



Shannon



Matthew



Katie



James



Hugh

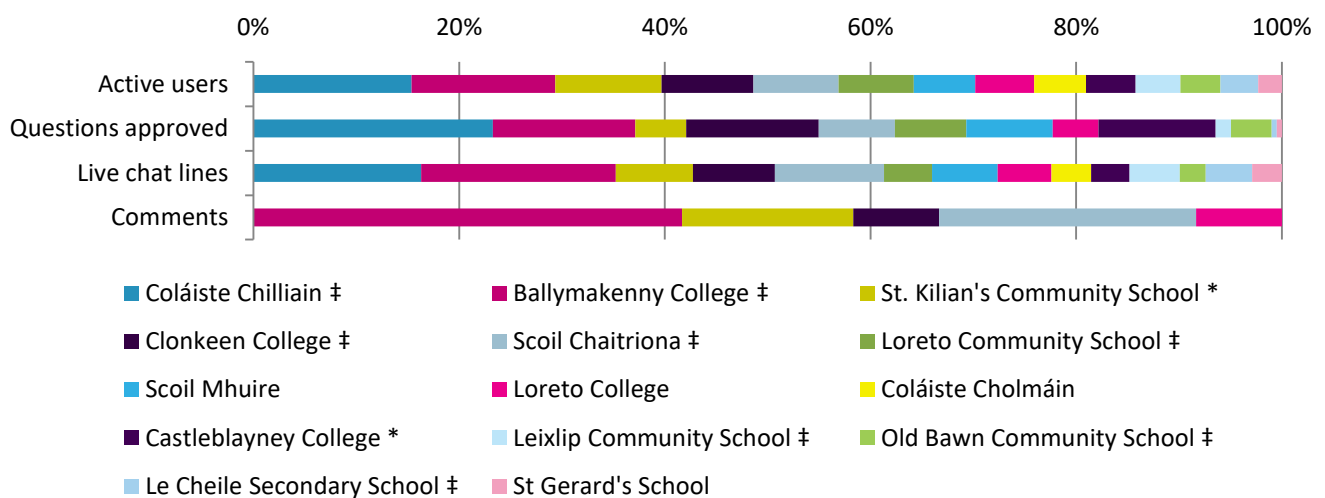


November 2017

The Diagnosis Zone was a themed Zone supported by Wellcome. Shannon, the winner of this Zone, is a PhD student researching fungal pathogens, Matthew is a biomedical engineering student researching the diagnosis of neurodegenerative diseases and Katie is a geneticist at the Royal College of Surgeons in Dublin. James is working to understand why people get breast cancer and Hugh works with nanoparticle cell interactions at the Dublin Institute of Technology.

This Zone was busy and on topic, with twenty Live Chats across the two weeks and the highest number of students logged in out of the four Zones in November's event. All the scientists were great at engaging with the students within both Live Chats and Ask, and students were interested in both their work and personal lives.

School data at a glance

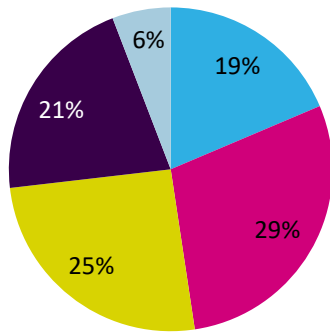


We want to increase the participation of under-represented groups going into STEM careers. Priority schools are noted above. Read more at about.imascientist.ie/2016/widening-participation/

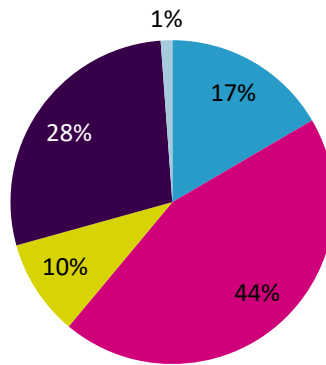
DEIS schools in SFI target counties (*), other DEIS schools (†), and other non-fee-paying schools in target counties (‡).

