

様式 A-1
(FY2024)

2024 年 7 月 12 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: 兵庫県立川西緑台高等学校 ・ 仲川奈緒、山本和也
2. 講師氏名: Dr. Laura BARBIERI
3. 講義補助者氏名: _____
4. 実施日時: 2024 年 7 月 11 日 (木) 11 : 10 ~ 12 : 25
5. 参加生徒: 年 生 人、 年 生 人、 3 年 生 31 人 (合計 31 人)
備考: (例: 理数科の生徒) 総合理数コースの生徒
6. 講義題目: What does it mean to be an international scientist?
7. 講義概要: I am working on immunological aspects of malaria, a disease transmitted by a parasite via mosquitoes. Malaria is not preset in Japan now because it was eliminated mnay years ago. However, in Africa and other countries in Asia and South America, malaria is still common and dangerous especially for young children. My project is based in Kanya, in a region near Lake Viatoria where the transmission of malaria is high. My goal is to understand how the human body respoids to this disease from the point of view of the immune system, in order to this, I am working on Science Diplomacy and the promotion of research internationalization in Japan.
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 65 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 (どちらかに○をしてください。)
使用教材 講師よりいただいた、事前学習単語やウェブサイトのリスト。研究内容の説明文
9. その他特筆すべき事項:

Form B-2
(FY2024)
Must be typed

Date (日付)
12/07/2024 (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): Barbieri Laura (ID No. P23726)

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

- Participating school (学校名): Hyogo Prefectural Kawanishi Midoridai Senior High School

- Date (実施日時): 11/07/2024 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):

Immunological profiling of malaria phenotypes in endemic areas of Kenya: a longitudinal cohort study

- 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) 50 min (分), Q&A time (質疑応答時間) 15 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))

Used projector (power point presentation)

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

I structured the lecture into seven parts: (1) introduction about myself; (2) introduction about my country (Italy); (3) break (relax/time for questions; (4) introduction about my education and career path; (5) my JSPS project: malaria introduction and keyfacts; (6) my research approach; (7) conclusion and Q&A.

First, I explained my personal background from Italy and how my first connection to Japan was established. To catch the student's interest, I started with some curiosities about my region in Italy, including culture, famous activities and products that I thought the students would recognise and/or be interested in. I talked about my hobbies, my hometown, Bologna University, food, and cars. In the end of this session, to crack the ice and engage the students in a fun way, I prepared a little quiz about Italy and Japan and divided them into two teams. This way, the students were visibly more comfortable talking. After a little break, I presented my scientific education (BSc, MSc) and PhD project, including my study/work experiences abroad, to give them an example of a scientific career path. I explained how I came to Japan with the Summer program in 2019, and how that experience sparked my interest in Japanese culture and research, hence the reason

why I am here now. Finally, I introduced my JSPS project which involves OMU, OU, and Kenya. I provided some key facts about malaria, including some Japanese historical references, and Japanese global initiatives to tackle the disease. I was happy to see that the students knew about JICA and other Japanese research bodies. I talked about the new vaccine approved in 2021, which some students found really surprising and interesting. I then moved on to my role in the project. I explained the difference between laboratory work and fieldwork and showed pictures from Kenya (field activities) as well as the laboratory in Japan. I simply explained my research approach, experimental flow, and research goal. Lastly, I invited them to ask questions. As they were too shy to intervene, I asked them about any career ideas and motivation. A few students shared their thoughts. I explained what I liked about science and why I chose my specific career path. I encouraged them to travel and learn new languages to expand their horizons, find their passions, and aspirations to follow. One student who has just returned from a year in Canada shared his experience and I believe this really helped emphasizing the point. Finally, one student asked me some suggestions on what to visit in Italy, and then we just chatted about Japanese anime!

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

I believe most students were too shy to intervene, so I couldn't get many questions on spot. However, I would be happy to receive feedback forms from the students and eventually answer their questions individually. I believe it would be useful not only to my own improvement, but also to the students to make full use of this opportunity to interact with a foreign researcher.

- 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。):

