

Form 3

Date (日付)

1/7/2009 (Date/Month/Year:日/月/年)

Activity Report -Science Dialogue Program-
(サイエンス・ダイアログ事業 実施報告書)

Fellow's name (参加外国人研究者氏名): Jillian Healy (ID No. P08765)

Participating school (参加機関(受入学校名)): Ikeda High school 池田高校

Date (実施日時): 29/6/2009 (Date/Month/Year:日/月/年) Time: from 10:30 to 13:30

Lecture title (講演題目): (in English) From Australia to Japan on the back of eel

(in Japanese) ウナギにのって、オーストラリアから日本へ.....。

Lecture summary (講演概要):

The first part of the lecture was about Australia and how I came to be working in Japan, I then went on to explain the basic principle of osmosis and how that impacts on the life of a fish in freshwater and seawater and how the fish is able to compensate for the stresses placed on it living in either freshwater or seawater.

Language used (使用言語): English

Lecture format (講演形式):

Lecture time (講演時間) 120 min (分), Q&A time (質疑応答時間) _____ min (分)

Lecture style (examples: used projector, conducted experiments)

(講演方法 (例: プロジェクター使用による講演、プレ実験など))

Powerpoint presentation followed by eel dissection

Interpreter (example: assistance by host or colleague, provided Japanese explanation by yourself)

(通訳 (例: 受入研究者によるサポート、外国人研究者本人による日本語説明))

An interpreter was used.

Name and title of assistant (協力者 職・氏名) (example: host or colleague)

Albert Ventura colleague - Ph D student

Other note worthy information (その他特筆すべき事項):

Impressions and opinions of assistant (協力者から本事業に対する意見・感想等がございましたら、お願いいたします。): My assistant is from Spain, so neither English nor Japanese are his native language and while he can speak both very well he is not really able to translate directly and on the spot. This meant I prepared a presentation and gave notes to him and he prepared his own presentation based on that. Consequently the students essentially received two presentations which meant it was very long (I also felt a little unnecessary). However, they did appear to remain interested throughout the whole thing.