



# ***I'm a Scientist & I'm an Engineer Ireland 2020***

## **Summary Report**

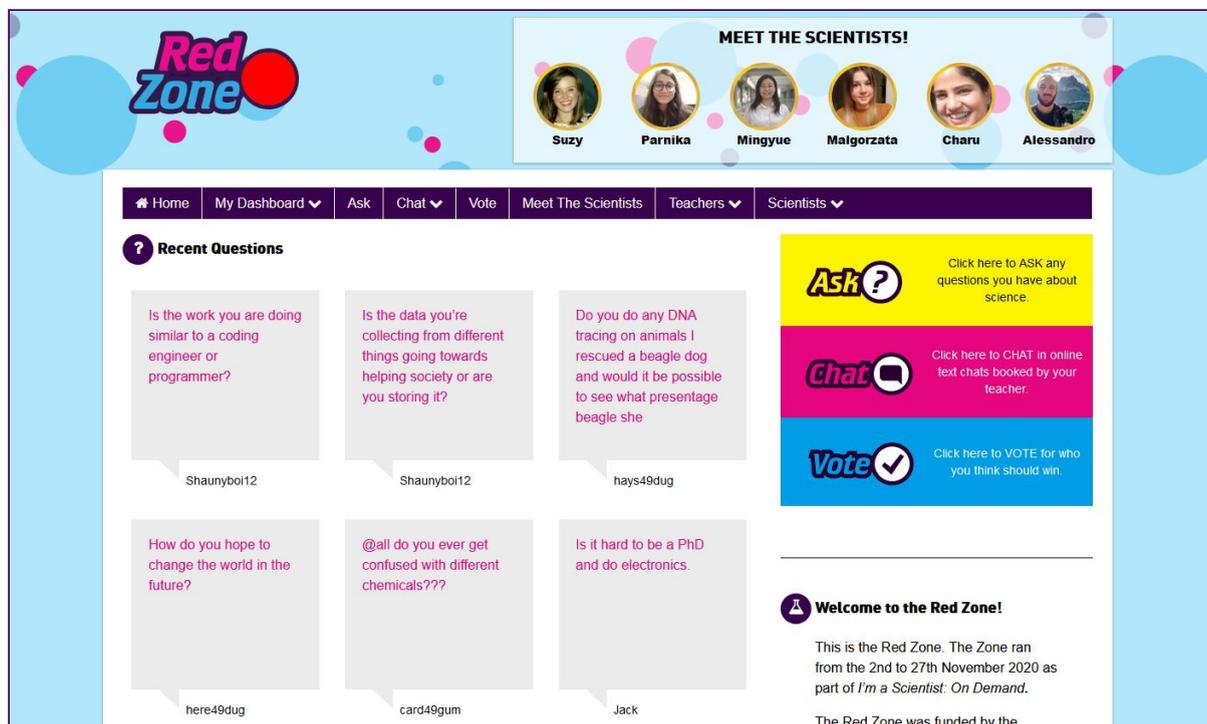
December 2020

**Gallomanor**  
creating community conversations

 **Sfi Discover**  
Science Foundation Ireland



# Background



***I'm a Scientist (IAS, [imascientist.ie](http://imascientist.ie)), and I'm an Engineer, Get me out of here (IAE, [imanengineer.ie](http://imanengineer.ie) are online, student-led, public engagement projects that give school students across Ireland real interactions with scientists, engineers, and other STEM professionals.***

Scientists and engineers create profiles on the website and engage directly with school students through answering posted questions, and in real-time, text-based chats. 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 and engineers 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.

