

様式 A-1

2026 年 5 月 11 日

## サイエンス・ダイアログ 実施報告書

1. 学校名: 市立札幌清田高等学校
2. 講師氏名: Anders Alfjorden Swedesh
3. 講義補助者氏名: Kevin Wakeman
4. 実施日時: 2026 年 4 月 20 日 (月) 8 : 45 ~ 10 : 35
5. 参加生徒: 3 年生 37 人  
備考: (グローバルコースの生徒)
6. 講義題目: ワールドスタディズ
7. 講義概要: スウェーデンの文化と北海道のホタテガイに感染するアルベオラータ寄生虫の生物多様性と病理学に関する研究
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 80 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: 講師から事前にいただいた概要を使って内容理解と質問作り
9. その他特筆すべき事項:

Form B-2

Date (日付) 29/04/2026

(Date/Month/Year: 日/月/年)

Must be typed

**Activity Report -Science Dialogue Program-**  
(サイエンス・ダイアログ 実施報告書)

1. Fellow's name (講師氏名): Anders Alfjorden (ID No. P25733 )
2. Name and title of the lecture assistant (講義補助者の職・氏名)  
Kevin Wakeman
3. Participating school (学校名):  
Sapporo Kiyota High School
4. Date (実施日時). 2026-04-20 (Date/Month/Year: 日/月/年)
5. 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) 60+30 min (分), Q&A time (質疑応答時間) 30 min (分)  
◆ Lecture style (e.g., 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))  
PPT presentation and time for QA question during the second lecture
6. Lecture title (講義題目): Exploring the sea around Hokkaido from a mussel perspective.  
A guest researcher from Sweden studies the health of Japanese Scallops

7. Lecture summary (講義概要): Please summarize your lecture within 200-500 words.  
My lecture was dispositioned in line with 8 questions from the inviting teacher at Sapporo Kiyota High School. 1) starting with an introduction of my own home country Sweden, using maps to set Sweden in perspective to its neighboring Nordic countries and other European parts in general. 2) My motives for becoming a scientist are in generally based on my interest for the aquatic environment and the search for improving the health of the animals inhabiting this environment. During my long-life experience at the Swedish Veterinary Institute, I have worked with both fish and shellfish health management and investigations trying to improve our knowledge on when, why and how microbial pathogens have an impact on survival and maintenance. 3) The reason why I started my research and why I returning to University studies with my PhD education as a goal, have mostly been motivated by knowledge gaps in our understanding on historical and ongoing mass mortalities in the aquatic environment affecting wild and farmed populations. 4) How and Why did I choose the theme of my research? This focus on animal health have continued with the current postdoctoral work, trying to understand factors and reason why sometimes these animals are meeting devastating health problems and why mortalities in the wild happens. If we

do not understand ongoing threats, we have a higher risk for applying wrong or misleading actions in our attempt to cure or rescue these populations. 5) What I find interesting and difficult is all about these microbial communities of eukaryotic organisms and how they interact and affect the host. To increase the students understanding on these animals, I made a comparison between different aquatic animals and explained the differences between fishes (vertebrate) and mussels (invertebrates) and what group of mussels and other mollusks, we have in the sea. Since mussels are enclosed within two hard shells, it will always be difficult to see from the outside if these animals are healthy or diseased. You cannot look inside the shells normally and thus cannot directly see the animals well-being. 6) As tips for doing a presentation I gave two examples that show how and why these invading and pathogenic organisms can harm and affect their host. 7) The reason for why I came to Japan is very simple, I would be able to learn practice my research together with one of the world's leading expert on these pathogenic organisms affecting mussels ie. my Supervisor Kevin Wakeman. 8) Last was to give advice on How the students can realize their dreams. For this I just recommended them to be curious and ask questions when they want to know more.

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

9. 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 was actually very impressed by the level of English education at the school in general. I thought there were many positives: 1) The organization of the classroom that encourage discussion; 2) the teachers level of English was very good, making interacting with us easy and enjoyable; and 3) I also liked that the students were given the chance to ask questions to us. I thought that was important for them.

I really do not have any suggestions for the program itself. I think my only suggestion is that this type of programs are expanded to various grade-levels, and perhaps becomes a type of 'norm' in the Japanese curriculum.