

Form B-2
(FY2022)
Must be typed

Date (日付)
26/07/2022 (Date/Month/Year: 日/月/年)

Activity Report -Science Dialogue Program-
(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): Pavel Voinov (ID No. P20007)
- Name and title of the lecture assistant (講義補助者の職・氏名)
Shewen Xu, Master's Graduate student
- Participating school (学校名): Aichi Prefectural Nishio Senior High School
- Date (実施日時): 22/07/2022 (Date/Month/Year: 日/月/年)
- Lecture title (講義題目):
Coordination and communication in chimpanzees and other primates.
- 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) 30min (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))
Presentation (used a projector)

- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.
The lecture gave a brief history of research on abilities for coordination and communication during joint action in non-human primates. It went from joint action experiments by M.P. Crawford in 1930s to more recent experiments by S. Hirata, S. Yamamoto, and others conducted in the last two decades. I concluded with my current work conducted at the Center for Evolution of Human Behavior (EHUB) at Kyoto University. The goal of the lecture was to provide an insight into how different non-human primates are from humans when it comes to coordination and joint problem solving. It made an emphasis on the fact that humans are genuinely prosocial and that our language and other abilities which afford joint action are adaptations grounded in fundamental prosociality. For this reason non-human primates either fail or struggle to solve even the easiest coordination problems, which can be solved by very young human children with the help of language.

The lecture was accompanied with illustrations and video materials from the actual experiments for better clearness. These aim of these materials was also to give visual illustration of how behavioral research is conducted in a laboratory setting. The lecture also included an interactive

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game to get a feeling of being a participant in an experiment, and final quiz to consolidate the lesson.

I could see from the meaningful questions which the students asked me that they carefully attended to the materials, were involved during the lecture, and showed an interest in the topic.

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

- Impressions and comments from the lecture assistant (講義補助者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

Shenwen reported to me that the students look very involved and had an intensive discussion during the break. During the break she mentioned that I might be using some very scientific terms, which the students possibly did not understand (i.e., "Primates" or "Great Apes"). I clarified these and some other terms not included in the glossary which I had sent out in advance. She also mentioned that the video materials and the quiz in the end helped a lot to keep students' attention focused. To her surprise, students were attentive during the whole lecture despite the complexity of the topic and difficulty level of the scientific language.