

様式 A-1

(FY2025)

2025年 8月 1日

サイエンス・ダイアログ 実施報告書

1. 学校名: 愛知県立西尾高等学校
2. 講師氏名: Dr. Gianluca PULSONI
3. 講義補助者氏名: なし
4. 実施日時: 2025年 7 月 23 日 (水) 14 : 00 ~ 16 : 00
5. 参加生徒: 2年生 2 人、 3年生 23人 (合計 25人)
備考: 文系の生徒
6. 講義題目: 西田の「場所の論理」を通して見た日本におけるイタリアのイメージング
7. 講義概要: イタリア村や、日本のアニメなどのポップカルチャーにおけるイメージングなどの研究についての紹介。
研究の基礎的な考え方(比較方法や、研究テーマの見つけ方)、具体的な研究手法としてインタビュー方式についての講義。
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 90 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、簡単な生徒同士のやり取り、質疑応答
 - 3) 事前学習
☒ 有 ・ ☐ 無 (どちらか選択ください。)
使用教材: 事前に送信されたパワーポイント資料を予習として利用
9. その他特筆すべき事項:

Form B-2
(FY2025)
Must be typed

Date (日付)
03/08/2025 (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): Gianluca Pulsoni (ID No. P24761)

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

- Participating school (学校名): Nishio High School (西尾高等学校)

- Date (実施日時): 14:00-16:00, 23/07/2025 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):

"Japanese Imaginings of Italy Through the Prism of Nishida's Theory of Place: Overview, Reflections on Academic Research, and Workshop"

- 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) 90 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))

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

During the first thirty minutes, I briefly shared my personal background and academic credentials. I then described my research in Japan, emphasizing its main aspects. The purpose was twofold: to simplify complex theoretical concepts behind my viewpoint and to present the case studies that support it, especially those related to Japanese pop culture.

The next thirty minutes were dedicated to a general discussion on academic methodology, incorporating personal insights to highlight its key elements. The primary focus was on the importance of constructing a clear and compelling argument. I promoted a comparative approach as a practical method, illustrating how integrating perspectives from different disciplines can strengthen an argument. Additionally, I pointed out that interdisciplinary curiosity is essential for fostering innovative ideas and securing funding, particularly in the humanities.

In the final thirty minutes, we held a workshop on effective interview techniques. I provided tips on engaging participants and formulating impactful questions. I stressed that good questions

should be aligned with the interview's goals and context. My academic background and experience as a freelance writer for newspapers and magazines in Italy and abroad influenced this part of the lecture. Afterwards, students worked in groups to create questions about my work and project, which they then asked me.

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

I think the parts about academic methodology and the workshop successfully captured students' interest. They seemed to value my strategy of promoting discussion, which helped emphasize the importance of conducting effective interviews. Consequently, they appeared somewhat prepared for the Q&A session at the lecture's end. Moreover, they seemed to grasp the significance of my advice that interviewing is a skill to be cultivated, since it's a daily activity in our professional, educational, and social lives, often experienced without a full understanding.

- 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。）:

ABOUT THE THEORETICAL FRAMEWORK

How can we understand and
therefore apply a concept?

Concepts as imaginings

Why Kitarō Nishida's Theory
of Place?

How
much can
theory
guide and
shape
research
efforts?

How can
research
contribute
to
redefining
theory?