Scientist activity

Answers



Live chat lines



| SCIENTIST | PROFILE VIEWS | POSITION |
|-------------------|---------------|----------|
| Shannon Fullbrook | 1,389 | Winner |
| Katie Benson | 836 | 2nd |
| James Brown | 675 | 3rd |
| Hugh Byrne | 750 | 4th |
| Matthew Flood | 886 | 5th |

Key figures from the Diagnosis Zone and the averages of the November zones

| PAGE VIEWS | DIAGNOSIS ZONE | NOV '17 ZONES AVERAGE |
|------------|----------------|-----------------------|
| Total zone | 20,310 | 17,978 |
| ASK page | 1,583 | 1,807 |
| CHAT page | 1,712 | 1,306 |
| VOTE page | 1,931 | 1,696 |

| | DIAGNOSIS ZONE | NOV '17 ZONES AVERAGE | IAS 2012-17 AVERAGE |
|---|----------------|-----------------------|---------------------|
| Schools | 14 | 12 | 11 |
| Students logged in | 506 | 385 | 369 |
| % of students active in ASK, CHAT or VOTE | 86% | 90% | 85% |
| Questions asked | 534 | 640 | 593 |
| Questions approved | 196 | 255 | 262 |
| Answers given | 462 | 542 | 497 |
| Comments | 35 | 51 | 64 |
| Votes | 370 | 361 | 300 |
| Live chats | 20 | 17 | 16 |
| Lines of live chat | 5,080 | 4,469 | 4,136 |
| Average lines per live chat | 254 | 261 | 271 |

Popular topics

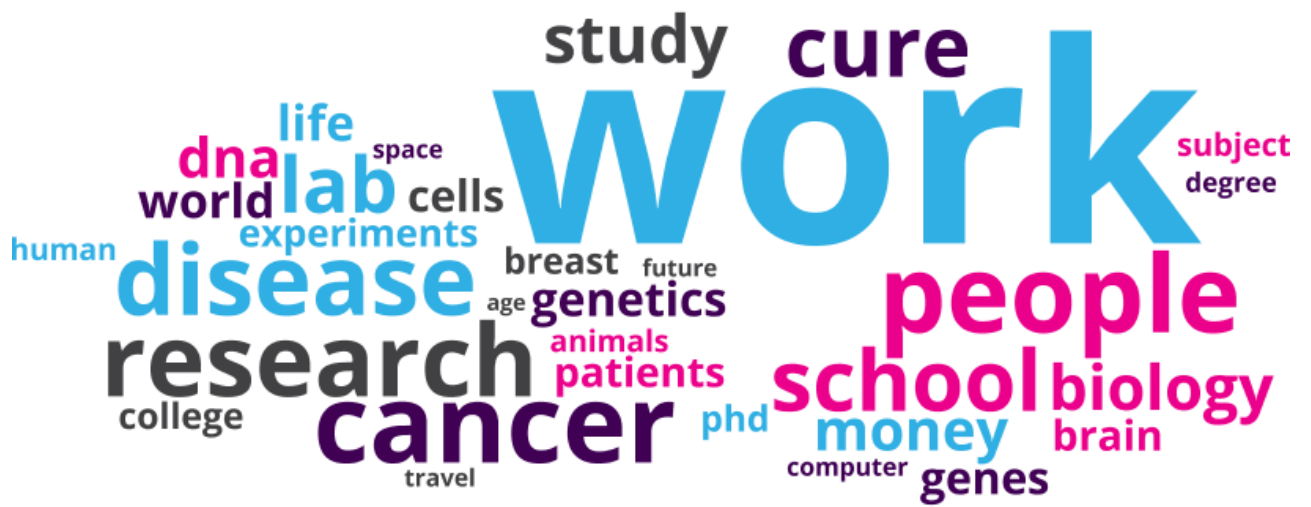
Lots of conversations were themed around the scientists' areas of research. Katie received lots of questions about her work as a geneticist and different genetic diseases. Students were curious about how genes can be tested for diseases, how you can inherit a disease from your parents, what the most common genetic disorder is and whether animals can pass down diseases in a similar way.

James was asked about his work on breast cancer, how close we are to a cure and about his reasons for wanting to research that type of cancer. Cancer in general was a popular topic, with questions for all the scientists about how cancer develops and how it could be cured in the future.

Students asked interesting hypothetical questions, such as what the scientists would choose to research if they had unlimited money. There was a lot of interest in working as a scientist with students asking whether they had to work weekends, salaries and their day-to-day responsibilities. Students asked about the different equipment the scientists use for their experiments, if they test on animals and whether they prefer working in an office, laboratory or a clinic.

