categorised.
[3] (As above)

Advice on careers and opportunities

Number agree a science qualification can help you get many different types of jobs	Teachers are invited to complete a feedback survey in the weeks following their chat sessions. When asked how effective they found the activity for *developing students' awareness that STEM qualifications can be useful even if you don't want to be a scientist*. Respondents gave an average score of **3.9/5**, where 5 is Extremely effective, and 1 is Not at all effective.

Participants and activity

Summary of activity

Activity and chats attended by JM funded scientists

JM scientists given access	43
JM scientists actively participated (in chats and answering follow up questions)	28
Schools engaged in chats	92
Student accounts active in chats	2,221
Estimated true number of students engaged in chats [4]	*3,109*
Chats booked	152
Chats took place	144
Chat invites sent to JM scientists	3,676
Interactions [5]	172
Lines of chat[6]	45,707

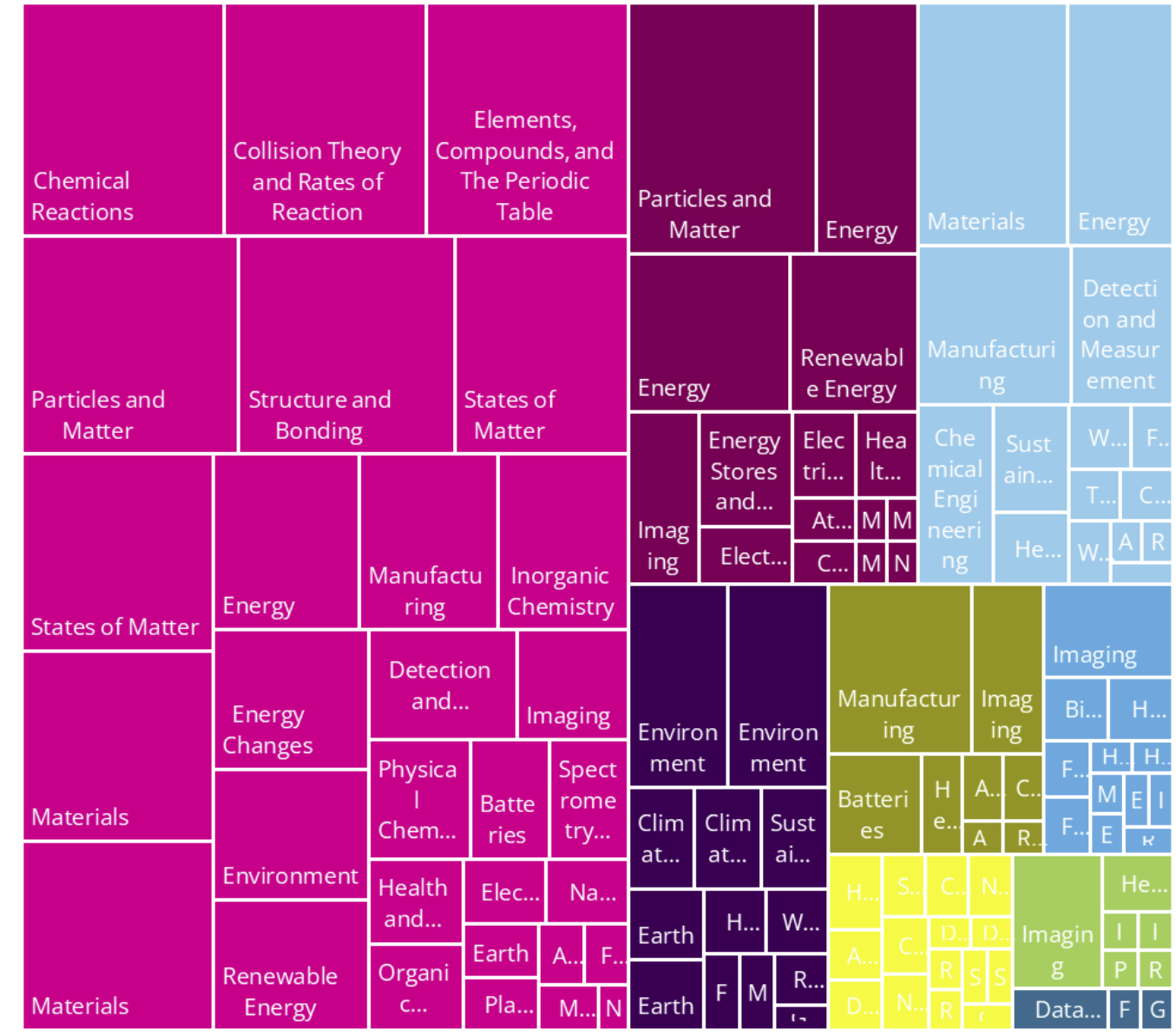
All scientists who added a photo to their profile were given the opportunity to take part. Despite the ease of participation, some of the scientists were less able to take up the opportunity as they would have liked due to unanticipated increases in workloads, maternity leave and placement students having to return to university.

[4] Many students take part in pairs, or share computers or tablets; the estimated true number of students engaged is the students engaged (i.e. student accounts active in a chat) multiplied by 1.4
[5] Total instances of a scientist attending a chat
[6] Total lines of chat in chats attended by JM funded participants (including all students and scientists attending)

Participating JM scientists

Themes represented by JM scientists

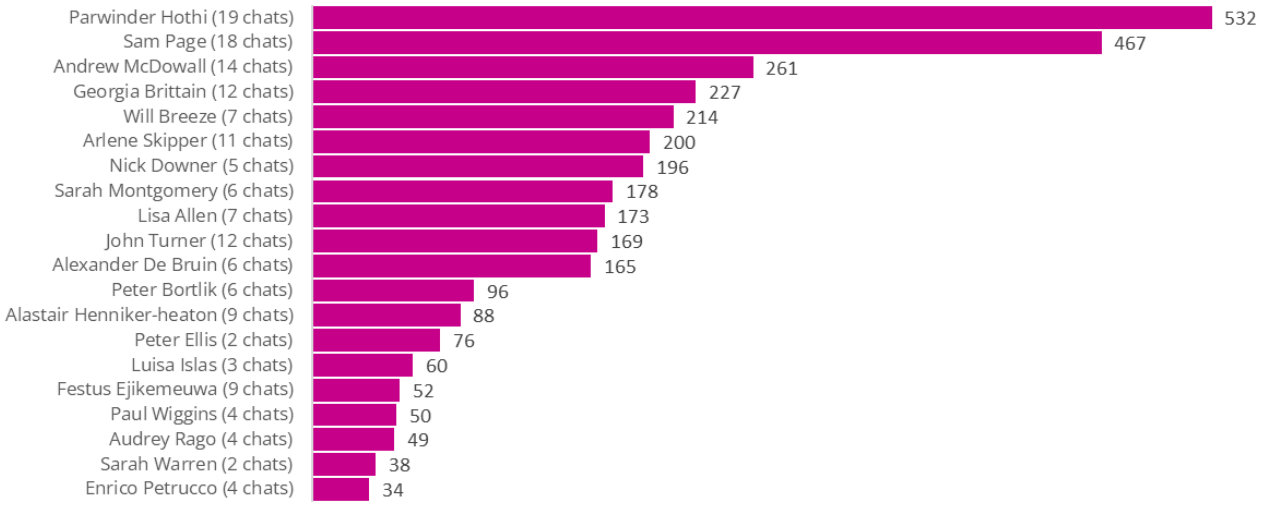
In the charts below, the size of the box is proportional to the number of scientists representing each theme. Chemistry themes were most common among JM scientists, followed by Physics, and Engineering.