**This report is a summary of IAS and IAE activities funded by Science Foundation Ireland (SFI, [sfi.ie](http://sfi.ie)) through the Discover 2019 programme.**

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# Summary

- **We ran 5 zones:**
  - 3 IAE zones: Automation, Environment, Health.
  - 2 general IAS zones.
- **2,172 students from 58 schools took part:**
  - 82% of students actively engaged through asking questions, joining live chats, posting comments, and casting votes.
  - 61% of participating schools were in SFI target counties, 17% were DEIS schools.
  - Students took part in activities which support the dimensions of science capital, including: *science literacy, seeing science as relevant to everyday life, knowledge about the transferability of science/science qualifications, and especially, knowing people in science-related jobs.*
- **96 scientists and 18 engineers took part:**
  - Scientists and engineers increased their skills, confidence, and enthusiasm towards public engagement.
- **We scaled back and adapted the activities we offered this year in response to the COVID-19 pandemic:**
  - Fewer IAS zones, but run over a longer period of time with more scientists available, and more flexibility for booking chat times.
  - Improved support for teachers to take part remotely with improved registration, reporting, and chat booking systems.

*"The girls absolutely loved the live chat and the engineers were so prompt with the responses. They got such a buzz out of it, so much excitement in the room!"*

— **Teacher, IAE March 2020**

*"It was honestly one of the best organised events I've been involved with"*

— **Engineer, IAE March 2020**

# Objectives, outputs, outcomes

Objective	Output
<p><b>Run 3 <i>I'm an Engineer</i> zones during Engineers' Week in March 2020:</b></p> <ul style="list-style-type: none"> <li>• 2 SFI zones related to themes of multi partner SFI research centres with industry partners.</li> <li>• 1 Wellcome biomedical zone.</li> </ul>	Ran 3 zones: Automation, Environment, and Health.
<p><b>Run 5 <i>I'm a Scientist</i> zones during Science Week in November 2020:</b></p> <ul style="list-style-type: none"> <li>• 1 SFI zone for secondary students related to key areas in SFI Research Prioritisation Steering Group Report.</li> <li>• 1 SFI zone will be a Space Zone, to match with the objectives of ESERO Ireland.</li> <li>• 1 SFI zone for primary students, related to one or more science strands of Primary curriculum.</li> <li>• 1 Wellcome zone, biomedical themed.</li> <li>• 1 RSC zone, chemistry zone.</li> </ul>	<p>Ran 2 zones: Green, and Red (both non-themed, general science zones).</p> <p>The Green Zone ran between April and May, and the Red Zone for 4 weeks in November (over Science Week).</p>
<b>Run 1 public, Big Week on the Farm Zone</b>	This was not run.
<p><b>Careers Zone:</b></p> <ul style="list-style-type: none"> <li>• Enabling students to have workplace interactions when it suits them.</li> <li>• 20 schools from target counties/DEIS on our lists will be given year round access for their students to use <a href="https://careers.imascientist.org.uk">careers.imascientist.org.uk</a>, allowing them to question people working inside and outside Irish research about STEM careers.</li> </ul>	Weak demand from students and teachers led us to cease promoting the Careers Zone.
<b>30 scientists, and 18 engineers take part in <i>I'm a Scientist</i> and <i>I'm an Engineer</i></b>	96 scientists and 18 engineers took part.
<b>2,800 students from 64 schools take part in <i>I'm a Scientist</i> and <i>I'm an Engineer</i></b>	2,172 students from 58 schools took part.
<b>At least 75% of students actively engage</b>	82% of students actively engaged with the scientists and engineers.

**50 family members of students view and engage with zones during Family Chats**

40 students took part in evening live chats (17 in IAS, 23 in IAE). Based on responses to a question asked of students taking part in IAE, we would estimate that around 40% of these students took part with family members.

Given the increased proportion of students taking part in live chats from home during school closures however, it is likely the number of family members who engaged with live chats during home learning is higher.

**Schools bringing whole year groups online make up 50% of the schools offered places**

In IAE in March, we asked teachers when they applied whether they intended to take part with a whole year group.

15 of the 31 schools offered places (48%) intended to take part with a whole year group.

67% of schools were offered multiple classes.