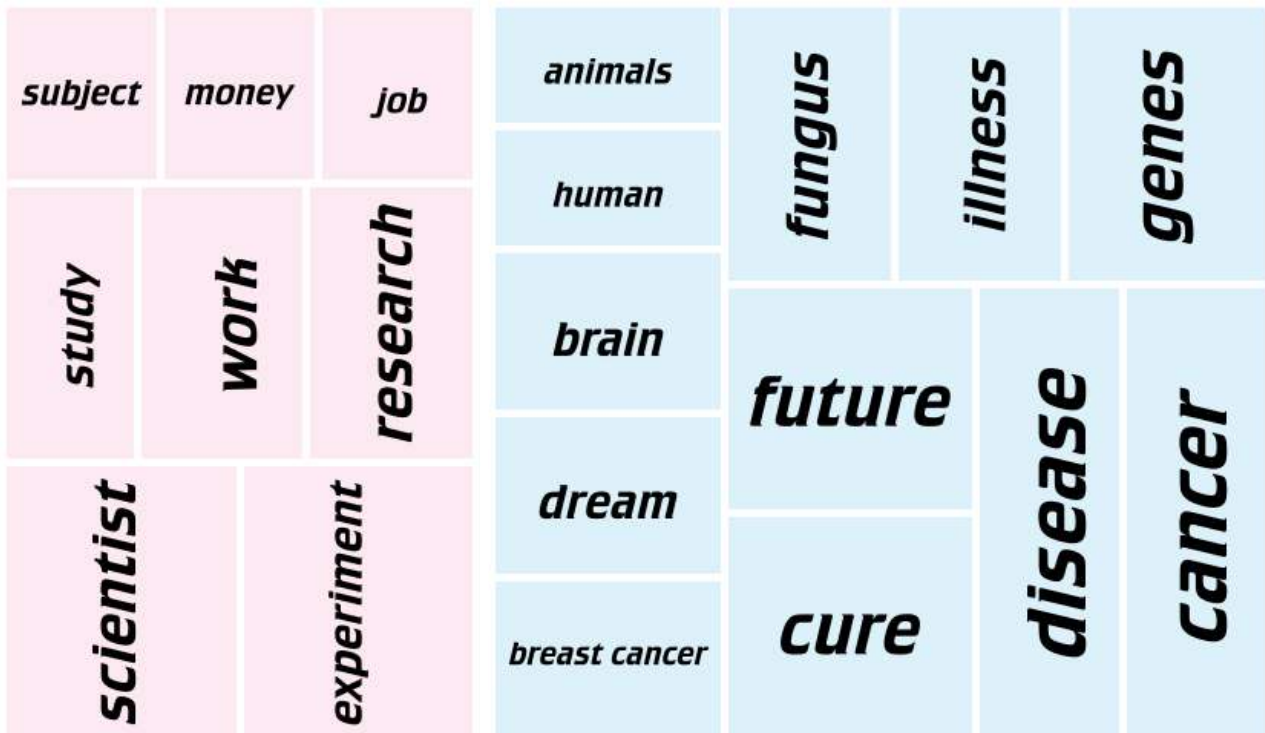


Keywords from live chats in the zone, size of the word represents its popularity



Top Keywords of questions approved in the Zone

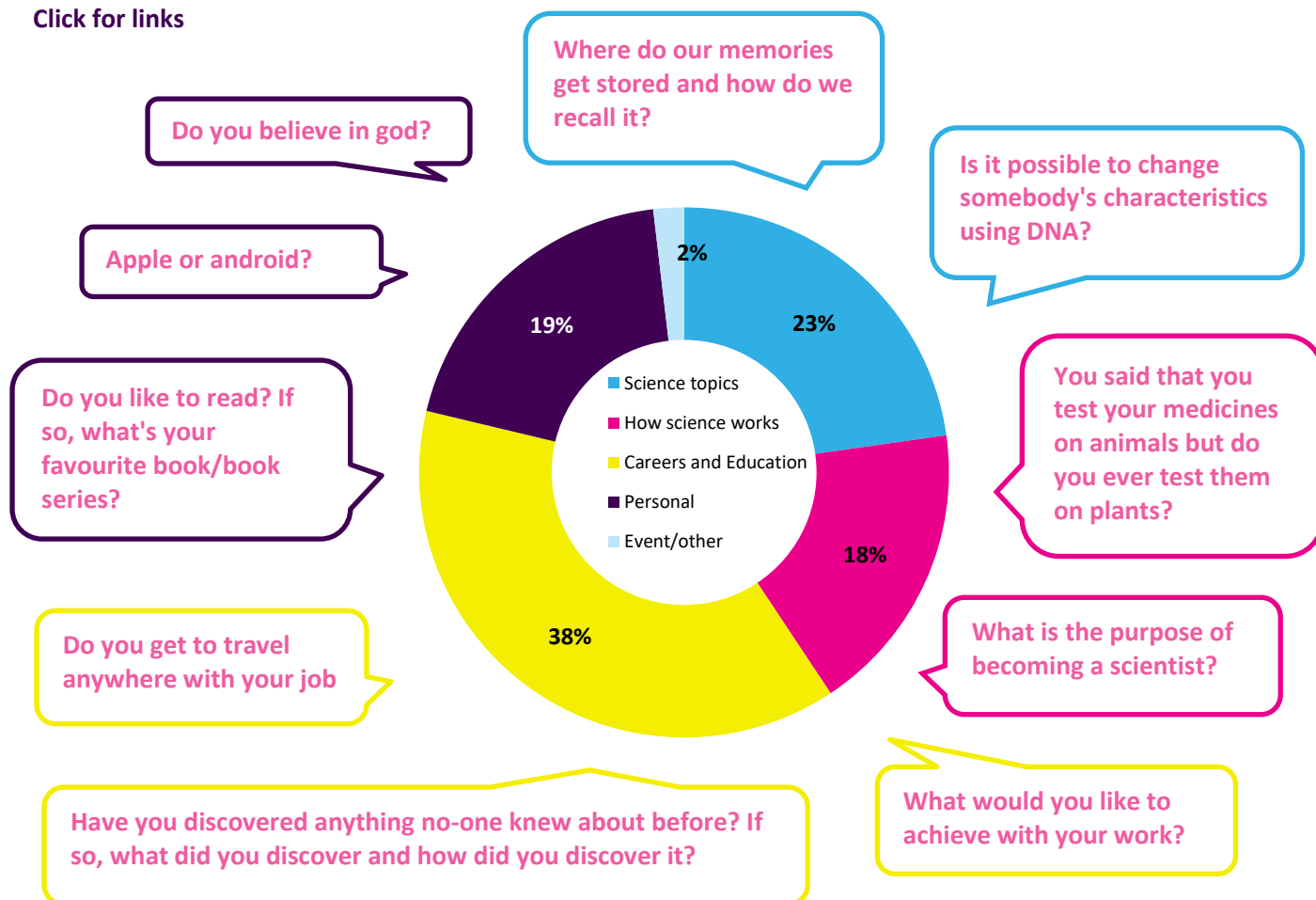
Area represents frequency of use



Being a Scientist Science

Question themes and example questions in the Zone

Click for links



Find out about how we've coded the questions at about.imascientist.org.uk/2017/student-question-coding

Examples of good engagement

Students were engaged with the Zone theme asked about the individual research areas of the scientists, for example Katie's work with genetics:

"How do get tested for genetic diseases you are prone to in the future?" – Student

"You can get a blood or saliva sample taken and you send that off to someone like me in a lab! We then 'sequence' the DNA from your sample to look for a mutation that may cause disease." – Katie, scientist

"I find that really interesting Katie, how much can the genes be altered to stop these diseases occurring?" – Student

"It's still a really new field, but in the future, it's possible that if you have a genetic disease you will be able to go to a special clinic to ensure that your kids won't inherit it when you decide you want to have children." – Katie, scientist

"Does that mean you cannot cure it for the person just their children?" – Student

*“Right now, it depends on the disease, sometimes we can help a little in the person for now. But moving forward, it'll mainly be for the kids!” – **Katie, scientist***

There were lots of conversations about working as a scientist, with students interested in how research is funded:

