Green Zone

I'm a Scientist Get me out of here

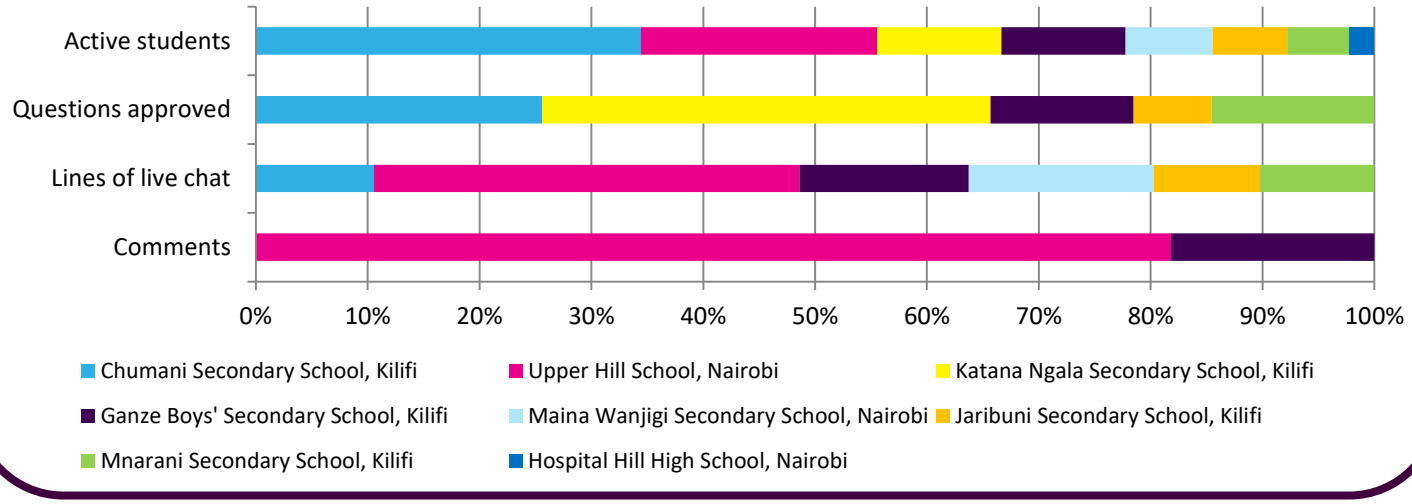
January 2017

The January 2017 event was the second time the I'm a Scientist project has been run in Kenya, and the first event to reach schools outside of Kilifi. The Green Zone was one of two non-themed zones.

Steven, the winner of the zone, works with the communications team at KEMRI, engaging with the public about the research work at KEMRI and how they can get involved. Susan's work focusses on data analysis and statistics, while Rose is an ecologist, looking at how plants work and how they respond to insects, pests, drought, and diseases. Rita's work involves working with people to look at improving health services, and Alex is an ethicist working around public health surveillance.

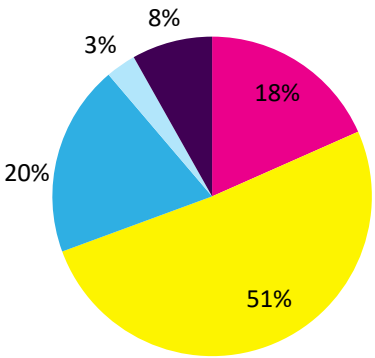
Rose provided more than half of the answers in ASK, while Steven contributed most to the live chats. Students in the zone were interested and hungry for information, submitting nearly 500 questions in ASK. Questions in the zone featured a variety of different topics; students were interested in the work the scientists do, and how they became scientists, health and health research featured heavily.

School data at a glance

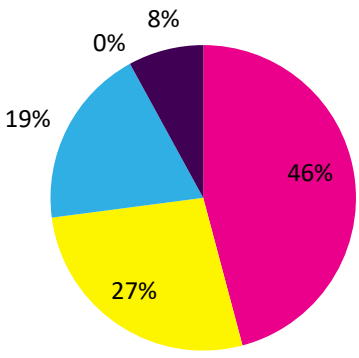


Scientist activity

Answers



Lines of live chat



Scientist	Profile views	Position
Steven Adala	142	Winner
Rose Kigathi	133	Joint 2nd
Alex Hinga	84	Joint 2nd
Rita Mudza	76	3rd
Susan Gachau	126	4th

Key figures from the zone and the averages of the January 2017 zones

PAGE VIEWS	GREEN ZONE	JAN '17 ZONES AVERAGE
Total zone	4,863	5,266
ASK page	1,184	1,047
CHAT page[3]	407	467
VOTE page[4]	250	259

	GREEN ZONE	JAN '17 ZONES AVERAGE	2014 EVENT[1]
Schools	8	7	10
Students logged in[2]	102	95	136
% of students active in ASK, CHAT, or VOTE	88%	85%	86%
Questions asked	489	395	487
Questions approved	172	189	282
Answers given	98	146	203
Comments	15	16	89
Votes	217	156	298
Live chats	8	7	10
Lines of live chat	729	986	1,051
Average lines per live chat	91	131	105

Popular topics

Health was certainly a dominant topic discussed in the Green Zone, and with four out of the five scientists working around health, this is not surprising.

