

様式 A-1
(FY2023)

2023 年 5 月 21 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: 大妻中野中学校・高等学校 岩野芳樹
2. 講師氏名: Dr. Kilian Marcel Claude COLAS(Mr.)
3. 講義補助者氏名: なし
4. 実施日時: 2023 年 5 月 20 日 (土) 14:00 ~ 16:00
5. 参加生徒: 中学2年生 2人、 高校1年生 4人、 高校2年生 6人 (合計 12人)
備考: (例: 理数科の生徒)
6. 講義題目: 抗 KRAS 環状ペプチドファミコフォアの小型タンパク質へのラソグラフト体の創出
7. 講義概要:
 - 1) Dr. Kilian のバックグラウンド
 - 2) 「自然科学の研究とは何か」
 - 3) 現在, 菅研究室で取り組んでいる研究
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 60 分 質疑応答時間 60 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 Dr. Kilian のプレゼン資料
9. その他特筆すべき事項: なし

Form B-2
(FY2023)
Must be typed

Date (日付)
25/05/03 (Date/Month/Year: 日/月/年)

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): Kilian Colas _____ (ID No. P22024 _____)

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

- Participating school (学校名): Otsuma Nakano Junior & Senior High School _____

- Date (実施日時): 23/05/20 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):

Doing research around the world and working with DNA

- 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 min (分), Q&A time (質疑応答時間) 60 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 on projector _____

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

I presented a 3-part lecture: 1) About my background in research and education in various countries, insisting on the importance to speak English. In particular, I tried to show the students the value of travelling for work to gain different perspectives, and encourage them not to be afraid to make mistakes in English, nor to feel pressured to get it perfect. About the nature of research. First I presented the concept of research, with very general examples from science and the arts. The, I drew from my work specific examples of fundamental and applied chemistry, to illustrate the exciting but also frustrating nature of research work. 3) A more detailed scientific discussion about DNA & protein biosynthesis, describing the Suga Lab technology. In this part, I covered general concepts about amino-acids and proteins and tried to relate it to everyday-life matters, and relied on pictures and schemes to keep the students's attention without getting boring. Finally, after about 60 min of lecture, there was plenty of time left for questions. The students had excellent questions both on the scientific content and the research-life matters. I noticed an impressive awareness that research work and science can be difficult and stressful, so I tried to answer these concerns honestly, explaining how exciting and motivating research can be, but without lying

SD

※弊会記入欄

about the difficult parts. Some excellent scientific also came up related to the complexity of cancer treatment strategies. Overall, I was very impressed with the students and I thought they had a very positive attitude.

The teachers were extremely helpful both in setting up the presentation, and in translating questions and answers back and forth very quickly and I am very grateful for their work. Finally, as I had an issue with my voice on that day and could not speak very loudly, it was really great to have a microphone available.

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

- 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。):



A male speaker in a white shirt stands at a wooden podium on the left side of the stage, holding a microphone and addressing the audience.

An audience of students, mostly women in school uniforms, is seated at rows of desks in the lecture hall. Many students have laptops open on their desks, and some are looking towards the speaker. The room is well-lit, with a large window on the right side showing a view of the outdoors.