

様式 A-1
(FY2024)

2024 年 11 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: 愛知県立瑞陵高等学校・町田瑠璃子
2. 講師氏名: Dr. Maxime Claude Cheype
3. 講義補助者氏名: 朝熊 紀文
4. 実施日時: 2024 年 11 月 1 日 (金) 10:45 ~ 12:05
5. 参加生徒: 3 年生 38 人、 年 生 人、 年 生 人 (合計 38 人)
備考: (例: 理数科の生徒) 理数科の生徒
6. 講義題目: From France to Japan : How material science and ceramic can change the world
7. 講義概要: フランスの紹介、研究内容
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 50 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)
プロジェクタを使用した講義
 - 3) 事前学習
☒ 有 ・ 無 (どちらかに○をしてください。)
使用教材 事前に送ってもらった講義要旨
9. その他特筆すべき事項:
少し時間を延長して質疑に対応していただき、ありがとうございました。

Form B-2
(FY2024)
Must be typed

Date (日付)
01/11/2024 (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): Maxime Claude Cheype (ID No.P23756)

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

Norifumi Asakuma

- Participating school (学校名): Aichi Prefectural Zuiryo High School

- Date (実施日時): 01/11/2024 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):

From France to Japan: How material science and ceramic can change the world

- 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) 45 min (分), Q&A time (質疑応答時間) 45 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))

Powerpoint presentation with a projector

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

I briefly introduced myself, and then presented my country, France and the most notorious monuments, places, dishes, famous personalities and culture. Then I told them about my hometown and my academic background. I explained them what is it doing research and why I like it, as well as how is life as researcher, in Japan and in France. In a second part, I exposed them what I did as a PhD Student and how we can share our results with scientific community (conference, article). Therefore I presented them one very interesting point of doing research which is participate to conferences all around the world and meet new people. Consequently, I tried to insist on the importance to learn English, to practice even if they do mistakes because it's better to try and fail then to not do anything. Then I presented the subject of my post doctoral project and how this project can help to transform the society into something better, with less greenhouse gases emissions to slow down the climate change and global warming. Finally I concluded my presentation by telling them that we need people to conduct research and encouraged them to try if they are interested by this field.

◆ 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。):

I believe the Science Dialogue provides an excellent opportunity for both high school students and presenters. It stimulates students' interest in scientific issues and foreign countries, while helping presenters enhance their skills in making their research more accessible.

As an assistant at the event, I noticed that the students were highly engaged in the presentation, asking over ten questions about the presenter's research and country, demonstrating that this event worked effectively. Overall, this event clearly serves as a valuable platform, not only for stimulating student's curiosity but also for allowing presenters to develop their presentation skills.