In CHAT and in ASK, students asked questions about health, disease, cancer, HIV and AIDS, and medicines. There were also questions around physics and other more general areas of science.

Similar to the pilot event in 2014, there were a lot of questions around personal health, sex, and relationships; not being a "Health Zone" would not seem to deter these kinds of questions, and as Steven noted in his winners' message, these topics are clearly of primary importance to the students.

Chat

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

[1] Numbers for the 2014 event are generally higher. This is possibly due to 10 schools taking part in a single zone in 2014. In 2017, 22 schools took part across 3 different zones, with fewer schools taking part in each zone.

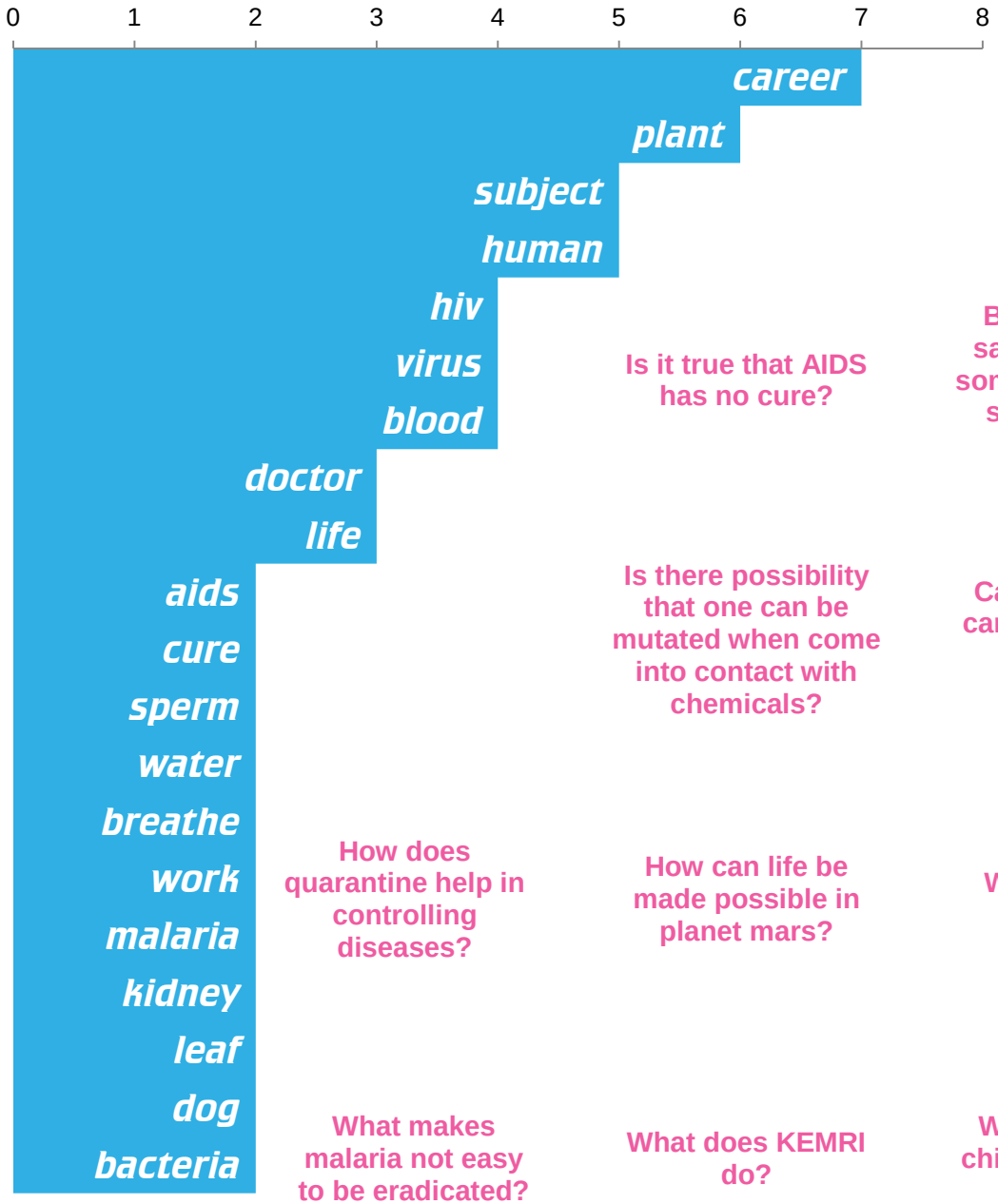
[2] In the 2014 event we measured "registered students", rather than "students logged in". The login process for students has changed between events, the numbers look at roughly the same thing though.