Chemistry themes · Physics themes · Engineering themes · Earth and Environmental Science themes · Technology themes · Biology themes · Computer Science themes · Health themes · Maths themes

Scientist activity

The charts below show activity in chat and follow up questions/comments of the 20 most active JM funded scientists.

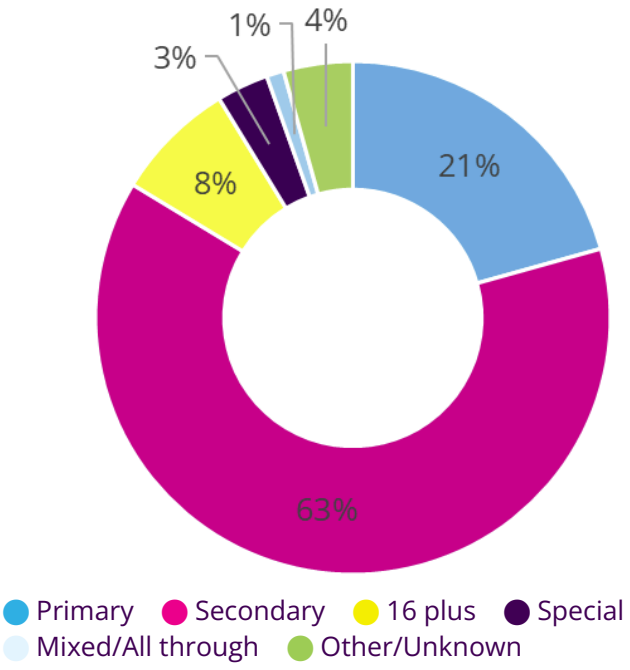


The participants shown wrote 97% of the chat lines during the year for JM funded scientists. The average scientist attended 5 chats and wrote 68 lines.

Schools

School phase

63% of schools that took part in chats with JM funded scientists were secondary schools, and 21% primary.

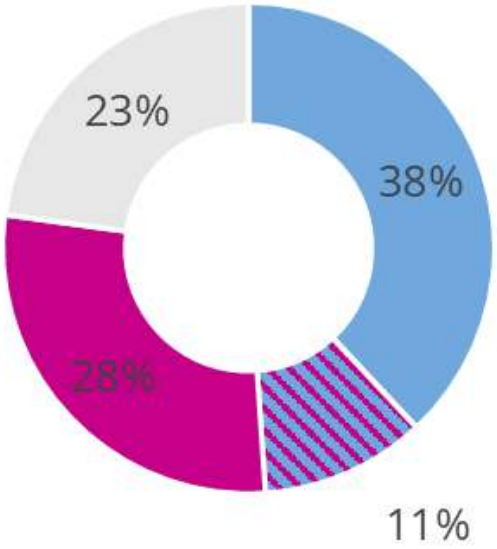


Widening participation and distant schools

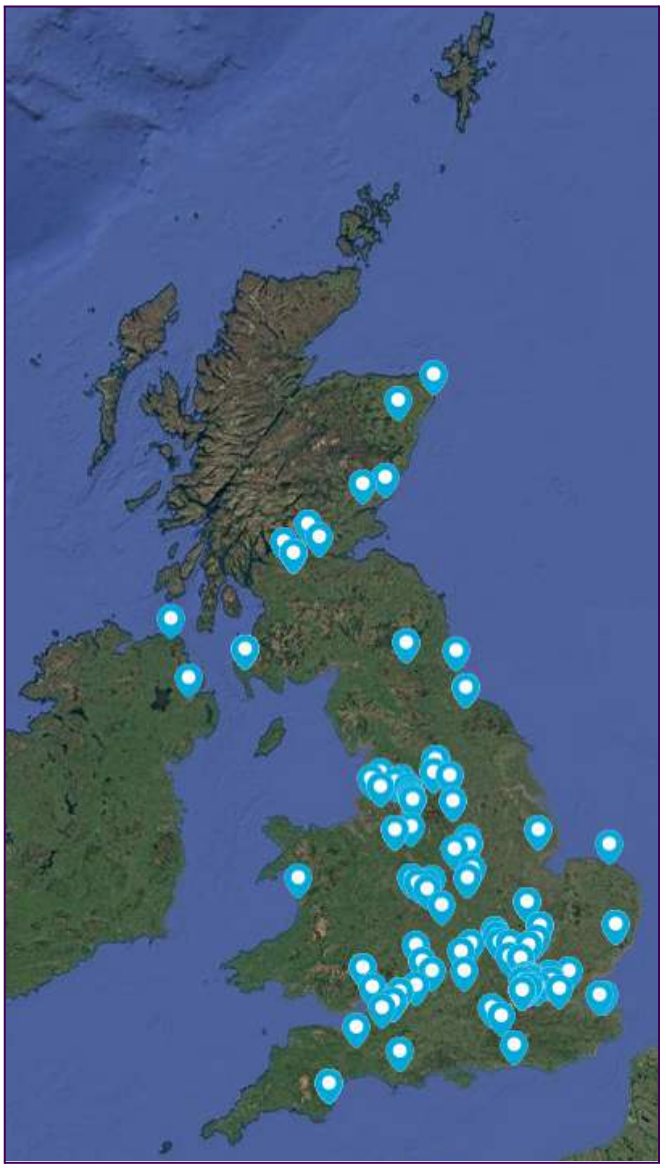
We prioritise opportunities for widening participation (WP) schools[7], and schools distant from major research HEIs[8]. Teachers at these schools are offered additional support, and earlier booking for chats.[9]

77% of schools participating in chats with JM funded scientists were priority schools:

- 49% of schools were widening participation schools
- 39% were distant from HEIs



Locations of participating schools



Map: Locations of schools with chats attended by JM scientists
[Map imagery: ©2026 NASA]

[7] We define a priority widening participation school as one with a high proportion of students (quintiles 4 and 5) receiving Free School Meals, or Pupil Premium; or living in the most deprived areas in the Scottish Index of Multiple Deprivation (SIMD). Additionally, FE colleges, SEND schools, and PRUs are considered priority schools.

