

様式 A-1

(FY2025)

2025 年 7 月 31 日

サイエンス・ダイアログ 実施報告書

1. 学校名: 静岡県立韮山高等学校
2. 講師氏名: Dr. Marion ILLE
3. 講義補助者氏名: サナウラ カーン 様
4. 実施日時: 2025 年 7 月 28 日 (月) 13 : 30 ~ 15 : 00
5. 参加生徒: 3 年生 0 人、2 年生 35 人、1 年生 1 人 (合計 36 人)
備考: (例: 理数科の生徒) 2 年生は文系探究コースの生徒
6. 講義題目: 公共住宅地区におけるウェルエイジングについてのフランスと日本の国際比較
7. 講義概要: 題目に沿った内容に加えて、講義補助者の国の例も加えた内容を講義して下さった。
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 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: キーワードリストと講義のおおまかな内容と流れを周知した。
9. その他特筆すべき事項:
特になし

Form B-2
(FY2025)
Must be typed

Date (日付)
P23707 29/07/2025

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): Marion Ille (ID No. _____)

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

- Participating school (学校名): Shizuoka Prefectural Nirayama High School

- Date (実施日時): 28/07/2025

- Lecture title (講義題目):
Housing and Ageing in Japan and France

- 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) 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))

Used projector, Quizz and game

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

The lecture was organized in two parts. In the first part I spoke about the reasons why I became an urban researcher in Japan. I explained that I lived in various countries to learn new languages and disciplines and how it was helpful for my current work. I also explained what we need to like and do to be a researcher in social sciences. Ms. Sanaullah also explained about Pakistan and why he came to Japan to study urban planning. In the second part I wanted to reflect with them on housing and ageing in France and Japan. With the help of pictures and statistics I show them the similarities and difference between the two countries and inside the countries. With the help of the pictures I explained different ways of studying housing: architecture, geography, demography. I also show them why it is important to look at housing for older persons. The statistics show the high share of older adults in both societies living in single family home. I wanted to teach them the importance of context and comparison when we are using numbers. I also described the housing situation of older adults and how this knowledge are helpful to improve everyone housing condition and discuss with city planers. We had around 30 min time for questions, what allowed me to share some results of my fieldworks and discuss with them the

necessity to develop different type of houses and cities as places and people needs are very various.

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

The Students were very interested and asked a lot of very interesting and smart questions. It was nice to go deeper in the reflection thanks to the students' questions. Thanks to Ms Sanaullah, the students get some summarize in Japanese of my response in case they missed some information and they aslo could ask him question about housing in Pakistan. The students were interested in the housing situation in France, Japan and Pakistan.

- 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。):

I am grateful to the Japan Society for the Promotion of Science (JSPS) and Dr. Marion Ille for organizing and supporting this meaningful exchange.

I truly enjoyed the experience and was deeply impressed by the level of curiosity, awareness, and engagement shown by the students. What stood out most to me was the quality of the questions they asked, not only were they thoughtful, but also highly relevant to real-world urban planning challenges. The questions showed their genuine concern for aging society and inclusive design. It was a truly enriching experience, and I learned just as much from the students as I hope they learned from me. Their questions not only sparked meaningful discussion but also reminded me of the importance of nurturing the next generation to think critically about our built environment and its future. I look forward to more such exchanges in the future.