We did not place a limit on class places for IAS events run during the pandemic, with teachers free to bring as many students online as they chose.

**Offer places to at least 32 schools from SFI target counties**

35 schools from target counties actively engaged.

**100,000 people view imascientist.ie and 8,000 view imanengineer.ie in 2020**

In 2020 imascientist.ie was viewed 132,120 times by 23,806 users; imanengineer.ie was viewed 66,106 times by 8,928 users.

## Objective

### Student outcomes:

- See the wide range of cutting-edge science and engineering happening across Ireland.
- Get a better understanding of how science is done in the real world.
- Stereotypes about scientists are smashed, students see that scientists are normal people they can relate to.
- Learn that engineering is about more than spanners, hard hats and building bridges.
- Students get inspired to study STEM subjects, seeing how what they learn in school lessons is used in careers in the real world.

### STEM professional outcomes:

- Understand what students think about their jobs and their role in society.
- Improve their communication skills.
- Increase their enthusiasm and confidence in communicating with public audiences.

## Outcome

Planned paper surveys for students were not returned after March, and not employed later in the year due to the pandemic.

Research carried out in the UK in 2019 into the impact of taking part in IAS shows that the activity maps well onto the Science Capital Teaching Approach, supporting science capital dimensions including: *science literacy, seeing science as relevant to everyday life, knowledge about the transferability of science/science qualifications, and especially, knowing people in science-related jobs.*

We estimate that 46% of conversations in live chats between students and scientists/engineers related to careers and education; with every school live chat including at least one of these discussions.

35% of questions asked by students were about careers and education, 27% about how science/engineering works, and 23% about science/engineering topics.

*"I learnt a lot; I communicate with people who are in my field and more experience. But talking with school kids actually gave me understanding of how our students think and how I can communicate with them to make things understandable."* — Scientist, IAS November 2020

- 81% (9/11) of respondents to post event surveys reported increased skills in communicating with lay audiences.
- 63% (7/11) reported increased confidence, and 63% (7/11) reported increased enthusiasm towards public engagement.

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# Participants and activity

## Summary of activity

In 2020 we ran 5 zones across 3 events in Ireland:<sup>1</sup>

**3 IAE zones were run over  
2 weeks in March 2020**

**Automation Zone**

[automationm20.imanengineer.ie](http://automationm20.imanengineer.ie)

**Environment Zone**

[environmentm20.imanengineer.ie](http://environmentm20.imanengineer.ie)

**Health Zone**

[healthm20.imanengineer.ie](http://healthm20.imanengineer.ie)

*This was the regularly planned March 2020 IAE activity, comprising zones run over 2 weeks, with targets of 6 engineers and ~350 students per zone.*

*On the final Thursday of the event, in response to the global COVID-19 pandemic, it was announced that all schools would close from that evening. We decided to end the event and announce the winners a day early. We ran chats that were booked on the final day if teachers requested, so that students could log in from home, as well as the open live chats, however fewer students were able to join than had previously.*

**1 IAS zone was run over  
6 weeks during Summer  
(April–May) 2020**

**Green Zone**

<https://green.imascientist.ie/>

*I'm a Scientist, Stay at home was launched to allow school students to stay connected with STEM and each other from April to May 2020. Students could log in and take part whether they were at school or home, reconnecting with their teachers, and each other.*

*The Green Zone was part of this activity for schools across Ireland. It incorporated learning from a pilot UK activity which had run during school closures in March 2020.*

**1 IAS zone was run over  
4 weeks in November 2020**

**Red Zone**

[red20.imascientist.ie](http://red20.imascientist.ie)

*In November 2020 increased uncertainty and pressure surrounding the COVID-19 pandemic made it more difficult for teachers to plan ahead and take part.*

*The November activity ran for 4 weeks instead of the planned 2, with 30 scientists instead of 6. This was done to offer greater flexibility to teachers in how, and when, they could take part.*

