

(For JSPS Fellow)

Form B-5

Date (日付)

17/07/2013 (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): Eva-Maria Tanzer (ID No. P13703)
- Participating school (学校名): Kawagoe's girls high school
- Date (実施日時): 16/07/2013 (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): (in English) Organic Chemistry: A Story of Catalysis and Totalsynthesis
(in Japanese)

- Lecture summary (講演概要): Please summary your lecture 200-500 words.

The first part of my lecture introduced myself, where I am from, my hobbies and the education I have received. The second part of my lecture addressed the issue of what it takes to become a scientist and why I chose to be a chemist – I also showed short videos of the girls in my lab explaining in Japanese why they chose to go into chemistry and what they like about it. In this part I also explained what a day in the life of a chemist at university looks like and what we actually do. The third part of my talk addressed my Ph.D as well as my postdoctoral research. I explained the importance of chirality and what chirality is. We brought different enantiomeric compounds which have different smells for the students to experience the impact of chiral information themselves. I explained about catalysis and how I used it to control chirality. Then I went on to explain what retro-synthesis and totalsynthesis is and why it is important. How nature provides us with powerful agents that we want to access. I showed that in pharmaceutical industry this is very important and gave examples for different medications that are available for us today, because of a successful total synthesis. In the end I showed my target molecule and its retrosynthesis and explained its possible importance for HIV treatment.

- Language used (使用言語): English
- Lecture format (講演形式): Power Point Presentation (45 slides)
 - ◆Lecture time (講演時間) 75 min (分), Q&A time (質疑応答時間) 25 min (分)
 - ◆Lecture style(ex.: used projector, conducted experiments)
(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))
Used projector, brought perfumery probes, asked students questions during the lecture, tried to get them involved
 - ◆Interpretation(ex.: assistance by accompanied person, provided Japanese explanation by yourself) (通訳 (例: 同行者によるサポート、講師本人による日本語説明))

Assistance by accompanied person helped explain complicated material also in Japanese, translated students Japanese questions in English so I was able to answer

◆Name and title of accompanied person (同行者 職・氏名)

Sunna Jung, Ph.D. students 1st year

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

- Impressions and opinions from accompanied person (同行者の方から、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。)

Sunna Jung: The visit was a very good experience. It was very meaningful in inspiring them to study chemistry, it would have been nice if I had this same opportunity when I was younger. I realized that it is difficult to explain in easy ways what we are doing (Eva did a good job), but I was very impressed but how attentive the students were and how many interesting and curious questions they asked after the lecture.: