

(For JSPS Fellow)

Form B-5

Date (日付)

04/07/2005 (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): Scaroni Federico (ID No. P 13789)

- Participating school (学校名): Seisho High School, Gose, Nara Prefecture

- Date (実施日時): 25/06/2015 (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): (in English) Preservation and Renovation in Architecture. A comparison between Italy and Japan.

(in Japanese) 建築保存とリノベーションに関する日伊比較

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

First part, Self Presentation (10 minutes approximately)

Self introduction; Life in Italy; Research in Italy; Decision to come to work in Japan; What I like of Japan; What I like of Italy; What I miss of Italy; What I don't miss of Italy.

Second Part, Personal Interest in Research and Research in Japan (10 minutes approximately)

When I decided to become researcher; The pleasure of making research and the benefits for the society I live in; my love for history and preservation; Some comparison between Italy and Japan in daily life; My personal interest in becoming researcher in History of Architecture and Preservation in Japan and Italy; the future use I will make of the research results I've been working on in Japan.

Third Part, Main topic of my Research (20 minutes approximately)

I started with a general short introduction on the topics of History, Preservation and Renovation of Architecture. After I explained some basic techniques of preservation and short explanation of Japanese and Italian approaches with their differences and similarities. Then I introduced the importance of Renovation of old buildings and the Preservation of ancient architecture in terms of sustainability and in terms of economic possible gain in Japan, for example with an increase of tourism and a more deep social historic comprehension. Finally I talked about the role of the architectural ruins, both ancient and modern and why Italy preserved them since long time and why Japan is now discussing about preserving them. Moreover I briefly underlined the scientific possibilities on the preservation of modern ruins and the importance for Japanese built heritage. After the explanation of my current research, I showed the results obtained with my past

researches underwent through JSPS fellowship. In particular I talked about the accomplishment of International Design Workshops between Italy, Japan and USA, like the one I organized in September 2014 in Rome between young students from Sapienza, Rome University, Tokyo University and Pennstate University of Pennsylvania. The workshop topic was the redesign of an archeological urban area in Rome in which Ancient and Contemporary architecture could coexist and enhance the urban structure of the city of Rome. After I finally talked about the new workshop I'm going to organize in Tokyo this next autumn with the same three universities.

Four Part, Questions & Answers (10 mins approximately)

The whole intervention lasted approximately 50 minutes.

- Language used (使用言語): English

- Lecture format (講演形式):

◆Lecture time (講演時間) 45 min (分), Q&A time (質疑応答時間) 10 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))

Talk through a presentation with use of projector

◆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))

Assisted by accompanying person,

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

Fukumura Mizuki, Ph.D. student in the laboratory of Ito Takeshi, Tokyo University

◆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。):

レクチャー内容は少し高校二年生にとって語彙が難しいことが予想されたため、事前にアブストラクトを受け入れ教諭に送り、一部の語彙は日本語で解説を加えた。受け入れ高校側との連絡は滞りなく行われ、講義事前学習も行っていただいたため、通訳補助のサポートで特にストレスは感じられなかった。全体を通して大きな問題もなく、外国人研究員、高校英語教育の双方にとって非常にすばらしいプログラムであると感じた。今回は奈良という所属機関から離れた場所での講義のため、交通費や宿泊費が支給され同行者にとってもメリットを感じることができたが、仮に実施高校が所属機関の近くで交通実費のみ支給され通訳補助の日当がない場合は、ほとんどボランティアとなるため同行者は負担に感じるのではないだろうか。その点が懸念される。(記 福村任生 (通訳補助で同行))