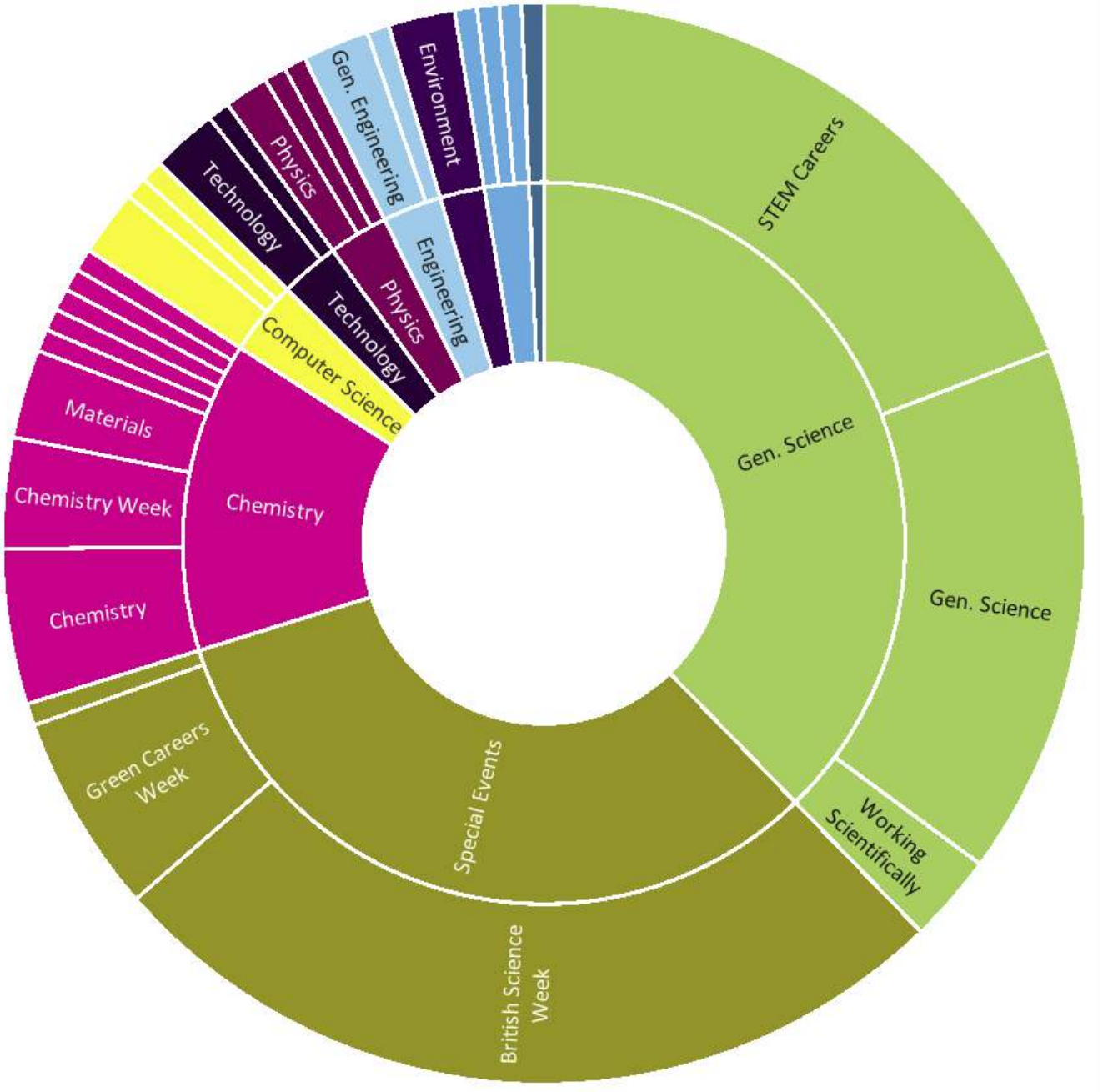
[8] Schools more than 30 minutes from their nearest major research HEI are half as likely to receive a visit from a scientist as those within 15 minutes travel time. State schools more than 30 minutes from a HEI are priority distant schools. See: about.imascientist.org.uk/2017/school-engagement-in-stem-enrichment-effect-of-school-location/

[9] Read more about how we prioritise schools: about.imascientist.org.uk/widening-participation-prioritising-places-for-schools/

Chats

Themes of chats attended by JM funded scientists

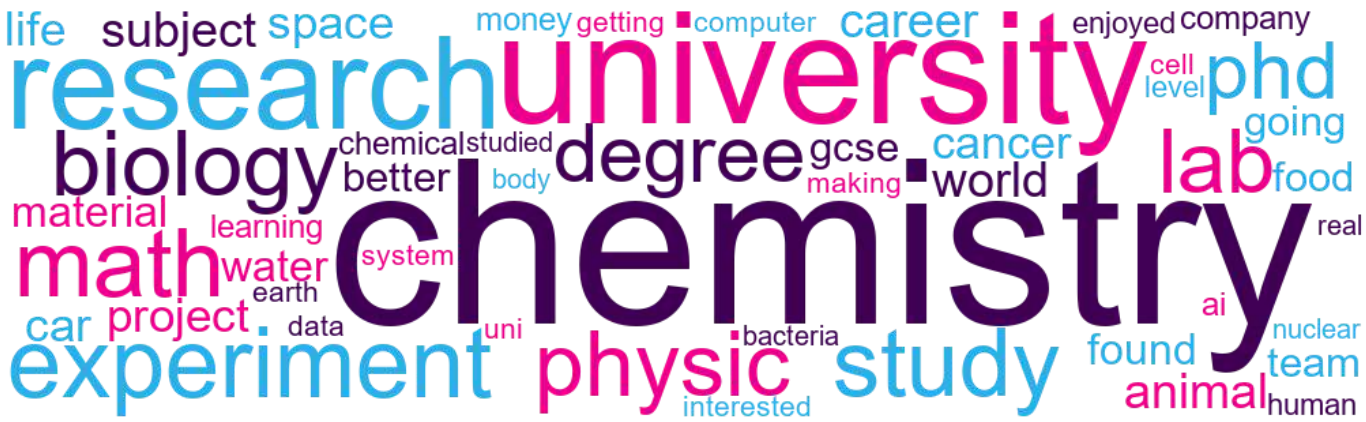
In the chart below, the size of the box is proportional to the number chats in each theme, grouped by theme branch.[10]



[10] *Chemistry*, *Biology,* etc chats booked under the *General Science* branch have been included in the counts for the respective branches. *Chemistry Week*, and *Maths Week* chats are included in the *Chemistry*, and *Maths* branches respectively, rather than the *Special Events* branch under which they were booked.

Discussion topics in chats

Common topics in chats attended by JM funded participants



Examples of good engagement

In this chat, the student's question prompted discussion about the challenges of entering a scientific career and how these can be overcome through experience and support.

base520jeep @Festus E hello hows your job and is it tricky or demanding

Festus E @base520jeep: My job is going really well. Because I have mastered my job, it's no longer tricky. Also, I have a good support system at work from my manager and colleagues

sept520jeep @Festus E: what made it tricky at the beginning

Festus E @sept520jeep: Mainly due to lack of experience and trying to find my footing - this was when I just came out of university. However, once I gained mastery of it, it became a lot easier

In another chat session, a student explored how scientists' work shapes the future, learning how geoscience, environmental management, and industrial innovation tackle energy, climate, and cleanup challenges.

tegg1typy67 @all how will your jobs help in the future?

scottgriffiths @tegg1typy67: Geoscience is really important for preventing climate change and working towards net zero. Geoscientist work to develop offshore wind farms, carbon capture and storage and geothermal. All of these energy sources don't emit carbon

susaneshelman @tegg1typy67: My job is all about understanding how grasslands work now and how they are impacted by humans and climate change. So by looking at that we can hopefully understand ways to protect them and the animals/plants they contain for the future

Alana M @tegg1typy67: My job supports clean up of nuclear sites so that they can be safely demolished. Hopefully then the land can be reused for future nuclear sites or other purposes

Enrico @tegg1typy67: Electrolysis is important to help decarbonise a lot of industrial things. Steel making consumes ~7% of the worlds energy and this mostly currently uses coal to reduce the ore extract to metals. Hydrogen can be used instead and is in a few places.

