

(For JSPS Fellow)

Form B-5

Date (日付) 22 / 07 / 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): Kevin Chao (ID No. P12329)
- Participating school (学校名): Kumagaya Girls' High School, Saitama

(Lecture was held in the Tsukuba Kenshu Center, Tsukuba)
- Date (実施日時): 15 / 07 / 2014, 14:00~15:30 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): (in English) The Fast Earthquake and Slow Earthquake

(in Japanese) (No Japanese Title)
- Lecture summary (講演概要): Please summary your lecture 200-500 words.

The main point of my lecture is to introduce the fundamental knowledge of earthquake and my research about slow earthquake. During the lecture, I separated the total time into several 10-15 minutes sessions, including the introduction of myself, playing a movie to introduce "Plate Tectonic", letting students played a lab experiment of "Earthquake Model", introducing the important motivation of studying "Slow Earthquake", and the question and answer session.

For details, first I briefly introduced my home country Taiwan and told the story why I dedicated myself into earthquake study. Next I played a video to introduce "Tectonic Plates", which are located on the earth crust and can move due to the circulation of magma inside the earth. The moving of tectonic plates is the main reason causes the occurrence of earthquakes. I also introduced several fundamental knowledge of earthquake theory, such as the types of seismic waves and how to record seismic wave with seismographs. Next, I asked students to play with the lab experiment tool, "Earthquake Model" (Please refer to another attached file for photos), in order to demonstrate the different between regular "fast" earthquake and "slow" earthquake. After students have general idea about the different between the "fast" and "slow" earthquake, I started to introduce my research on slow earthquake and non-volcanic tremor (one type of slow earthquake). Finally, I talked about why study slow earthquake is important because slow earthquakes might be able to help scientists to monitor the activity of regular earthquake. The last part is question and answer. Many students asked good questions about my study, some fundamental questions about earthquake study, and other casual questions.

Overall I have received many good responses from the students during the lecture and afterword from the email from their teacher. I earned way much more from this lecture than my

originally expected. Through this lecture, I have further enhanced my public speech ability. I really appreciate the invitation from the JSPS staff and this lecture is also a good ending of my two years JSPS fellowship.

- Language used (使用言語): English

- Lecture format (講演形式):

◆Lecture time (講演時間) 70 min (分), Q&A time (質疑応答時間) 20 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 and demonstrated a lab experiment of "Earthquake Model"

◆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))

Many of speech were interpreted into Japanese by Satoshi Annoura (案浦 理)

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

Satoshi Annoura (案浦 理), 2nd year of master degree student

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

I have requested the students' high school teacher (Ms. Mariko Kanno) to assign them to read one English article about fundamental of earthquake a few days before the lecture

- 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。):

(No comments from the accompanied person)