

Form B-5

Date (日付)

4 November 2011 (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 (講師氏名): Bahadur KC Krishna (ID No. P 10302)

- Participating school (学校名): Fukui Prefectural Wakasa High School

- Date (実施日時): 31 October 2011 (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): Natural resources and rural livelihood in developing countries

(in Japanese) 発展途上国の自然資源と農村の暮らし

- Lecture summary (講演概要): Please summary your lecture 200-500 words.

Japan Society for Promoting Sciences (JSPS) is a platform, which provides the opportunities for the prominent international scholar to come to Japan with connection to their research or academic activities. It also provides the opportunities for the prominent Japanese scholar to go to abroad with advancing or using their knowledge and skills for the betterment of planet and its people. JSPS offer the opportunity for the international scholar to become familiar with the Japanese education system through its Science Dialogue Program. This program can also be a good opportunity for the senior high school students to know a bit about the feeling and experiences of the international scholar about their education and research carrier. Students can be benefited by knowing the importance of foreign language particularly English and the importance of working in foreign country or international institutions. Main objective of the talk was to show the importance of the carrier internationalization in order to motivate the students. In this context, I gave a presentation on natural resources and rural livelihood in developing countries. Basically there were two main part of the presentation, in the first part, I briefly introduce about my country Nepal, its people resources and livelihood together with my brief summary of education and work experiences. Second part of the talk was about the research concept and areas on which I focused the agricultural and natural resources management research and development. This part of the talk was further divided into two broader sections. In the first part, I was showing and describing the history of farming system developments in the developing countries using the picture of different farming systems in the tropical developing countries from Asia, Africa and Latin America and afterward some burning environmental related problem including deforestation, land degradation, soil erosion, solid waste, air pollution and various natural disaster such as landslide, lake outburst. Finally I was end up the presentation by showing some of the

results of my past and ongoing work in South and Southeast Asian countries. I used agricultural and environmental related examples and their impact to the livelihood of the people in Nepal and Thailand.

- Language used (使用言語): English

- Lecture format (講演形式):

Lecture time (講演時間) 70 min (分), Q&A time (質疑応答時間) 20 min (分)

Lecture style (ex.: used projector, conducted experiments)

(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))

Projector

Interpretation (ex.: assistance by accompanied person, provided Japanese explanation by yourself) (通訳 (例: 同行者によるサポート、講師本人による日本語説明))

Assistance by accompanied person

◆ Name and title of accompanied person (同行者 職・氏名)

Takahiro SATO, Assistant Professor

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

None

- Impressions and opinions from accompanied person (同行者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

・JSPS のポスドク研究者が研究している内容を、そのままの形で高校生に伝えるのには無理があるので、どの程度までかみ砕いて説明すればよいのか迷った。発表者との事前準備の結果、本人の自己紹介や写真などを交えた簡単なパートと、講演者の研究内容に踏み込んだある程度専門的なパートの2種類を準備したが、後者の説明は殆ど伝わっていなかったように感じられた。

・派遣先の高等学校の担当者と事前に5,6回程度のメールのやり取りをしたが、双方ともサイエンスダイアログを実施するのが初めてだったこともあり、事前に発表のイメージを共有することが難しかった。

・外国人講師は、質疑応答時間以外にも生徒と対話しながら講義を進めるイメージをもっていたようだったが、実際は(同行者が想定していた通り)こちらから反応を求めてもなかなか反応が返ってこなかった。

・講義の内容もさることながら、彼が行おうとしていた対話形式の講義自体が、生徒には新鮮だったのではないかと思う。