

様式 A-1  
(FY2025)

2026 年 1 月 29 日

## サイエンス・ダイアログ 実施報告書

1. 学校名：三重県立川越高等学校
2. 講師氏名：Dr. Gianluca PULSONI
3. 講義補助者氏名：
4. 実施日時：2026 年 1 月 26 日（月） 13 : 40 ~ 15 : 20
5. 参加生徒： 2年生 39 人、 年生 人、 年生 人（合計 人）  
備考：国際文理科・文系の生徒（例：理数科の生徒）
6. 講義題目：Coaching Dots
7. 講義概要：リサーチはどうあるべきか
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 55 分 質疑応答時間 40 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：
9. その他特筆すべき事項：

Form B-2  
(FY2025)  
Must be typed

Date (日付)  
02/02/2026 (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): Gianluca Pulsoni (ID No. P24761)

- Name and title of the lecture assistant (講義補助者の職・氏名)

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- Participating school (学校名): Kawagoe High School (三重県立川越高等学校)

- Date (実施日時): 26/01/2026 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):

"Connecting the Dots" (点と点を繋げて)

- 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) 70 min (分), Q&A time (質疑応答時間) 20 min (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 structured my presentation around two related topics. On the one hand, I discussed my research in Japan, emphasizing aspects I believed would be most engaging for Japanese high school students. Conversely, I endeavored to explain, in a straightforward yet substantive manner, the mindset required to begin research at the university level.

Regarding the first topic, I encouraged students to reflect on the perceptions universally associated with a country—in my case, Italy—through images presented in the media, produced both locally and internationally. Following a series of comparative examples (e.g., "What comes to mind when you see this photograph? And this one?"), I facilitated a dialogue on the importance of understanding how individuals from different nations perceive their own country. This discussion fostered an animated exchange, during which I shared case studies from my research and was further stimulated by the students' questions.

Regarding the second topic, I aimed to provide students with a practical guide, grounded in my experience, on how to establish potential future academic research endeavors. I underscored the importance of cultivating one's passions appropriately and continuously broadening them through an open-minded approach to various disciplines and stimuli. Such an attitude is essential for fostering the capacity to generate innovative ideas and creations, particularly in the humanities, but not only.

My motivational discourse also included practical advice, such as the utilization of multiple languages, the development of a personal network of contacts, and engagement in research that strives to generate new ideas while considering previous scholarly contributions. Additionally, I shared reflections on embracing one's Japanese identity as a valuable resource in international contexts. To summarize, I outlined several goals: always seeking to learn new things, engaging in dialogue with like-minded individuals, supporting emerging researchers, and leaving results that may serve as a foundation for future investigations.

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

I was highly impressed by the students' proficiency in English and their cheerful disposition. I also believe that being able to speak a little Japanese, as I did, helped establish a more direct and amicable relationship immediately.

- 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。):

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