

(For JSPS Fellow)

Form B-5

Date (日付)

12/02/2014 (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): Coline ARNAUD (ID No. P 12705)

- Participating school (学校名): Kyoto Prefectural Yamashiro High School

- Date (実施日時): 8/02/2014 (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): (in English) Evolution of personality in wild Japanese monkeys

(in Japanese)

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

After the english teacher introduced me and the printed copy that I gave to the students, I introduced myself and my accompanied person and I presented the plan of my lecture. In the part I (about 15 slides), I spoke about my country, France: about the landscapes, the historical places, the cuisine and one aspect of the french culture. I used lots of pictures for that part. In the part II (2 slides), I shortly explained why I became a researcher and which general tasks I do during my daily work. I divided the part III in 3 subsections. The subsection 1 (5 slides) explained the components of natural evolution using examples and a modelling free software (Netlogo). The subsection 2 (2 slides) presented the concept of personality in wild animals and some examples in different species. The subsection 3 focused on my study and included:

- the methods (3 slides: presentation of the macaque population and the island of field work)

-an exercise for the students (5 slides)

-my research questions and some of my results (strongly simplified) (7 slides): I found 2 traits of personality and I examined what affected this difference in personality (genetic information, culture, personal experience, other factors such as sex, age or season).

I concluded about my study by reminding them the main results and conclusions and I included one final slide of take-home messages as a more general conclusion.

The exercise consisted in sorting the monkey personality in 3 simple categories. The results were already given for 13 monkeys and the students had to fill in the table for 2 more monkeys by watching the short videos (total of 4 minutes) of the field tests. Then, I showed them the family information and compiled this information with the personality results. I let them few minutes to discuss in a 3-student-team to answer if the personality was partially, totally or not at all inherited. After every part and subsection, I made a short break to let the students asking questions or I asked them some to force them to be active in the lecture. I got few questions at every break showing their interest in the lecture. Satisfactorily, a large majority of the students answered

correctly for the exercise. It appeared that they understood at least the general ideas of the talk even if they didn't dare to ask many questions.

- Language used (使用言語): English with a bit of Japanese

- Lecture format (講演形式):

◆Lecture time (講演時間) 90 with questions min(分), Q&A time (質疑応答時間) 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))

I used a projector for the lecture. I provided a printed copy of the presentation to every student (with a short glossary of technical words at the end). I told them to interrupt me at any time during the lecture and stopped after each part of the talk to ask them some questions, if they understood, or if they have questions. I also show some videos of field work for an exercise.

◆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))

English with few Japanese words. At the end of every part of the talk, I asked the students if they had questions and the accompanied person provided some short explanations in English if needed.

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

Dr. Akitsugu KONNO

◆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。):

本プログラムは、第一線の研究に触れる機会だけでなく、海外の英語話者との対話の機会も提供しており、日本の高校生にとって貴重かつ有意義な経験になるだろう。もう少し活発な質疑応答がなされたり、授業終了後のフィードバックの時間を確保できるようになったらすると、よりよいものになるのではないかと感じた。同行者: 今野晃嗣