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<sup>1</sup> On this page we have provided some context for the different events, and differing event timescales. Additional information is included in later sections of this report. *See also: Challenges*

## Key activity figures for the zones:

	Total for all zones	IAS Red Zone November 2020 (4 weeks)	IAS Green Zone Summer 2020 (6 weeks)	Average for IAE Zones March 2020 (2 weeks)
Researchers	114	32	80	6
Schools	58	31	15	9
Students logged in	2,172	1,145	191	279
Active students <sup>2</sup>	82%	84%	83%	80%
Live chats	118	53	25	13
Lines of live chat	29,740	14,021	5,870	3,283
Ask questions asked	2,972	1,390	147	478
Ask questions approved	1,435	654	135	215
Ask answers given	2,985	903	896	395
Votes	1,410	754	218	146

## Zone reports

For each zone, zone reports comprise summary activity data, examples of good engagement, and preliminary feedback.

These are published following each event and are available online:

- **IAS zone reports:** [about.imascientist.ie/category/zone-reports/2020/](https://about.imascientist.ie/category/zone-reports/2020/)
- **IAE zone reports:** [imanengineer.ie/category/zone-reports/2020/](https://imanengineer.ie/category/zone-reports/2020/)

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<sup>2</sup> % of students who actively engaged through asking a question, taking part in a live chat, casting a vote, or posting a comment.

## Participating schools

2,170 students logged in from 58 different schools, with 82% of students actively engaging through asking a question, joining a live chat, casting a vote, or posting a comment.

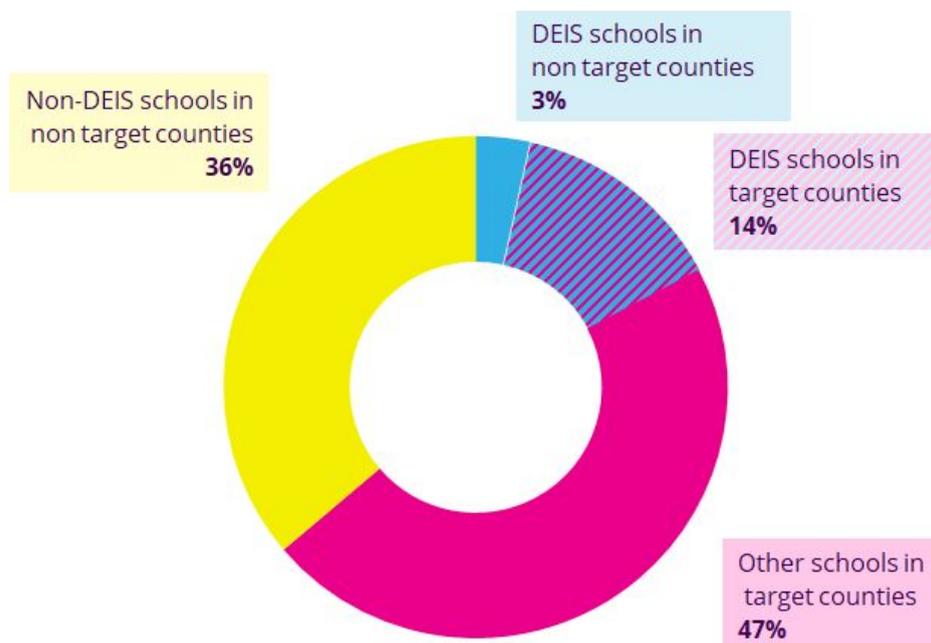
15 schools took part in multiple events, with 1 school taking part in all 3 (IAE in March, and IAS in the summer and in November).

*The map (right) shows the locations of participating schools.*



## Underserved and DEIS schools

We work to prioritise places for schools in geographically underserved areas (SFI target counties) and DEIS schools. The chart below shows a breakdown of schools who participated in IAS and IAE in Ireland in 2020:



60% of participating schools were in SFI target counties, with 31% in Dublin, and 29% in other target counties. 18% of participating schools were DEIS schools.

