

様式 A-1
(FY2023)

2024 年 6 月 5 日

サイエンス・ダイアログ 実施報告書

1. 学校名・実施責任者氏名: 若狭高校・上戸大雅
2. 講師氏名: Ehdaa Eltayeb ABDELSALAM
3. 講義補助者氏名: 瀧澤文雄
4. 実施日時: 2024 年 6 月 5 日 (水) 14:20 ~ 16:10
5. 参加生徒: 2 年生 26 人、 年 生 人、 年 生 人 (合計 人)
備考: (例: 理数科の生徒) 理数探究科の生徒
6. 講義題目: Development of diagnostic method and killer T cell-inducing vaccine for viral whirling disease
7. 講義概要: 講師の経歴紹介・研究内容紹介・実験
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 50 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、魚の解剖実験
3) 事前学習
☒ 有 ・ ☐ 無 (どちらかに○をしてください。)
使用教材 生物基礎の教科書
9. その他特筆すべき事項:

Form B-2
(FY2024)
Must be typed

Date (日付)
13/06/2024 (Date/Month/Year: 日/月/年)

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): Ehdaa Eltayeb Eltigani Abdelsalam (ID No. P23745)
- Name and title of the lecture assistant (講義補助者の職・氏名)
Assoc. Prof. TAKIZAWA, Fumio
- Participating school (学校名): Wakasa High School, Obama City, Fukui Prefecture
- Date (実施日時): 05/06/2024 (Date/Month/Year: 日/月/年)
- Lecture title (講義題目):
JSPS Science Dialogue Program: Wakasa High School, June 5th 2024.
Research topic in Japan: Development of diagnostic method and killer T cell-inducing vaccine for viral whirling disease
- Lecture format (講義形式): Microsoft Powerpoint
◆ ☒ 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) 40 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))
Projector was used to view ppt slides. Experiments were conducted as demonstration first and viewed with the aid of the projector, camera, and microscope.
- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

The school offered the two last periods for the JSPS science dialogue lecture. Each period lasts for 50 minutes. Therefore, the lecture was carried out in two sessions. The first session was left for the main presentation using PowerPoint and projector. The second session was live performance of experimental activities with the participation of students.

The lecture mainly consisted of five sections. In the first section, I shared an introduction about myself and my country with the students, so that they get to recognize different cultural aspects and know more about foreign experiences. In the second and third sections I explained to the students about my previous professional and scientific activities

which were mainly focused on animal health and wildlife diseases and their importances to public health and animal welfare. I also talked to them about what drove me into having career shift and taking the path of scientific research as a profession. I explained to them about the core of my research activities, which mainly incorporates cellular and molecular biology as a fundamental tool for the experiments we carry out. In the fourth section, I explained to the student about my research in Japan and what is it that I am currently doing in the frame of my JSPS postdoctoral fellowship. I talked to them about the economic importance of aquaculture and why and how do we conduct research on fish diseases and immunology (my latest and current research interests). Finally, the fifth section was dedicated to the experimental activities we carried out together. I briefly explained to them on slides that we're going to perform fish dissection and learn about the unique anatomy of fish as first activity. As a second activity, they got to learn about the different types of blood cells and their function and how can we make blood smear and stain it, so that we are able to view blood cells under microscope and distinguish them.

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

- The students' attention was vividly more active when Q&A took place during the presentation part and also during the practical session. Therefore, for future experiences it might be more interactive to carry this activity with focus on what can do together (the fellows and students) in the frame of science rather than who are we as JSPS fellows and what is it that we are doing as scientists.
- The assistance with live translation by my host researcher of the lecture's content indeed gave live to the presentation and made it more comprehensible for the students.
- The preorganization by the school to mentally prepare the students for the lecture through sharing some of the slides facilitated the scientific communication. Therefore, it is highly recommended in my opinion to intrinsically implement school staff in the preparation of the content.

- 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。):

The lecture assistant had a very positive impression about the whole experience and thinks it had been a useful and inspiring experience equally for the lecturer and participating students.