

(For JSPS Fellow)

Form B-5

Date (日付)

(Date/Month/Year: 25 日 2/月/2015 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): LEDEZMA ESTRADA ADRIANA (ID No. P 13046)
- Participating school (学校名): Kyuyo Senior High School in Okinawa
- Date (実施日時): 20th February, 2015 (Date/Month/Year: 20日/2月2015/年)
- Lecture title (講演題目): (in English) PPCPs in water
(in Japanese)

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

My lecture was made up 4 parts, however during the lecture I asked some questions in order to keep the attention of the students.

In the first part I introduce myself and my country. I explained them my educational background as well of my work experience as a teacher in my country and researcher in Japan. Then, I talk about he similarities and differences between Japan and Mexico. Also I introduced a little bit of Mexican culture and nature. Finally I compared the educational system in Mexico with the Japanese educational system.

The second part was about science, we discussed about what is science and who is a scientist. I give my opinion of the requirements to be a sciens with some examples. The examples helped to visualize importance of some specific features, like curiosity, self-confidence, actitude, attitude and so on. I stressed the importance of English as a communication tool.

During the third part I talk about antibiotics. What they are, since when are we usng it, how does they work, etc. Then, I explained the mechanism of antibiotic resitance. Also, I showed some graphics that showed increment on its consumption and production around the world. Finally, I describe the use of antibiotics with other purposes that medical human issues, like in agriculture, aquaculture, farming, etc. This information was to draw the scenario of my research and make clear the significance of my project.

In the last part, I explained my experiments the electrochemical process as well of the biological one. I showed them my results and compared my results with the results of other researches around the world that are deaing with similar problems. So, they were able to think deeply and make questions. At the end, I tell them my conclusions.

The students actively participated, specially during the third and fourth part of my presentation. The professors also were of a great help they also formulated interesting questions and encouraged the students to talk. I was positively surprised to see the interest of the students on

this topic. They are aware of the importance of water, like sea water as well of the welfare of aquatic animals.

- Language used (使用言語): English 70%, Japanese 30%

- Lecture format (講演形式):

◆Lecture time (講演時間) 40 min (分), Q&A time (質疑応答時間) 60 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))

Computer, projector, blackboard

◆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))

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

◆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。):