# Participating scientists & engineers

In total, 96 scientists took part in the 2 IAS zones, with 1 scientist taking part in both zones. 18 engineers took part in the 3 IAE zones in March 2020.

The lists below show the universities, research centres, institutes and organisations represented, with the number of scientists and engineers at each.<sup>3</sup>

## Universities and Institutes of Technology

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● <b>University College Cork</b> (20 people)</li> <li>● <b>University College Dublin</b> (17 people)</li> <li>● <b>Trinity College Dublin</b> (7 people)</li> <li>● <b>University of Limerick</b> (5 people)</li> <li>● <b>NUI Galway</b> (4 people)</li> <li>● <b>Royal College of Surgeons in Ireland</b> (4 people)</li> <li>● <b>Cork Institute of Technology</b> (2 people)</li> <li>● <b>Dublin City University</b> (2 people)</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Galway Mayo Institute of Technology</b> (2 people)</li> <li>● <b>Institute of Technology Tralee</b> (1 person)</li> <li>● <b>Waterford Institute of Technology</b> (1 person)</li> <li>● <b>University of Aberdeen</b> (1 person)</li> <li>● <b>University of Leeds</b> (1 person)</li> <li>● <b>University of Manchester</b> (1 person)</li> </ul> |
|--|---|

## SFI Research Centres

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● <b>iCrag</b> (4 people)</li> <li>● <b>APC Microbiome Institute</b> (3 people)</li> <li>● <b>INFANT</b> (3 people)</li> <li>● <b>INSIGHT</b> (3 people)</li> <li>● <b>MaREI</b> (3 people)</li> <li>● <b>VistaMilk</b> (3 people)</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Cúram</b> (2 people)</li> <li>● <b>i-Form</b> (2 people)</li> <li>● <b>ADAPT</b> (1 person)</li> <li>● <b>CONFIRM</b> (1 person)</li> <li>● <b>CONNECT</b> (1 person)</li> <li>● <b>LERO</b> (1 person)</li> </ul> |
|--|--|

## Research Institutes

- **Tyndall National Institute** (15 people)
- **CAPPA** (1 person)
- **Irish Manufacturing Research** (1 person)
- **IMDEA Materials in Madrid, Spain (EU Project)** (1 person)

## Government/Public Sector

- **Teagasc** (9 people)
- **EirGrid** (1 person)
- **National Maternity Hospital** (1 person)

## Companies

- **Medtronic** (9 people)
- **InnaLabs** (2 people)
- **Nokia Bell Labs** (2 people)
- **AquaTT** (1 person)
- **Becton Dickinson** (1 person)
- **Burns & McDonnell** (1 person)
- **Finning** (1 person)
- **Fluke Corporation** (1 person)
- **Focus Plus Ltd** (1 person)
- **Loci Orthopaedics Ltd** (1 person)

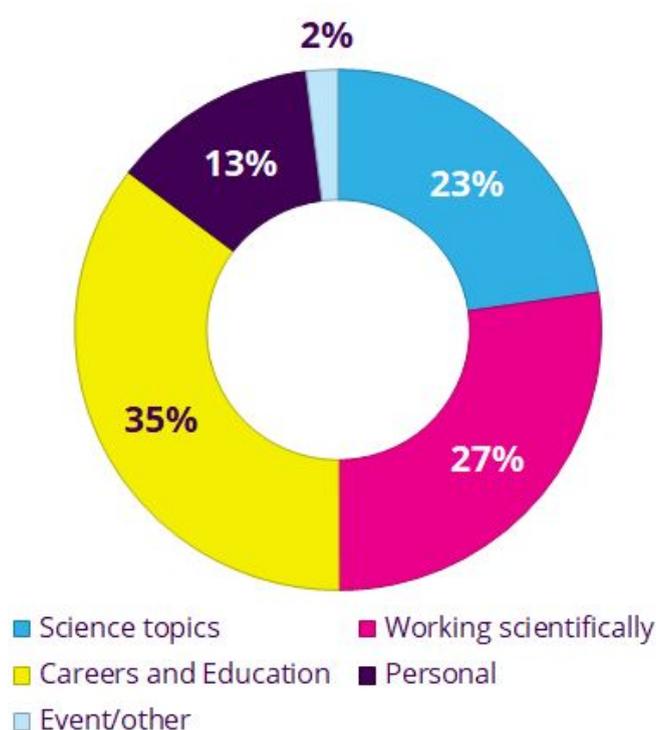
<sup>3</sup> Some scientists and engineers represented multiple organisations/institutes.

