

様式 A-1
(FY2023)

2024 年 3 月 7 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: 福井県立勝山高等学校 前川 真奈美
2. 講師氏名: Dr. Miriam Jaehn
3. 講義補助者氏名: なし
4. 実施日時: 2024 年 3 月 7 日 (木) 13:30 ~ 15:20
5. 参加生徒: 1 年生 6 人、 2 年生 12 人、 3 年生 0 人 (合計 18 人)
備考: (例: 理数科の生徒)
6. 講義題目: Doing research on refugees in Asia
7. 講義概要: 難民を研究対象にした経緯と研究方法、ロヒンギャ難民の歴史と現状について
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 100 分 (グループ活動時間と発表の時間を含む) 質疑応答時間 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、動画やオンライン記事を用いたグループ活動、発表活動
 - 3) 事前学習
有 ・ ☒ 無 (どちらかに○をしてください。)
使用教材 講義概要と語句リストは配布した
9. その他特筆すべき事項:

いろいろな資料や動画を用いて、生徒の興味を引き出すような講義であった。難しく複雑な問題であるが、グループ活動を取り入れていただいたおかげで、生徒が主体的に情報を読み取ることができた。

Form B-2
(FY2023)
Must be typed

Date (日付)

(Date/Month/Year: 11/03/2024)

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

- Fellow's name (講師氏名): Miriam Jaehn (ID No. P22773)

- Name and title of the accompanying person (講義補助者の職・氏名) N/A

- Participating school (学校名): Fukui Katsuyama Senior High School

- Date (実施日時): 07/03/2024

- Lecture title (講義題目): Doing Research on Refugees in Asia

- 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))

Used PPT to illustrate lecture with google maps, pictures taken during fieldwork, and show news reporting on my research topic. In the 45min of Q&A I organised a class activity for the students.

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

I began my lecture by explaining to the students how I came to become a researcher as I had not always dreamt of going into academia. I told them about my first exposure to refugees in a refugee camp in Thailand, my volunteering in Israel-Palestine, and my internship in Nepal where I met Rohingya refugees for the first time. I then explained to them some of the research methods and ethics in the Humanities and Social Sciences, which was the most complicated part. I explained to them the methodological importance of positionality, intersectionality, consent, interviewing, and participant observation. Lastly, I gave them an introduction into the contents and findings of my research with refugees in Asia more specifically: The challenges that they meet as they often lack any legal status. As I was closing this part of the lecture, I organized a group activity to lead the students towards a deeper understanding of Humanities and Social Sciences research through experiencing a glimpse into it. I separated the class into four groups and each group had to look at a text/video that serves as a source for my research. I asked them to 1) summarize what they read/listened to, 2) what they thought and understood, 3) and what questions they still have after reading/listening to the text/video. Each group came up with at least one question. The students came up with very important and interesting key questions so that I could close the

lecture by saying that these questions that they now have and that can now not be answered entirely are the beginning of research.

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

Eighteen students and three teachers attended the lecture. Maegawa Manami san (who was responsible with facilitating the lecture) helped out at one point with a short Japanese translation and explanation (on the idea of positionality). However, before the lecture, I had provided the Maegawa Manami san with all my lecture notes, the lecture slides (only for her in preparation), and a handout for the students in which I had provided them with a short self-introduction, links for the class activity, and a vocabulary list.

- Impressions and comments from the accompanying person（講義補助者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。）: N/A

2. Volunteering in an organisation in the Westbank, OPT