In this session, a student learned how scientists develop skills like problem-solving, critical thinking, and clear communication; showing how scientific practice connects to everyday capabilities.

keep520durr @all What lessons has your job taught you ?

emiliaarguello @keep520durr: problem solving, critical thinking... and mostly, that progress is often slower than you might think! But that is okay

Evelyn M @keep520durr: Not to judge a book by its cover. Sometimes people lash out or they are upset not because they are "bad" people but because they are really worried about their pet

Georgia @keep520durr: A lot of patience, things don't always happen as quickly as you would like and it can't always be helped or your fault. A lot of problem solving and learning to pivot and look elsewhere if things aren't working as we thought they would

Georgia @keep520durr: I've had a lot of experience presenting my data to a variety of numbers/groups. I've led tour groups and hosted visitors, all working on my public speaking and presentation skills (which I still hate public speaking, but it is a lot better than when I started here)

Caroline @keep520durr: Everything needs to be checked and sometimes doublechecked even if you trust the person you work with. I work with alot of electrical systems and the first rule is always check it's isolated yourself, don't rely on someone else. Similar with any documents or software - everything gets reviewed independently to make sure there are no glaring errors or to try to catch mistakes before they are coded/built.

The student also asked about the most important skills for a scientist and how to develop them. Scientists highlighted abilities like explaining complex topics to non-experts, problem-solving, staying calm under pressure, and thinking critically.

keep520durr @all What are the most important skills needed for your job and how could they be developed ?

Hannah @keep520durr: I studied chemistry, maths and physics at school and specialised in chemistry at university. Its really important to be able to explain science ideas in a way that non scientists would understand. It's all about communication, listening, and also having a strong science understanding

emiliaarguello @keep520durr: There's many! but two important ones are the ability to work indepdently and the ability to communicate your work and progress clearly to different audiences.

Andy S @keep520durr: Troubleshooting is an extremely valuable skills for this job. You only get to develop that skill if you get problems to solve. That comes with time.

Caroline @keep520durr: An aptitute for technology and science - especially learning about how things work and how they interact with each other. Keeping on top of news in the industry and going to webinars that give overviews of the emerging technology can help you decide whether you want to formally train in that technology or ot.

Evelyn M @keep520durr: lots of skills! problem solving, keep calm no matter what, working with a team, good communication - and they get better with time and experience

Georgia @keep520durr: I feel adaptability, problem solving, critical thinking, team work and communication are all great skills to have as a research scientist. Things don't always go to plan in research, you have to see what data you have, and make a plan to where to go next. Sometimes you have to change routes if things don't go as expected. Sometimes it's a pause in the plan to figure out why

In this chat, two students investigated making tin foil waterproof, learning how experimenting and problem-solving develop hands-on science skills.

ares532fume59 can we make tin foll waterproof

Paul Wiggins I used to work for a company who made protective coatings - waterproofing is a primary role in protecting steel from rusting (and SO many things are made of steel)

cams532fume59 @Paul Wiggins: you can also wax metal to stop it from rusting

Paul Wiggins @cams532fume59: yes, you could, but wax is also very brittle and wouldn't bond to the steel very well.

cams532fume59 @Paul Wiggins: what could you use then ?

Paul Wiggins @cams532fume59: Protective coatings, like paint, are made up of a solvent (so you can apply it), a binder (to adhere to the surface) and pigment. Choosing the right binder for your material is very important.

Paul Wiggins @Paul Wiggins: @cams532fume59 Often they are organic polymers that harden after being applied

Feedback and impact

Participant feedback

Feedback from scientists, engineers, computer scientists, mathematicians, and geographers

Participants are invited to complete a feedback survey in June and December each year. The following data and comments comprise feedback from the December 2025 survey, and includes responses from JM funded participants as well as those funded by other partners.

Comparison with other public engagement activities

Participants completing a feedback survey for the first time since 2024 were asked to compare their experience in IAS (etc) with other public engagement activities in which they have been involved.

Participants consistently described the *I'm a... Programme* as a distinct and valuable contrast to more traditional public engagement activities; typically in-person, presentation-led, and often time inflexible. The online, text-based Q&A format was appreciated for being accessible, flexible, and easy to integrate into work schedules; with no travel, minimal preparation, and short 30-minute sessions. Many participants highlighted the benefits of anonymity and chat-based interaction in encouraging wider student participation, enabling more confident questioning, and giving students greater control over the direction of discussions. The programme was also seen as enabling broader reach, particularly to schools and young people who might not otherwise have opportunities to engage directly with STEM professionals.

Some participants did note some limitations when compared with face-to-face engagement, including limited opportunity for deeper exploration, and some missed the use of visual aids, or hands-on elements. Overall, however, participants report the programme to be a well-organised, inclusive, and efficient model of public engagement that complements more traditional approaches, offering high impact for relatively low time and resource investment.

> *Compared to other public engagement I've done, the I'm a... Programme was much more interactive and conversational. Instead of a one-off talk, presentations, or conference, it involved ongoing discussions with young people, which made it feel more engaging and responsive. The online format also seemed to help students feel more comfortable asking questions. Overall, it felt more like a two-way conversation than traditional outreach activities.*
>
> Dr Paul Preston

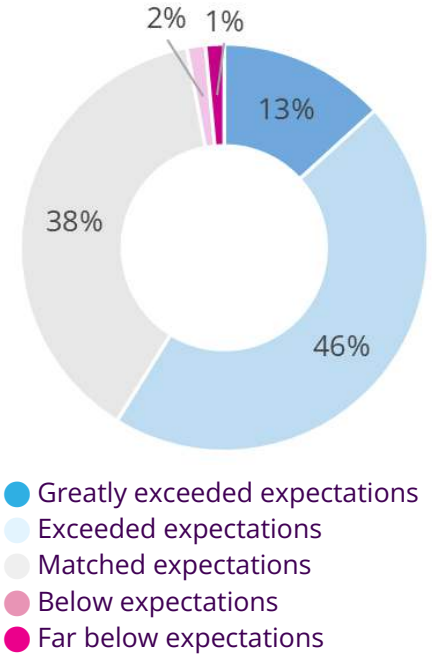
I love the I'm a... Programme. It's so engaging and you get some really interesting questions from the students that sometimes make me question how I look at things too. It's been really good in terms of improving my own science communication too - chatting to A level students is very different to primary school students so it's great having to be flexible and adapt and talk about my job in different ways. Alana McNulty	*I'm a... is very different to any other type of Sci comms that I have done. I have done mostly in person events, both presentations and activities within schools, youth groups and public events. I think (although of course I can't see into the classroom) I'm a... is much better suited to getting a wider range of students involved than my in person sessions due to the anonymous function. It certainly would have helped when I was a pupil!* Emma
It has been really positive - a well structured programme, which makes it easy to engage according to my availability, excellent technical support for IT issues, clear guidance on what's expected from me, rewarding to be part of in terms of the engagement from students both for chats and offline questions and the Academy opportunity has been excellent CPD too	It is less overwhelming and socially demanding (so not as tiring). I'm autistic, so I often find the busy and noisy environments of outreach hard, even if I enjoy it. The text based function means I can take part from anywhere. It's also easier to fit around my studies so I can get outreach experience without it impacting my PhD too much.
It was a good way of interacting with students without the need to travel and attend in person. That made it much more accessible for me as a volunteer, and I was able to fit the short sessions around work commitments. I have not had that with other volunteering opportunities.	*It's a great programme that has lots of benefits particularly being INCLUSIVE as sessions are anonymous for students and no video involved. In a single session, Students can ask multiple scientists any science/career related questions which is GREAT. I wish I had something like this whilst growing up!* Dr Mimi Asogwa

Expectations vs. experience

Participants were asked how their experience has met with expectations they had prior to taking part. For 97% of respondents, the experience has met or exceeded expectations.