# Discussion topics

*I think this event was very helpful as students were able to get the answers to some specific questions ... those questions which can be best answered by someone's true experience.*

— Scientist, IAS November 2020, Post-event survey

## Question themes in 'Ask'



Questions submitted by students (outside of chats) are coded according to their theme. The chart shows the proportion of questions of each category amalgamated for the zones run in 2020.

Questions about **careers and education** were most common (35%), with examples including:

- *How did you go from radio DJ to engineer?*
- *What is your greatest achievement as an engineer?*
- *Did you want to be a scientist when you left school or did you change your mind?*

27% of questions were about **working scientifically**, such as:

- *Would you be able to build a drone that would be able to carry food and water to people who are living in poverty?*
- *Who will your machine systems help?*

Questions asked around **science/engineering topics** (23%) included:

- *How long does it take for the nerves in your body to heal?*
- *How much energy can 1 wind turbine produce?*





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## Conversations around careers and education

We carried out an analysis to estimate the proportion of conversations between students and scientists/engineers in live chats that related to careers and education.

As discussed above, topics of questions posted on the site are manually coded as 'Science topics', 'working scientifically', 'Careers and education', 'Personal', or 'Event or other'.

Content from these questions was cleaned to remove common words (*and, that, if, etc*), with the remaining words being standardised to their root word.

We took the questions which we knew were related to careers and education<sup>4</sup>, and looked at the 100 most commonly used words in these questions. Of these, we identified 30 commonly used by young people when asking about careers and education.

The most frequently used careers and education words included: *job, engineer, scientist, study, experiment, school, research, project, discover, and subject*.

Live chats offer a reply function, where users can reply directly to one another, creating 'threads' of conversation.

63% of live chat lines were part of a threaded conversation between students/teachers and scientists/engineers.<sup>5</sup>

The lexicon of careers and education words were compared to words used in these conversation threads, with a sample checked to ensure the terms were part of relevant conversations. Conversations were marked as relating to careers and education if they included one of these words. This allowed us to estimate the proportion of conversations between students and researchers which related to careers and education.

### **46% of live chat threads between students/teachers and scientists/engineers included words relating to careers and education.**

Moreover, **every school live chat** which featured conversations between students and scientists/engineers included conversations which featured common careers and education related words.

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<sup>4</sup> We looked at 2,590 questions asked by students in Ireland and in the UK in IAS and IAE events during 2020.

<sup>5</sup> The remaining lines were either part of threads where people didn't use the reply function; conversations between just students and teachers, or between just scientists/engineers; or lines which were not part of a conversation thread (e.g. 'Hi's or 'Bye's when joining or leaving the chat).

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# Student impact: Supporting Science Capital

## *I'm a Scientist, Supporting Science Capital*

In 2019 Jen DeWitt, PhD, an independent research and evaluation consultant, and member of the core team developing and applying the concept of science capital, conducted an evaluation of IAS with students in England to see how the experience might support students' science capital.

The research comprised student focus groups, teacher interviews, surveys and analysis of content generated on the IAS site including transcripts of live chats and questions asked by students.

