

様式 A-1
(FY2025)

2025 年 6 月 3 日

サイエンス・ダイアログ 実施報告書

1. 学校名: 岩手県立釜石高等学校・佐藤 早也華、大和田梨沙
2. 講師氏名: Dr. Hendris WONGSO
3. 講義補助者氏名:
4. 実施日時: 2025 年 5 月 26 日 (月) 10 : 35 ~ 12 : 15
5. 参加生徒: 2 年生 25 人、 年生 人、 年生 人 (合計 25 人)
備考: (例: 理数科の生徒)
6. 講義題目: Development of Radiotracer for Imaging of Tauopathies
7. 講義概要:
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 70 分 質疑応答時間 20 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: Key points, summary, and slides
9. その他特筆すべき事項:

Form B-2
(FY2024)
Must be typed

Date (日付)
26/05/2025 (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): Hendris Wongso (ID No. P23411)

- 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): Kamaishi High School

- Date (実施日時): 26/05/2025 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):

Development of Radiotracers for Imaging of Tauopathies

- 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) 30 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))

The lecture utilized a PowerPoint presentation for content delivery, followed by a fun science quiz

- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

I began my presentation by briefly introducing myself, sharing my educational background, research experience, and personal interests. Following that, I spoke about my home country, Indonesia, highlighting some fascinating facts about its population, geography, cuisine, and popular tourist destinations.

Next, I discussed my current research at RARiS, Tohoku University. I conveyed my passion for developing novel radiopharmaceuticals designed to diagnose tauopathies—rare neurodegenerative brain disorders. The students appeared genuinely interested in this topic. I emphasized that tauopathies are becoming a global concern, particularly in aging societies where the prevalence of age-related neurodegenerative diseases continues to rise.

To help students better understand radiopharmaceuticals, I invited five volunteers to the front of the class to illustrate the composition of a radiopharmaceutical. I then explained how these compounds function in the diagnosis of various diseases, making the concept more accessible and engaging.

To further enhance the session's interactivity, we conducted a fun science quiz. The students were divided into two groups and asked to answer a series of true or false questions. The activity was well-received, and the students seemed to enjoy it. One group answered 6 out of 7 questions correctly, while the other group answered 5 correctly.

As the talk concluded, I shared career advice with the students, presenting a five-step approach to planning their futures: (1) Self-evaluation, (2) Research and exploration, (3) Academic planning, (4) Gaining experience and refining skills, and (5) Focusing on personal goals.

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

Although my research topics may have been unfamiliar to the students, they showed a strong collective curiosity toward science. They appeared to enjoy the quiz and seemed genuinely engaged and challenged by the questions.

- 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。): NA

