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（学校用）

様式 A-1
(FY2025)

2025 年　6 月　3 日

サイエンス・ダイアログ　実施報告書

1. 学校名:　岩手県立釜石高等学校・佐藤　早也華、大和田梨沙

2. 講師氏名:　Dr. Hendris WONGSO

3. 講義補助者氏名:

4. 実施日時:　2025 年　5 月　26 日 （月）　10 : 35 ～ 12 : 15

5. 参加生徒:　2 年生　25 人、　年生　人、　年生
人 （合計　25 人）　備考:（例:理数科の生徒）

6. 講義題目:Development of Radiotracers for Imaging of Tauopathies

7. 講義概要:

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　70 分　質疑応答時間　20 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 （どちらか選択ください。）
   使用教材: Key points, summary, and slides

9. その他特筆すべき事項:

Form B-2
(FY2024)
Must be typed

Date（日付）
26/05/2025 （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）: Hendris Wongso （ID No. P23411）

- Name and title of the lecture assistant（講義補助者の職・氏名）
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- Participating school（学校名）: Kamaishi High School

- Date （実施日時）: 26/05/2025 （Date/Month/Year:日/月/年）

- Lecture title（講義題目）:
Development of Radiotracers for Imaging of Tauopathies

- 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） 70 min（分）, Q&A time（質疑応答時間） 30 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 utilized a PowerPoint presentation for content delivery, followed by a fun science quiz

- Lecture summary（講義概要）: Please summarize your lecture within 200-500 words.
I began my presentation by briefly introducing myself, sharing my educational background, research experience, and personal interests. Following that, I spoke about my home country, Indonesia, highlighting some fascinating facts about its population, geography, cuisine, and popular tourist destinations.

Next, I discussed my current research at RARiS, Tohoku University. I conveyed my passion for developing novel radiopharmaceuticals designed to diagnose tauopathies—rare neurodegenerative brain disorders. The students appeared genuinely interested in this topic. I emphasized that tauopathies are becoming a global concern, particularly in aging societies where the prevalence of age-related neurodegenerative diseases continues to rise.

To help students better understand radiopharmaceuticals, I invited five volunteers to the front of the class to illustrate the composition of a radiopharmaceutical. I then explained how these compounds function in the diagnosis of various diseases, making the concept more accessible and engaging.

To further enhance the session's interactivity, we conducted a fun science quiz. The students were divided into two groups and asked to answer a series of true or false questions. The activity was well-received, and the students seemed to enjoy it. One group answered 6 out of 7 questions correctly, while the other group answered 5 correctly.

As the talk concluded, I shared career advice with the students, presenting a five-step approach to planning their futures: (1) Self-evaluation, (2) Research and exploration, (3) Academic planning, (4) Gaining experience and refining skills, and (5) Focusing on personal goals.

◆Other noteworthy information（その他特筆すべき事項）:
Although my research topics may have been unfamiliar to the students, they showed a strong collective curiosity toward science. They appeared to enjoy the quiz and seemed genuinely engaged and challenged by the questions.

- 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。）: NA


Q: CATS CAN'T TASTE SWEETNESS.
ネコは甘さを感じることができない。
A: TRUE / 本当
EXPLANATION: CATS LACK THE RECEPTORS FOR SWEET TASTES.
解説: 甘みを感じる受容体がありません。