

様式 A-1
(FY2025)

令和8年1月6日

サイエンス・ダイアログ 実施報告書

1. 学校名：千葉県立佐倉高等学校
2. 講師氏名： Dr. Sudip Kumar Paul
3. 講義補助者氏名： ー
4. 実施日時： 令和8年1月6日(火) 13:00～15:00
5. 参加生徒： 2年生19人、1年生6人 (合計25人)
備考:理数科24名、普通科1名
6. 講義題目： ヒト iPS 細胞由来不老化細胞を用いた動脈硬化研究用プラットフォーム開発
7. 講義概要： ヒト iPS 細胞を動脈硬化の治療にどう活用するのか、ES 細胞との違いも交えながらの説明だった。また、講師の出身地であるバングラデシュの紹介や研究者について、英語学習の大切さについても講義していただいた。
8. 講義形式：
対面 ・ オンライン (どちらか選択ください。)
 - 1) 講義時間 60分 質疑応答時間 45分
 - 2) 講義方法 (例:プロジェクター使用による講義、実験・実習の有無など)
プロジェクター使用による講義
 - 3) 事前学習
有 ・ 無 (どちらか選択ください。)
使用教材： 講演者に作成していただいた要旨およびキーワード集の事前確認
9. その他特筆すべき事項：

Form B-2
(FY2025)
Must be typed

Date (日付)
8/1/2026 (Date/Month/Year: 日/月/年)

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

- Fellow's name (講師氏名): Sudip Kumar Paul (ID No. P25109)
- Name and title of the lecture assistant (講義補助者の職・氏名)
N/A
- Participating school (学校名): Chiba Prefectural Sakura High School
- Date (実施日時): 6/1/2026 (Date/Month/Year: 日/月/年)
- Lecture title (講義題目):
Science Without Borders: Why English Connects the Scientific World
- Lecture format (講義形式):
◆ Onsite ・ Online (Please choose one.)(対面 ・ オンライン)((どちらか選択ください。))
◆ Lecture time (講義時間) 60 min (分), Q&A time (質疑応答時間) 30min (分)
◆ Lecture style (ex.: used projector, conducted experiments)
(講義方法 (例: プロジェクター使用による講義、実験・実習の有無など))
used projector
- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

I began the lecture by introducing myself and sharing my background—where I come from, my home country, Bangladesh, and how my interest in science and biology first began. I talked about my journey from Bangladesh to Japan and my motivation to study human biology in order to understand how science can improve human health. I also briefly compared Bangladesh and Japan, highlighting similarities and differences in culture, food, and education, to help students better understand my personal and academic journey.

After this introduction, I explained how my curiosity about science gradually developed into a passion for research. During my undergraduate studies, I became deeply interested in immunology and the human immune system—how immune cells recognize pathogens, communicate with one another, and protect the body from disease. As I moved into graduate-level research, this interest expanded to understanding how the immune system changes with aging and how these changes contribute to chronic and age-related diseases.

I then introduced my current research focus on stem cell biology, aging, and vascular diseases

such as atherosclerosis. To help the students understand these topics, I explained the basic concepts of embryonic stem (ES) cells and induced pluripotent stem (iPS) cells, and how these cells can develop into many different cell types in the human body. I also discussed the idea of regenerative medicine and how stem cell research aims to repair or replace damaged tissues and organs, offering new possibilities for treating diseases associated with aging.

Finally, I emphasized the importance of communication in science, particularly the role of English as a common global language. I shared how learning English has allowed me to read cutting-edge research, present my work to international audience in different countries, showing how shared scientific language helps accelerate discovery beyond national borders.

◆Other noteworthy information (その他特筆すべき事項):

It was indeed a great experience at Chiba Prefectural Sakura High School. The teachers were very kind and supportive, and I truly enjoyed interacting with the students. The session proceeded smoothly, and the students were highly enthusiastic and actively engaged throughout the lecture. Overall, this program provided a valuable opportunity to introduce students to recent developments in modern science and to motivate their interest in scientific research and global collaboration. I made every effort to present the content in a clear and accessible manner. The Q&A session was particularly impressive—students asked insightful and advanced research-related questions that I had not expected at the high school level. Their curiosity and critical thinking left a strong impression on me.

- Impressions and comments from the lecture assistant (講義補助者の方から、本プログラムに対する意見・感想等がありましたら、お願いいたします。): N/A



Large green chalkboard with a white border. A small white notice is pinned to the right side of the board.

Smaller board with papers and handwritten text. The text includes "理学部" (Department of Science) and "15分" (15 minutes). There are several sheets of paper pinned to the board.

消火器
↓