Participants who reported that the experience exceeded their expectations highlighted several consistent factors. Many were surprised by the high level of student engagement, noting that pupils asked insightful, thoughtful, and often unexpected questions, creating genuine, fast-paced conversations rather than the quieter or more passive engagement they had anticipated. The programme was frequently described as more enjoyable, engaging, and thought-provoking than expected, with participants valuing the challenge of adapting their expertise for different age groups and finding the interactions personally rewarding and motivating. Expectations were also exceeded by the quality of delivery and support, particularly the effectiveness of moderators, the smooth and user-friendly platform, and the clear organisation and responsiveness of the programme team. Additionally, participants were impressed by the ease, flexibility, and impact-to-time ratio, as well as the added value of inclusive design features, opportunities to connect with other scientists, and the wide range of schools and students reached.

How has your experience met with expectations you had before taking part?



I have found it a lot more thought provoking than I realised, it can be challenging to put your research into a digestible format, which varies depending on what age group you are speaking with. It is also a lot more fun than I originally thought it would be!

I've really enjoyed meeting the other scientists as much as the young people! Also, the interface is quite easy to use.

Really easy to follow, super flexible in terms of opportunities that fit my areas of expertise and multiple time slots available which can be factored into my working schedule - much more accessible than doing in person events in school and feels much more tailored to students' needs than more formal classroom sessions which I've done previously

The moderators are excellent, and the variety of different classes, age groups, locations around the UK is also really encouraging to see.

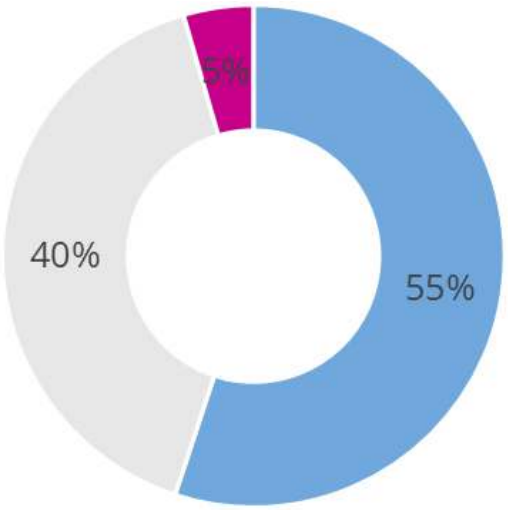
The chats are so varied and such great questions are asked and I do feel the questions and answers are more meaningful than I was perhaps expecting.

The time/commitment flexibility is great. I love the range of questions students come up with. When presenting in person, I have often been met with a quieter, less engaged audience but this doesn't seem to be the case with Im a... sessions which is a really great feeling

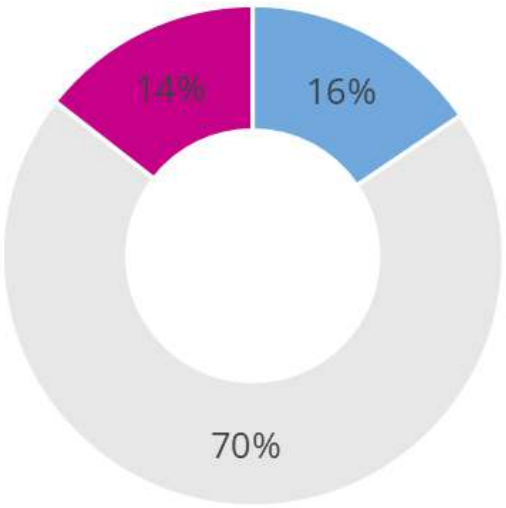
Emma

Change in amount of public engagement

Has the <u>total</u> amount of public engagement you do changed?



Has the amount of public engagement you do <u>outside of the</u> <u>I'm a... Programme</u> changed?



Increased No change Decreased

Participants were asked to comment on the amount of public engagement they are currently doing, compared to before taking part in the *I'm a...* Programme. When thinking about the <u>total amount of engagement</u> (including IAS etc), 55% reported an increase in engagement activities.

However, when considering only <u>activities outside of IAS (etc)</u>, the majority (70%) reported no change; suggesting that — for the majority — IAS (etc) is providing additional opportunities, rather than replacing participants' existing activities.

Participants were asked in what way they felt participating in IAS (etc) has contributed to any change in their amount of public engagement.

Being told that what I do is cool, and interesting etc by the kids has led to me posting more interesting social media (Linkedin in particular) and explained some technical details in a more accessible way

Dr Paul Preston

It was the gateway drug that led me to becoming a public engagement professional!

Dr Kirsty Ross

It's inspired me more and I want to do more mentoring and discussing science with students. I take each opportunity that I can.

Alana McNulty

Many of those reporting an overall decrease in their activity commented on IAS (etc) being an easy to maintain activity where barriers may exist for accessing other projects.

I have less opportunity to do in-person public engagement. I now do less public engagement overall, but more 'I'm a scientist..' than previously because it is a type of engagement I can fit easily into my work day.

I don't think it has made much of an impact. I Have simply had less time to do my in person events but this isn't because I'm a... has taken up more of my time, but I'm a... can fit into my schedule better so I can still do I'm a... events whereas I am struggling to fit others in

Much easier way to contribute to PE. More convenient and can fit round work, meaning more opportunities to engage

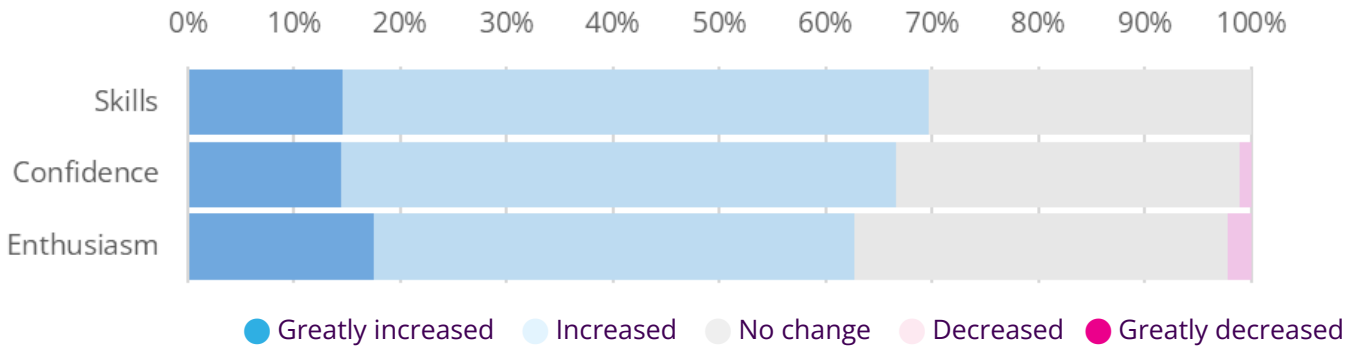
Since changing job, opportunities to do public engagement activities have been rare. Participating in I'm a... gives me the opportunity to engage again