*“Where do you get your funding from?” – **Student***

*“We are very lucky here and we get some of our funding from a breast cancer charity. Some comes from grants from the government (Ireland, UK, EU) or non-Ireland charities. It's really tough to get funding.” – **James, scientist***

*“Is lack of funding ever a problem?” – **Student***

*“Yep! That is a big problem for all scientists. We spend a lot of time writing grants hoping that our ideas are the best ones and that people will give us money to see if our ideas are right.” – **James, scientist***

Scientist winner: Shannon Fullbrook

Shannon's plans for the prize money: *“Provide information on the importance of science in treatment of disease with posters which highlight the importance of science in the development of novel therapeutics and diagnostics. A lot of people focus on the human aspect of infectious diseases but I'd like to show people that in order to treat people we must first understand what these microorganisms are doing within themselves which cause them to be so deadly.”* Read Shannon's **thank you message**.



Student winner: JL

For great engagement during the event, this student will receive a gift voucher and a certificate.

Feedback

We're still collecting feedback from teachers, students and scientists but here are a few of the comments made during the event...

*“[I have learnt] that people love their jobs as scientists and it seems very interesting, as I thought it would actually be boring” – **Student***

*“I knew I would enjoy the experience but what I didn't expect was to come out of this experience with a renewed love for my own research and science in general.” – **Shannon, scientist***