

様式 A-1

令和8年 7月 2日

サイエンス・ダイアログ 実施報告書

1. 学校名: 北海道北見北斗高等学校
2. 講師氏名: Dr. Julie Camille ANDRE
3. 講義補助者氏名: 筒井晴喜
4. 実施日時: 令和8年 6月 30日 (火) 13:50 ~ 15:30
5. 参加生徒: 3年生 35人 (合計 35人)
備考: (例: 理数科の生徒) 理数科の生徒
6. 講義題目: From France to Japan: my research journey toward climate change impacts on rain and flood
7. 講義概要: パワーポイントを利用した講義。双方向のコミュニケーションを通して、「アイスブレイク、自己紹介及び自身の研究に関する基本的な説明」「気候変動に関する詳細な説明」「自身の研究に関する詳細な説明」といった内容を、集団講義形式で展開していた。生徒が交流し、意見交換をする場面も多分に盛り込まれていた。英語による理解が難解になると予測される部分は、説明のペースを遅くしたり、講義補助者による適切な補助が加えられたりするなど、よく理解するための工夫が加えられていた講義であった。
8. 講義形式: 対面
 - 1) 講義時間 100分 質疑応答時間 10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: なし(実施1週間ほど前に、科学英語に慣れることを目的として、
本校 ALT による環境科学に関する英語講義を実施した。)
9. その他特筆すべき事項:

Form B-2

Date (日付) 03/07/2026

(Date/Month/Year : 日/月/年)

Must be typed

Activity Report -Science Dialogue Program-

(サイエンス・ダイアログ 実施報告書)

1. Fellow's name (講師氏名) :
(ID No. P25709) Julie ANDRE
2. Name and title of the lecture assistant (講義補助者の職・氏名) Haruki Tsutsui, Bachelor 4th year.
3. Participating school (学校名) : Hokkaido Kitami Hokuto High School
4. Date (実施日時) :
(Date/Month/Year:日/月/年) 30/06/2026
5. 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) 10 min (分)
◆ Lecture style (e.g., 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 slides + different exercises to help having interaction with students.
6. Lecture title (講義題目) : From France to Japan: my research journey toward climate change impacts on rain and flood.

7. Lecture summary (講義概要) : Please summarize your lecture within 200-500 words.
Before starting my proper presentation, I had ask the bachelor student that had come with me to help me translate if needed, to present himself with one slide. This was a good idea, it enabled the student to identify him well. Then I sollicitated him regularly to give the japanese word for a technical or key concept. Keyword translations were already written on the slides, but I realised that the screen was not so big, and the last rows of students couldn't read well.

Part 1: about 30 min. "A little about me, and why I came to research": About where i came in France, the local cuisine (I made make them list all the french food they could think off, as an ice-breaker, that worked quite well). Why I choose to study at Uni, how I changed my idea of my future job from math to physics teacher, then to maybe researcher. How I tried research experiences and international experiences, which confortd me to go for a PhD.

Part 2 Physical basis about climate change, and why it is important. What is Climate change? What are the causes? What mechanisms? What is the IPCC? What consequences of climate change?

Part 3 : My research (~3 min on my PhD work and a few min about my current JSPS project main ideas and objective). I ran a little bit of time, so made it shorter, to have the time to go to my last 2 slides about what is it in daily life to be a JSPS Postdoc in Sapporo for 2 years. I try to explain what it feels to live abroad, and what difficulty we can encounter (language barrier, cultural shock) with concrete and personal examples. I finished by all the things make you grow when going through such a human experience :)

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

I tried to make the students think by themselves at least twice. For example, I gave them a real life open question to "solve", extracted from the International Physics Tournament (<https://ipt.science/>) Problem n17, which I personally worked on during my participation in this Tournament in 2018. I explained the question, and encouraged them to discuss with their neighbors during a few minutes. The students participated actively. Yet, there were very shy in actually raising their hands and propose their ideas or hypothesis. I felt the same during the Q&A session, where I expected to have much more questions (only got 2 question, not at all about the content of the lecture). This is probably by fear of doing mistakes or because they feel not confident in their English level.

It seems I was personally with a quite shy class of students, and indeed, though they seemed interested, they didn't answer much to my questions to them, nor ask many questions in the Q&A time. So I had to adapt a little bit, for ex by doing a 10 min break where I would go through the class and among the student, and they felt easier to ask me questions, 1 to 1.

For me it was a lot of preparation for the slides and the content, and how to present it simply. I think I spend about 10 full working days on this. I would be happy to be able to use it a 2nd time with Japanese students, as it will ask me almost no more work and will be useful for them and fun for everyone.

I really enjoyed meeting local teachers and students and interacting with them. I especially appreciated the teachers warm welcome.

Since the school was far (4:30 hours by train one way), going with a colleague who was tasked as with helping explain technical concepts in Japanese (here a bachelor student from my lab) had the additional advantage to make the travel time simpler and more fun.

9. 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。) :

Thank you for letting me join the Science Dialogue program.

I did feel a slight language barrier. I'm not exactly sure how much the students truly understood, but they definitely seemed interested.

During the class, I found it interesting that they reacted well to sound words, and that the boys and girls were sitting completely separately.

Since they were a bit shy, I realized after the class that as an assistant, I probably should have done some icebreaking in Japanese.

I would be very happy if this experience triggers an interest in climate change or going abroad for some of the students.

I also want to express my appreciation to Takahashi-sensei and Ando-sensei for taking us to the Tokoro River. I learned a lot from the class, as well as from talking with the teachers and Julie-sensei.