It has been easier to book a chat when I fancy it and have a spare minute. Previously outreach has been an ordeal that needed organisation between several people and co-ordination - that's all handled for me with IAS. While doing IAS I feel like I am satisfying my outreach itch with less commitment. This frees up time to contribute to other important activities (outreach and other)

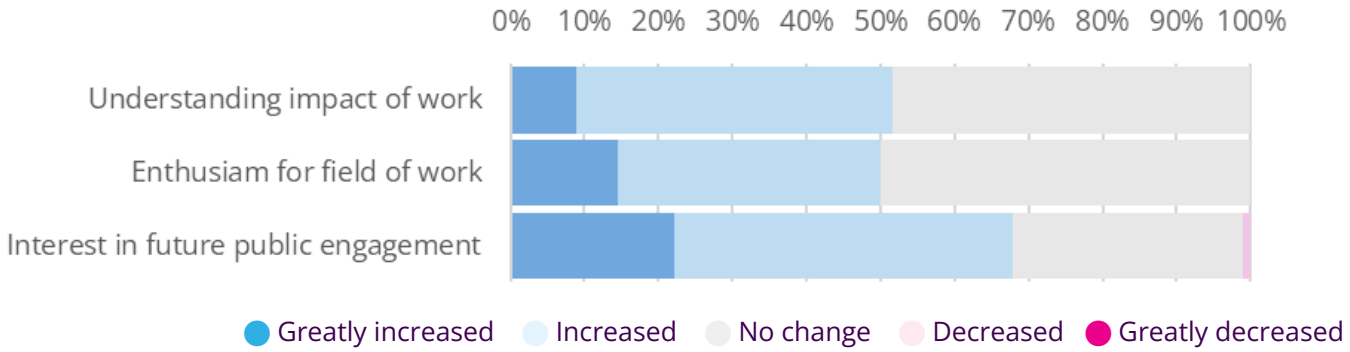
I've needed to take a step back from outreach due to higher workload, but the I'm a... Programme has been easy to continue with as it is less demanding of my time.

Skills and quality in public engagement

What impact, if any, has your experience with the activity to date had on your skills in, confidence in, and enthusiasm for communicating with lay audiences?



What impact, if any, has your experience with the activity to date had on your understanding of the impact of your work on society, your enthusiasm for your field of work, and your interest in taking part in future public engagement activities?



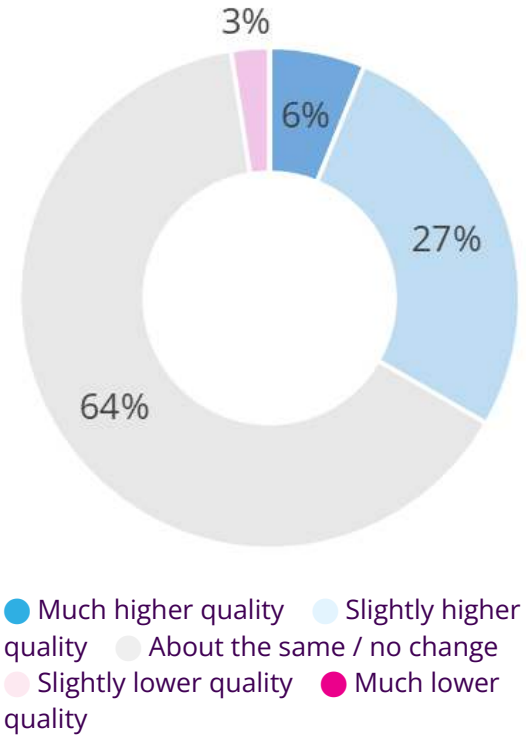
Scientists reported a positive impact across all areas. The most positive impact was reported on skills communicating with lay audiences (70% reported increase), with the majority of respondents reporting increases in confidence in, enthusiasm for, and interest in future public engagement activities (67%, 63%, and 68% reported increases respectively).

Participants were asked about the quality of their engagement work outside of IAS (etc) since they began taking part, and in what way it had changed.

Participants reported that the project has had a significant and positive impact on their public engagement skills. Many participants report increased confidence in interacting with diverse audiences and handling unpredictable questions, attributing this to the regular, structured opportunities for practice provided by the project. Several noted that repeated engagement helped them overcome initial nervousness and approach interactions more conversationally and inclusively.

Participants also reported improved communication skills, particularly in simplifying complex or technical concepts for non-specialist audiences. Respondents described improvements in tailoring explanations to different age groups and backgrounds, and in making their work more relatable and accessible. Peer learning and observation were also highlighted, with participants drawing inspiration from others' approaches and integrating new strategies into their own practice.

Have you noticed a change in the quality of the engagement work you do outside of the* I'm a... Programme, *since you began taking part?



I'm trying to make my external activities more student-led, rather than just me talking or demonstrating.

You really have to keep participating in engagement activities in order to grow and refine your output. Many events are sporadic throughout the year whereas [IAS] is much more frequent and helpful to stay sharp in your messaging. In the past I've felt far more nervous and worried about participants not understanding, that is weakened by regular [IAS] participation.

It has really helped with the thinking on my feet side of things. I'm no longer fazed by the random questions I'm asked in schools, because I've been asked most of them online already! :D

Increased confidence in answering questions, being more prepared for the random / off topic questions - treat them as a conversation starter rather than dismiss them

IAS enables a very fast paced environment where you can iterate on ideas - I work in an area that is very hard to connect with students, and having ample practice at rewording and explaining it in the right way gives me a better feel for how to connect with not just students, but the public, policymakers, and other non experts.

Ben Dryer

Since taking part in 2012, my skills have improved which has a knock on effect on my deliveries. I still refer to the report from IAS regarding distance from universities to inform my engagement strategies.[11]

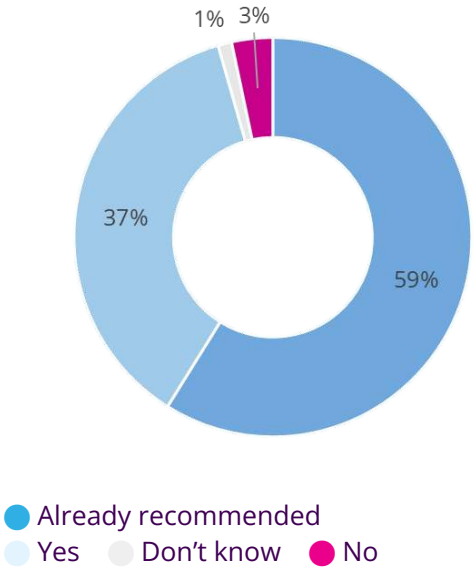
Dr Kirsty Ross

Overall, the project is perceived as a key factor in participants' professional development in public engagement. By combining frequent practice, reflective learning, and exposure to diverse audiences, it helps participants refine both their messaging and delivery. The feedback suggests that these experiences not only enhance confidence and clarity but also foster adaptability, inclusivity, and ongoing skill development in public-facing roles.

Recommend to a colleague

96% of respondents would recommend, or already had recommended the activity to a friend or colleague.

Would you recommend the activity to a friend or colleague?



Final comments

Participants were asked if there were any additional comments they would like to share.

