

様式 A-1

年 月 日

サイエンス・ダイアログ 実施報告書

1. 学校名:彦根東高等学校
2. 講師氏名:Dominik Stefan Mihalits さん
3. 講義補助者氏名:井口 美代花 さん
4. 実施日時: 2026 年 7 月 16 日 (木) 14:30～ 16:00
5. 参加生徒: 1 年生 37 人、 2 年生 14 人、 年生 人 (合計 51 人)
備考:(例:理数科の生徒) GS コースの生徒
6. 講義題目:極限経験と文化的自己調整:現代日本社会における質的研究
7. 講義概要:ミハリツさんの母国オーストリアの地理や文化、そして「極限」という言葉の定義や、その極限状態に陥るプロセスやそれによる心理的影響などを話してくださいました。
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 85 分 質疑応答時間 20 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:
9. その他特筆すべき事項:

Form B-2

Date (日付)

(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): MIHALITS Dominik Stefan (ID No. P25316)
2. Name and title of the lecture assistant (講義補助者の職・氏名)
Ms. Miyoka Iguchi (井口 美代花) – First-year Master's student, Graduate School of Human Science, Ritsumeikan University
3. Participating school (学校名): Shiga Prefectural Hikone Higashi High School
4. Date (実施日時): 14:30–16:00, 16 July 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) 75 min (分), Q&A time (質疑応答時間) 15 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 a projector with bilingual (English – Japanese) PowerPoint slides for better understanding. The opening world-map activity was interactive: students logged their own answers using a remote-control clicker and compared them with the correct answer. A vocabulary/keyword list was shared with all students in advance as a handout. The session included a “think–pair–share” group activity; no laboratory experiment was conducted.

6. Lecture title (講義題目):

Strong Feelings and Big Moments – How People Make Sense of Intense Experiences Across Cultures

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

On 16 July 2026 I gave a 90-minute Science Dialogue lecture, “Strong Feelings and Big Moments: How People Make Sense of Intense Experiences Across Cultures,” to about 50 first-year students at Shiga Prefectural Hikone Higashi High School. My aim was to introduce my research field – clinical and cultural psychology and in particular the psychology of ‘extreme’ or intense experiences. Because my research project is abstract and conceptually complex, I deliberately narrowed the lecture to a single research stream, so that the core idea would be clear and accessible to fifteen- and sixteen-year-old students without overwhelming them with difficult

content. To support understanding, the slides were prepared bilingually, in English and Japanese, and a keyword / vocabulary list was shared with all students in advance as a handout.

I opened by introducing myself and my home country, Austria, with an interactive world-map activity: using a remote-control clicker, each student logged their own guess for where Austria lies on the map and then compared it with the correct answer – a playful start built around the common ‘Austria is not Australia’ mix-up. I then presented the central idea of my research: that intense or ‘extreme’ experiences are a normal and important part of human life, not merely problems or symptoms and that they can be explored through six simple questions – intensity, impact, demand, control, novelty and involvement. I also briefly connected this to my clinical work as a psychotherapist and psychoanalyst.

The core of the session was an interactive “think–pair–share” activity, in which students recalled a big moment in their own lives and analyzed it using the six questions – first alone, then in pairs and finally sharing with the class. English sentence starters, the bilingual slides and vocabulary handout as well as the Japanese-language assistance of Ms. Miyoka Iguchi helped every student take part with confidence. We closed with an open question-and-answer session. The students were curious, warm and actively engaged, especially during the activity and the Q&A. It was a genuine pleasure to share my research with them and I am grateful to the school and to JSPS for this opportunity.

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

The opening interactive map (students logging answers with a remote-control clicker and comparing them with the correct location) and the think–pair–share activity worked particularly well with this age group and produced lively participation. To keep an abstract research topic accessible, the content was intentionally focused on one core idea and presented with bilingual (English–Japanese) slides and a vocabulary handout shared in advance. No laboratory experiment was conducted; the session relied on interactive discussion and student participation.

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。):

Overall, it was a wonderful experience to be involved in this program and I truly appreciated the opportunity to take part and to gain new insights. The session was such an interesting and stimulating learning experience that I found myself wishing I could have been involved even more. One thing that really stood out to me was how internationally curious the students were: from the lively atmosphere, many seemed genuinely eager to learn about other countries and several appeared to be preparing for a study-abroad program. This made me feel that a little more detailed exchange among everyone involved beforehand could be really valuable – a chance to talk together in advance would let instructors integrate the students’ specific interests, such as studying and travelling abroad, even more directly into the lecture, making an already rewarding experience feel even more tailored to them. I feel very fortunate to have taken part and I would gladly be involved again.