

様式 A-1

2026 年 7 月 22 日

サイエンス・ダイアログ 実施報告書

1. 学校名: 仙台第三高等学校
2. 講師氏名: Dr. Daksh Devang SHAH
3. 講義補助者氏名: なし
4. 実施日時: 2026 年 7 月 14 日 (火) 10:35 ~ 12:15
5. 参加生徒: 3 年生 207 人、 年生 人、 年生 人 (合計 人)
備考: (例: 理数科の生徒)
6. 講義題目: Photocatalysis and Accelerating catalyst discovery
7. 講義概要: 光触媒とその実験による発見について、ディスカッションを交えての講義
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 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: PDF による事前資料の配布
9. その他特筆すべき事項:

Form B-2

Date (日付) 15/07/2026

(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): Daksh Shah (ID No. P25713)
2. Name and title of the lecture assistant (講義補助者の職・氏名) N/A
3. Participating school (学校名): Miyagi Prefecture Sendai Daisan High School
4. Date (実施日時): 14/07/2026 (Date/Month/Year: 日/月/年)
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) 100 min (分), Q&A time 15 (質疑応答時間) 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 projector, in lecture hall and had discussion times.
6. Lecture title (講義題目): Material Science
7. Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

I had a wonderful time presenting the science dialogue lecture at Miyagi Sendai Daisan High School. Since from my communication with the school, I was aware that the students are from the 3rd grade and on a science track. Therefore, I was able to start my lecture with different pathways in science, especially the difference between a chemical engineer and material scientist. I was able to present my work to highlight the interdisciplinary nature of material science, and my personal journey towards it. I also incorporated some complex topics from my research and tried to explain in a simple manner, then followed it with discussion times. I believe this helped the students get a feel for the subject matter without being overwhelmed. In the discussion times, I went around and discussed with students to gauge their understanding. There were 3 discussion times linked with each other, where we adopted a top down approach to address challenges towards reaching sustainability development goals by designing materials. I did this to help students think as a material scientist themselves, and make the lecture interactive (as also suggested by the school). I think this really helped students stay engaged during the entire duration of the lecture. As the lecture progressed, students were able to overcome their shyness and ask interesting questions during discussion times and Q&A.

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

I believe the future of Japan is in good hands.

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。):