Participants expressed overwhelmingly positive sentiment, stating they would like to continue participating long term. Many described the experience as enjoyable, motivating, and well worth their time. Alongside this, some suggested improvements such as calendar integration, clearer reminders, easier cancellation, visibility of sign-ups.

I have never had more interesting questions asked about my work! And the genuine interest is incredible.

[11] *School engagement in STEM enrichment: Effect of school location:* about.imascientist.org.uk/2017/school-engagement-in-stem-enrichment-effect-of-school-location/

Teacher feedback

Teachers are invited to complete a feedback survey in the weeks following their final chat session each term. Comments and data below comprise feedback provided throughout 2025, across the *I'm a... Programme*.

Expectations vs. experience

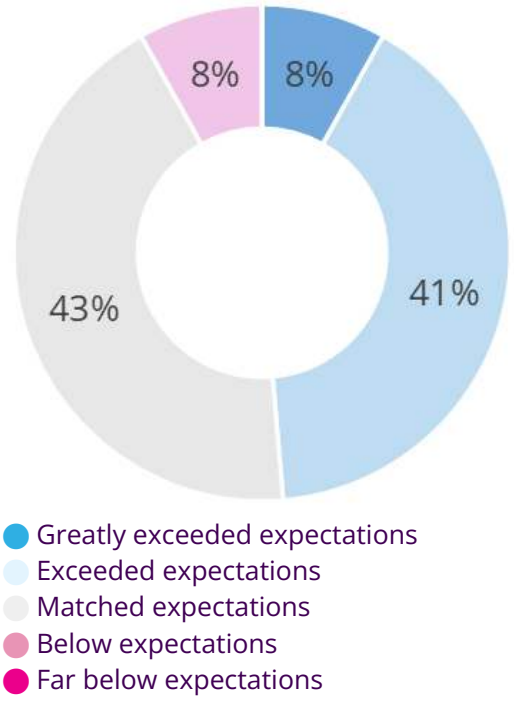
Teachers taking part in an *I'm a...* activity for the first time were asked how their experience met with expectations they had prior to taking part.

For 92%, the experience matched or exceeded expectations.

Teachers reporting that the experience exceeded expectations commented on generating high levels of student engagement and enthusiasm. Students were excited to receive responses to their questions and demonstrated genuine curiosity, asking thoughtful and insightful questions. The scientists were highly approachable, knowledgeable, and enthusiastic, providing detailed and timely answers that helped students connect with "real-life" STEM professionals and sparked interest in potential STEM careers.

Teachers were pleasantly surprised by how well students engaged with the format, which respondents reported they found easy to use, flexible, and safe, allowing students to participate at their own comfort level. Overall, the activity was widely enjoyed and viewed as impactful, with many students expressing a strong desire to take part again in the future.

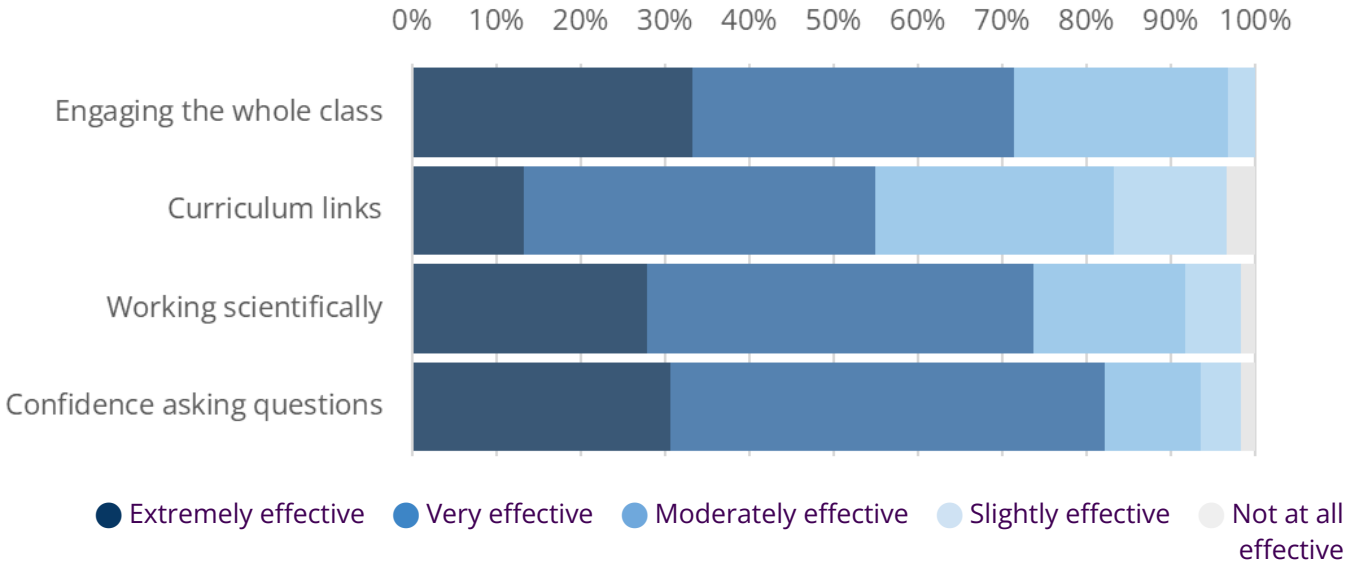
How has your experience met with expectations you had before taking part?



Rating effectiveness

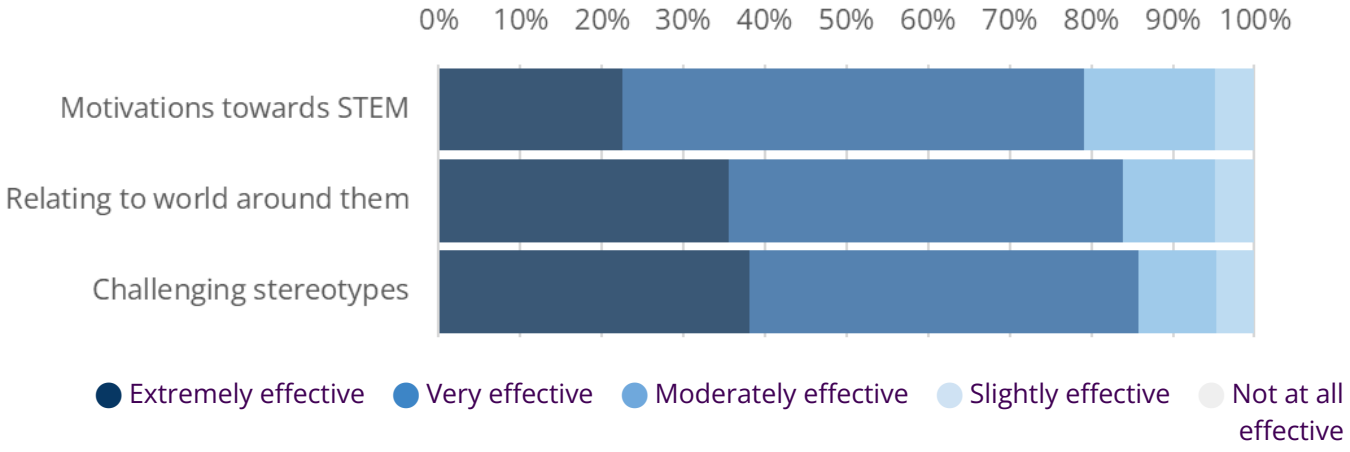
***Student learning:* How do you find the activity for the following?**