[3] CHAT page view count may come out lower than expected as a number of chats happened on the back up chat, which was hosted on a different server.

[4] VOTE page view count may be lower than expected. A number of votes were sent through SMS from the teacher.

Ask ?

Keywords of questions approved in the zone, length of bar represents frequency of use



Example Questions
(click for links)

Before a scientist is said to have invented something, what are the stages must he/she follow?

Is it true that AIDS has no cure?

Is there possibility that one can be mutated when come into contact with chemicals?

Can a victim of blood cancer transmit cancer through blood transfusion?

How does quarantine help in controlling diseases?

How can life be made possible in planet mars?

What challenges do scientists face?

What makes malaria not easy to be eradicated?

What does KEMRI do?

What determines if a child will be born a boy or a girl?

What is the importance of a scientist?

How did arv for boosting immune invented?

Why do flowers have different colours?

Examples of good engagement

Scientists in the zone were engaged, providing thoughtful and interesting answers to the students' questions. In one live chat, the students were especially interested in Rose's motivations to work in science and advice she might have for them. The students were using a single computer in the classroom, and kept swapping over to give each other chance to ask questions…

"Why did you choose to be a scientist" — **Student**

"I wanted to be involved in problem solving, innovate new ways to do things" — **Rose, Scientist**

"Is it possible to deal with other career while still a scientist?" — **Students**

"No. Scientific research is highly demanding. You need to always be reading to know what other people are doing and to also write about what you are doing." — **Rose, Scientist**

"Did you dream to be a scientist or it came just by the way?" — **Student**

"I wanted to do something with science. And I remember being asked in high school to drop physics and I refused, because I wanted to be a scientist." — **Rose, Scientist**

"Nice I wish to be too." — **Student**

"But in primary school, I thought I would be a banker." — **Rose, Scientist**

"Then what happened?" — **Student**

"I realised I wanted something more creative, not just accounting. Plus I liked biology and chemistry more than Business education. Why do you want to be a scientist?" — **Rose, Scientist**

"Because i want to invent a theory, on HIV and AIDS." — **Student**

"Theory? Explain a bit. Though this is a good start already!" — **Rose, Scientist**

"Sorry am giving a chance to my fellow because we are using one computer." — **Student**

"Sorry am giving a chance to my fellow because we are using one computer." — **Student**

"Hi rose, whom was your role model?" — **Student**

"My lecturer. He encouraged me." — **Rose, Scientist**

"What much did you like from your lecturer?" — **Student**

"I liked the kind of work he was doing. Research." — **Rose, Scientist**

"Which subjects did you choose for you to be a scientist?" — **Student**

"Biology, chemistry, and physics. But I have not needed physics." — **Rose, Scientist**

"How can you help me to be a scientist mean while I took biology and chemistry?" — **Student**

"You can do research with chemistry and biology. You also need maths. You only need to work hard." — **Rose, Scientist**

"I am giving the computer to my friend nice to meet." — **Student**

"Can you give three importance of being a scientist." — **Student**

"Importance? New ways to solve problems." — **Rose, Scientist**

"What subject should I work hard on it so that I may become a scientist like you?" — **Student**

"Biology, maths, and chemistry. Physics may also be important. Science is about problem solving." — **Rose, Scientist**

Scientist winner: Steven Adala

Steven's plan for the prize money: *"Sponsor students to attend science congress and pitch for a research or unique science concept that is innovative. Assist the school(s). Give back to assist strengthen the science or lab department as per need of required equipment or priority."* **Read Steven's thank you message.**

Feedback

We're still collecting feedback from teachers, students, and scientists; and we will be running some focus groups in April/May 2017. Here though are a few comments made during initial feedback…

"After reading their profiles the students were really amused that the scientists were well educated people and they had a lot of information in regards to all matters affecting them." — **Teacher, Ganze Boys' Secondary School, Kilifi**

"The event encouraged them in their studies, boosted attitude towards science and saw the real world of scientists. It boosted their confidence through talking to PHD scientists, and their morale to become scientists." — **Teacher, Jaribuni Secondary School, Kilifi**