The evidence produced by this research demonstrates that the experience of IAS maps onto elements of the Science Capital Teaching Approach. In turn, this supports science capital-related outcomes of participating in IAS.

The research discussed in the following section applies to the IAS project as a whole.

### **Read the full report (PDF):**

[about.imascientist.org.uk/files/2019/11/IAS-Science-Capital-Main-Report-Sep-2019.pdf](https://about.imascientist.org.uk/files/2019/11/IAS-Science-Capital-Main-Report-Sep-2019.pdf)

## **Background: Science capital**

Science capital<sup>6</sup> is a set of resources that helps individuals engage and identify with science. Young people with higher levels of science capital are more likely to see science as 'for me' and to choose to study science subjects at a higher level.

The Science Capital Teaching Approach (Godec, King, & Archer, 2017)<sup>7</sup> aims to enhance young people's engagement with science, supporting them in seeing science as relevant to their lives and 'for me'.

The foundation of this approach involves broadening what counts in the science classroom: creating a learning environment where all students feel able to offer contributions from their own experiences and interests. The approach also consists of three main pillars:

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[ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/science-capital-research](https://ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/science-capital-research)

<sup>7</sup> [discovery.ucl.ac.uk/id/eprint/10080166/](https://discovery.ucl.ac.uk/id/eprint/10080166/)

1. **Personalising and localising:** Going beyond contextualising, to connect to the actual experiences, understandings, attitudes and interests of young people.
2. **Eliciting-valuing-linking:** Inviting students to share knowledge, attitudes and experiences; recognising these as having value; and connecting this back to the science.
3. **Building the dimensions of science capital:** Considering the eight dimensions when developing activities, lessons or programmes.

## Supporting science capital

The research found evidence that IAS provides support for four of the science capital 'dimensions':

- **Science literacy** (Dimension 1)
- **Seeing science as relevant to everyday life** (Dimension 2)
- **Knowledge about the transferability of science/science qualifications** (Dimension 3)
- **Knowing people in science-related jobs** (Dimension 7)

### Science literacy (Dimension 1)

By providing the opportunity to ask about science content, taking part in IAS contributes to science literacy.

### Seeing science as relevant to everyday life (Dimension 2)

Because students can ask questions of interest to them personally, taking part in IAS can enhance science-related attitudes and values, helping students to see science as relevant to their everyday lives.

### Knowledge about the transferability of science (skills, knowledge, qualifications) (Dimension 3)

When students ask about qualifications, participation may improve their knowledge of the range of jobs that science can lead to.

### Knowing people in science-related jobs (Dimension 7)

Most importantly, however, IAS provides an opportunity to get to know scientists — about the paths they took to their current work, about a range of aspects of their work (e.g. travel, teamwork) and about their lives outside of work. Students may even discover that scientists are not all 'super geniuses' — that they are normal individuals, albeit with interesting jobs.

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In sum, IAS is personally relevant to students and their lives, elicits and values students' questions and experiences, and provides support for building dimensions of science capital. Together, its various elements create an environment in which students are able to contribute from their own interests and experiences.

Consequently, through participating in IAS, students can come to see science as personally relevant to them and to appreciate that scientists are 'normal people'. Moreover, ultimately it is the participating students who are in control — it is their votes that determine the winner.

This environment, we believe, reinforces that the arena of *I'm a Scientist* is one in which it is students' valued and valuable opinions that count the most. Together, then, the elements of IAS can support students' science capital, meaning IAS has an important role in helping young people see that science just might be 'for me' which, in turn, can contribute to nurturing science aspirations.

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# Challenges

## COVID-19

The March IAE activity was scheduled to run 2 to 13 March. On 12 March, it was announced that all schools in Ireland would close from that evening.

In response, we ended the event a day early, announcing the winners. We ran chats that were booked on the final day if teachers requested, allowing students to log in from home, as well as the open live chats, however fewer students were able to join than had previously.