- *Engaging the whole class*
- *Supporting student learning about relevant curriculum topics*
- *Supporting student learning about how STEM works / working scientifically*
- *Improving students' confidence in asking questions about STEM*



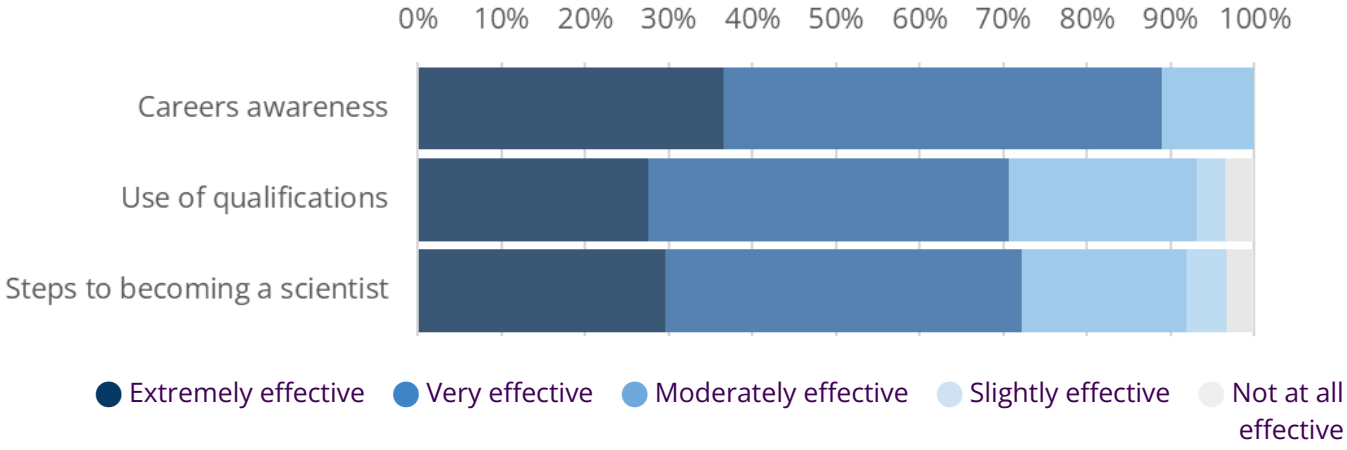
***Attitudes and motivations:* How do you find the activity for the following?**

- *Improving students' motivations towards STEM*
- *Helping students see how STEM relates to the world around them*
- *Challenging students' stereotypes about scientists and STEM professionals*



***Careers:* How do you find the activity for the following?**

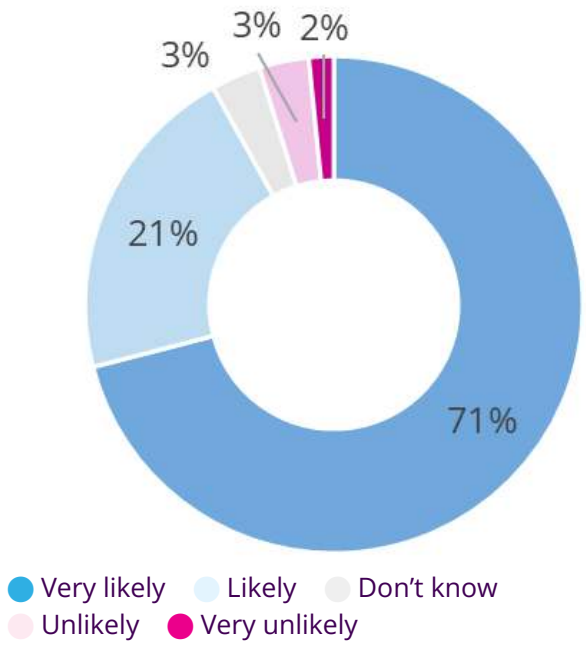
- *Developing students' awareness of STEM careers*
- *Developing students' awareness that STEM qualifications can be useful even if you don't want to be a scientist, engineer, or mathematician*
- *Improving students' understanding of the steps to becoming a scientist, engineer, or mathematician*



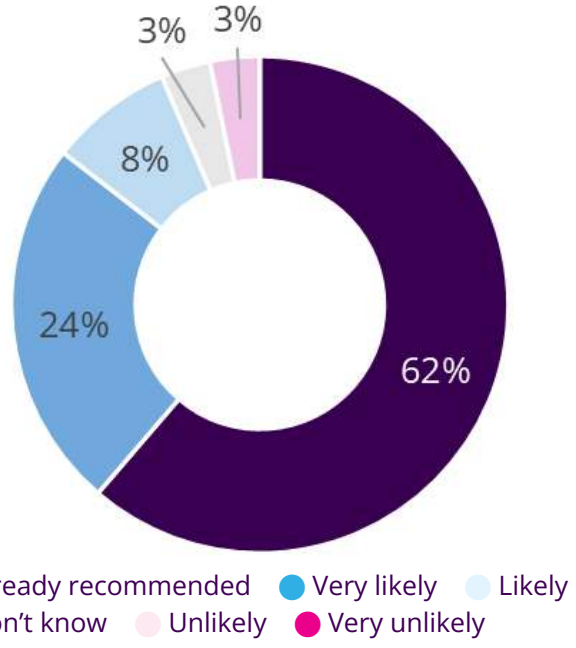
Teachers found the activity to be effective in all areas, with the most positive impact reported for developing awareness of STEM careers, where 89% reported it to be 'extremely' or 'very effective'; challenging stereotypes about STEM professionals, with 86%; helping students see how STEM relates to the world around them, with 84%; and improving students' confidence in asking questions about STEM, with 82%.

Overall satisfaction

How likely are you to take part in another* I'm a... *activity in the future?



How likely are you to recommend an* I'm a... *activity to a colleague?



The openness and help from the scientists was amazing, the students were really engaged in the activity, and everyone was so polite.

Tasha Bell

This is an excellent set up for schools. I wish we could have more time to spend on it and the other activities that you have. Thanks!

Deborah Trotter

I love this activity. I teach in a special needs school and despite some of the students struggling with reading and writing they all take part enthusiastically. I love how the scientists will answer deep scientific questions but also have time to tell the students their fave colour or if they have a pet!

Vicky

This is a great service which affords students an opportunity to engage with scientists that would otherwise be difficult to do

Even although I have been fortunate to take part in many Live Chats with my classes over the years, I am always pleasantly surprised by how much my children enjoy the chats and are always engaged in the conversations.

M Reilly

I value these sessions so much that they are written into my science curriculum from Y6-Y11 with the expectation that all teachers take part with their classes. I have encouraged the Maths team to get involved and promoted the new Geography feature to the Humanities Lead.

Parents sometimes respond after these activities as pupils go home discussing their conversations so it gets whole families talking about STEM. From a parent following this chat:

"I just wanted to share how much Edi really enjoyed chatting with the scientists yesterday. He has talked about it a lot and showed me and his dad separately the transcripts. He was very proud of the fact they responded to his questions! What a lovely activity to do with them!"

... having a range of professionals with different jobs and different backgrounds for students to chat to is so valuable. The format makes it easy for any student no matter how quiet to ask questions.

Maria Sheehy

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