

様式 A-1
(FY2023)

令和5年 6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：福島県立福島高等学校 柴田 香
2. 講師氏名：Dr. Swaros THANAPORNSANGSUTH
3. 講義補助者氏名：桑田 仁 先生
4. 実施日時：令和5年 6月 20日 (火) 13:10 ~ 15:10
5. 参加生徒：3 年生 39 人、 年生 人、 年生 人 (合計 39 人)
備考： 文系の生徒
6. 講義題目：文化適合的な構築主義的デザイン教育：持続可能な開発へのイノベーション主導の教育
7. 講義概要：最良の学習方法や、学びをいかに向上させるかという疑問をきっかけに、生徒の環境における学習過程に重点を置き、過去の経験と関連させながら知識を構築していく構築主義的なデザイン教育を研究している。
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 (発表準備時間20分を含む)
 - 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 講師から提供いただいた資料、キーワード集など
9. その他特筆すべき事項：
特になし

Form B-2
(FY2023)
Must be typed

Date (日付)
21/6/2023 (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) : Sawaros Thanapornsanguth
(ID No.P21792_____)

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

- Participating school (学校名): Fukushima High School

- Date (実施日時): 20/6/2023 (Date/Month/Year: 日/月/年)

- Lecture title (講義題目):
The Science of How People Learn

- 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))

Used projector

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

Dr. Thanapornsanguth serves as a JSPS fellow at the Tokyo Institute of Technology and a JSPS-UNU Postdoctoral Fellow at the United Nations University, she brings a wealth of knowledge and experience to her lectures. She explored Information Processing, which likens the human mind to a computer. This theory guides learning methods such as traditional lecturing and the use of textbooks. By viewing the mind as an information processor, this approach emphasizes the acquisition and assimilation of knowledge. Finally, Dr. Thanapornsanguth delves into constructivism, a learning theory that encourages active participation and grants learners the freedom to exercise their agency. Constructivism embraces the notion that individuals construct knowledge based on their unique experiences, and learning is enhanced through interactive and hands-on activities. It is essential to note that no learning theory is inherently superior or inferior. The effectiveness of a particular theory depends on the content being taught and the context in which learning takes place. What truly matters is the "purpose" of learning. Dr.

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※弊会記入欄

Thanapornsanguth highlights the importance of purposeful learning through the lens of the Sustainable Development Goals (SDGs). This challenge-based approach empowers students to embark on personally and socially meaningful projects by utilizing the SDGs as a guiding framework. In conclusion, Dr. Thanapornsanguth's lecture provides a comprehensive overview of various learning theories, emphasizing the significance of purposeful learning. By considering the strengths and limitations of different theories and incorporating the SDGs into educational endeavors, students can engage in transformative learning experiences that contribute to both personal growth and sustainable development.

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

n/a

- 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.):

From Dr. Jin Kuwata, Lecturer, Teachers College, Columbia University:

Dr. Kuwata was impressed by the willingness and effort exhibited by the students in actively engaging with the lecture materials. These materials presented challenges, both in terms of content and language, and yet the students embraced them. Moreover, Dr. Kuwata was struck by the profound respect, attentiveness, and courteous demeanor displayed by the students at Fukushima High School. He also wanted to express his gratitude towards the host faculty for their contributions. Their eagerness to engage in meaningful conversations about their teaching experiences, their students, and the lecture topic from the vantage point of Japanese educators and members of society demonstrated a collaborative spirit.



文化適応的な構築デザイン教育
 持続可能な開発への
 イノベーション主導の教育
 東京工業大学 環境社会理工学院
 Dr. Sawaros Thanapornsungsutto
 講義補助
 コロビア大学 奈田仁様

WEBSITE
 RINSE
 RINSE LINK
<https://rinse23419236.wordpress.com/>

SOIL RECOGNITION TOOL

Using your smartphone camera recognize the soil and be advised on planting species and maintenance techniques.

Benefits to use:

- With information on what soil there is they can make better decisions on how to battle drought and grow drought-resistant plants.
- The tool is automatic and always accessible, so the user can make decisions no matter where they are.