We ran a pilot activity in the UK in March<sup>8</sup> designed for teachers and students to take part remotely from home. Utilising learning from this pilot, in April we launched the *I'm a Scientist, Stay at home* (IASSAH) event to allow school students to stay connected with STEM and each other. The Green Zone operated for Irish schools and scientists. Students could log in and take part whether they were at school or home, reconnecting with their teachers, and each other.

To better support teachers in a quickly changing, and unpredictable education environment, we quickly developed new site features including:<sup>9</sup>

- Improved online student registration and consent processes
- Ability to run multiple concurrent live chats in a single zone
- More efficient and user-centric live chat bookings
- Improved reporting systems for teachers

By November, increased uncertainty and pressure surrounding the pandemic made it difficult for teachers to plan ahead and take part in IAS events. The November IAS event was scheduled to run for 2 weeks; we extended this to 4 weeks and increased the number of scientists invited to take part from 6 to 30. Together with the site development work carried out during the summer, we hoped this increased flexibility would give teachers as many opportunities as possible to take part, and engage their students with STEM.

In November 2019, IAS reached 1,835 students from 55 schools. In November 2020, 1,145 students from 31 schools.

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<sup>8</sup> UK pilot activity evaluation report is available at: [about.imascientist.org.uk/2020/im-a-scientist-get-me-out-of-here-green-zone-evaluation-report/](https://about.imascientist.org.uk/2020/im-a-scientist-get-me-out-of-here-green-zone-evaluation-report/)

<sup>9</sup> A complete list of site changes and improvements are included in the IASSAH evaluation report, available at: [about.imascientist.org.uk/2021/im-a-scientist-stay-at-home-evaluation-report/](https://about.imascientist.org.uk/2021/im-a-scientist-stay-at-home-evaluation-report/)

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The additional challenges are reflected in the higher than usual drop out rate for live chats: 85 live chats took place in November 2019; in November 2020, 80 were booked, with 53 taking place.

Despite the challenges of the past year, IAS and IAE reached 2,172 students from 58 schools.

Students asked 2,985 questions and took part in 118 live chats, writing 17,797 lines.

From their homes and classrooms students across Ireland took part in activities that support their science capital: they asked questions about science; they engaged with, and got to know Irish researchers, engineers, and STEM professionals; they learnt about the transferability of science; and they saw STEM as relevant to their daily lives.

## Press and social media

*Marcello Valente wins Red Zone in SFI funded STEM initiative "I'm A Scientist, Get Me Out of Here!"; Tyndall, 17 December 2020:*

[tyndall.ie/news/marcello-valente-wins-red-zone-in-sfi-funded-stem-initiative-im-a-scientist-get-me-out-of-here/](https://tyndall.ie/news/marcello-valente-wins-red-zone-in-sfi-funded-stem-initiative-im-a-scientist-get-me-out-of-here/)

Additionally, the events were promoted on Twitter through the @imascientist (IAS) and @IAEGMOOH (IAE) accounts. Participants were encouraged to use the hashtags: #IASIE and #IAEIE. Tweets during the events using these hashtags can be found by following the links below:

- **#IASIE (IAS):**  
[twitter.com/search?q=\(%23iasie\)%20until%3A2020-12-31%20since%3A2020-01-01&src=typed\\_query&f=live](https://twitter.com/search?q=(%23iasie)%20until%3A2020-12-31%20since%3A2020-01-01&src=typed_query&f=live)
- **#IAEIE (IAE):**  
[twitter.com/search?q=\(%23iaeie\)%20until%3A2020-12-31%20since%3A2020-01-01&src=typed\\_query&f=live](https://twitter.com/search?q=(%23iaeie)%20until%3A2020-12-31%20since%3A2020-01-01&src=typed_query&f=live)

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# Contact

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*and I'm an Engineer, Get me out of here*  
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