

様式 A-1  
(FY2023)

2024年 6月 19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: 福島県立福島高等学校 加藤 かおり
2. 講師氏名: Andrea Csendom
3. 講義補助者氏名: なし
4. 実施日時: 2024年 6月 19日 (水) 13:10 ~ 15:10
5. 参加生徒: 3年生 30人、 1年生 1人、 2年生 1人 (合計 32人)  
備考: (例: 理数科の生徒) 普通科 文型クラス
6. 講義題目: 歴史をクールにする方法
7. 講義概要: さまざまな言語を用いて文化を発信することの大切さ、江戸の文化の研究、文化発信の実践
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 60分 質疑応答時間 60分(グループ毎の対話を含む)
  - 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、班別にショートフィルムを作成する
  - 3) 事前学習  
☒ 有 ・ ☐ 無 (どちらかに○をしてください。)  
使用教材 事前学習用プリント(講義者作成)、Youtube などの動画
9. その他特筆すべき事項:  
生徒が作成したショートフィルムを見ていただき、フィードバックをいただく予定である。

**Form B-2**  
**(FY2024)**  
**Must be typed**

Date (日付)  
20 June, 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): NAKAZAWA-CSENDOM Andrea (ID No P23746)

- Name and title of the lecture assistant (講義補助者の職・氏名)

The lecture used bilingual PowerPoint slides (English and Japanese). No assistants were needed.

- Participating school (学校名): Fukushima High School

- Date (実施日時): 19 June 2024 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):

Sharing Edo Japan on YouTube : How to Make History Cool

- 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) 80 min (分), Q&A time (質疑応答時間) 35 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))

The lecture used PowerPoint slides, video showings and interactive quiz time. Students tried to make video projects in small groups, and ended with an interactive Q&A using the game rock-paper-scissors.

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

In this lecture, we explored how to use digital media, specifically YouTube, to promote international education by creating academic and engaging content. We began with an introduction to my background and research on Japanese Edo culture. I shared my journey from Hungary to Japan, my passion for languages, and my efforts to make Edo culture accessible to a worldwide audience through YouTube. We then delved into the importance of translating cultural elements and historical contexts into engaging digital content.

Next, we examined the significance of understanding people from past cultures by looking at their traditions and customs. I showed the students an interview with a Hungarian artist influenced by Edo period Rinpa art, exploring how a Western artist can incorporate Japanese elements into her modern art. Another example from my research was the New Year kite flying tradition in the Edo period and how the Shogunate's bans on this activity revealed much about the societal norms and values of that time, which we can hardly understand because we do not live in the same era. We also discussed the methods I use to make history engaging in my videos, such as storytelling

techniques, visual aids, and simplifying complex concepts. These strategies help make the content relatable and interesting for a diverse audience.

To engage 17-18-year-old students, I incorporated interactive activities such as quiz time and rock-paper-scissors, which made the learning experience enjoyable. Students learned new things about Japanese history, such as the fact that kabuki theater was originally acted by women. These activities also helped them speak more freely in English. The students were very interested in the video-watching segments as well.

The practical part of the lecture involved a hands-on video-making project. Students worked in groups to create short films about aspects of Japanese culture or their own topics. The goal was to develop content that was clear, engaging, and suitable for a global audience in English. By the end of the lecture, students had a deeper appreciation of how digital media can be a powerful tool for cross-cultural education, how they can use their English skills, and how to make academic content easily understandable.

I originally planned to give an onsite lecture, but due to family circumstances, I needed to switch to an online format. However, the school was very cooperative, and we were able to arrange a great session, which was very enjoyable. Since we couldn't finish the video-making project, the students' short films on Japanese culture weren't completed. I proposed that they send me their videos after the lecture, and I would provide feedback, which they happily agreed to.

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

If you agree, I would like to continue participating in the Science Dialog program using the same lecture. Consequently, I will not submit the PPT file at this time but will provide it once I have completed all my lectures and no longer require it.

- 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。）: