

様式 A-1
(FY2025)

2025年 7月 15日

サイエンス・ダイアログ 実施報告書

1. 学校名: 山口県立徳山高等学校
2. 講師氏名: Mohammed Rashel Uddin, PhD
3. 講義補助者氏名: なし
4. 実施日時: 2025年 7月 8日 (火) 13:50 ~ 15:50
5. 参加生徒: 1年生 30人(合計 30人)(文理探究科(文科)の生徒
備考:(例:理数科の生徒)
6. 講義題目: 日本とバングラディシュとの教育制度比較、バングラディシュの国、文化等の紹介
7. 講義概要: バングラディシュと日本の国の大きさや人口、衣食住に関する文化的差異を紹介していただいた後に、教育分野における先生の研究内容や、開発途上国において非常時に教育機会をどのように提供するかについての試論を聞かせていただき、質疑に答えていただいた。
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 45分 質疑応答時間 30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: 講義内容のスライドをプリント化したもの
9. その他特筆すべき事項: やや難解な研究内容を分かりやすく講義していただいた。生徒の質問にも丁寧に答えていただき、内容の理解が深まった。

Form B-2
(FY2025)
Must be typed

Date (日付)
15/07/2025 (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): Uddin Mohammed Rashel (ID No.P23779)
- Name and title of the lecture assistant (講義補助者の職・氏名) N/A

- Participating school (学校名): Tokuyama Senior High School
- Date (実施日時): July 08, 2025 (Date/Month/Year: 日/月/年)
- Lecture title (講義題目):
Inclusive Learning Technologies to ensure communication between teachers and students in higher education
- 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) 35 min (分), Q&A time (質疑応答時間) 25 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 PPT in the projector
- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

Report on Lecture to Tokuyama Senior High School Students in Yamaguchi, Japan

Introduction

The recent lecture I conducted for a group of 35 senior high school students in Japan was a valuable opportunity to share my personal experiences, educational background, and professional work in the field of education. The session aimed to foster cross-cultural understanding and inspire students to appreciate diverse educational systems and cultural traditions.

Part 1: Personal and Professional Introduction

I began the lecture by introducing myself, including my educational journey, work experiences, and current professional position. I shared how I studied and worked in both Bangladesh and Japan, highlighting the diverse cultural and academic environments I experienced. My involvement in various educational projects was central to this section, where I discussed my

roles and responsibilities, giving students insights into practical aspects of educational development and project management.

Part 2: Comparing Bangladeshi and Japanese Education Systems

The second part of the lecture focused on a comparative analysis of the education systems in Bangladesh and Japan, with particular attention to science education. Students appreciated understanding both the similarities and differences, including:

- The importance placed on science and technology in both countries.
- The duration of compulsory education, which differs between the two countries.
- The length of school hours and dress codes, with students noting the formal uniforms typically worn.
- Assessment policies, where I explained Bangladesh's consistent assessment throughout the year versus Japan's examination-based system.
- The textbook development and distribution process, notably Bangladesh's practice of providing standardized textbooks nationwide at the beginning of each academic year. I also included cultural elements, discussing language, traditional foods, festivals, and clothing, which helped contextualize the environmental influences on education and society in Bangladesh.

Part 3: My Research Interests and Current Projects

The final part of the lecture covered my research interests, focusing on education development, cross-cultural exchange, and innovative learning methods. I provided an overview of two current research projects, emphasizing their significance in improving educational practices and fostering bilateral academic collaboration. I explained the objectives and potential impacts of these projects, engaging students' curiosity.

Q&A Session

After the lecture, both students and teachers posed insightful questions. Topics included how Bangladeshi educational practices could be adapted to other contexts, the challenges faced in textbook distribution and assessment systems, and cultural questions about school dress, school meal, and language. Teachers expressed interest in potential opportunities for cross-cultural collaboration and student exchange programs.

Conclusion

The experience was highly enriching, as it facilitated meaningful dialogue and broadened students' perspectives on education and culture. The students demonstrated genuine curiosity and enthusiasm, indicating their interest in understanding global educational practices. I am grateful for the opportunity to participate in this exchange, which I believe fosters greater international understanding and cooperation.

- 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



My Research Interest

- > Science Education
- > Curriculum Development
- > Education Technology
- > Education In Emergencies

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7/8月
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週次別授業
表文9月果造
本学月11/14/22