

Must be typed

(For JSPS Fellow)

Form B-5

Date (日付)

5/10/2015 (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): Scott VC Groom (ID No. P14386)

- Participating school (学校名): Kagawa Prefectural Kan-onji Daiichi High School

- Date (実施日時): 25/09/2015 (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): (in English)

Evolution of social behaviour: A comparison of gene expression in a Japanese bee species

(in Japanese)

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

Due to the positive experience of my previous Science Dialogue presentation, I was happy to accept my second invitation to speak at a Japanese high school. This time I was invited to Kanonji Daiichi Senior High School in Kagawa Prefecture on Shikoku Island. The class of 29 students in 11th year were interested in many aspects of science and were in the process of developing their own research projects.

My lecture comprised three sections broadly outlining my life as a scientist and summarising my specific research interests. Many of these remained the same from my previous presentation, but I had reviewed the content to ensure that it would suit the audience. These sections were titled and comprised the following:

1. My life outside of science;

I began my presentation by outlining some more personal details of my life prior to arriving in Japan. I provided students with insight into the cultural differences between Australia and Japan, such as food and sport (especially rugby due to Japan's success at the world cup), as well as information on my family and hometown.

2. How I became a scientist;

I then gave a summary of how I became a scientist, and offered encouragement and suggestions of how students may follow. This included why I was first interested in science, why I continue to be interested, and why it is important to choose a field you are passionate about. I also provided information on the many international scholarships and opportunities available, and encouraged students to pursue as many as possible.

3. What I do as a scientist;

Finally I summarised my current and previous research, which focusses on the evolution of bees. I informed students that there were more than 20, 000 bee species in the world, and showed them examples of the diversity in body sizes and colours. I then explained the diversity observed in social behaviour types across species, why this is of interest, and how I intend to investigate the genetic basis for these behaviours in a species of bee native to Japan.

I wanted to the students to be as engaged as possible and ask many questions, but Japanese students are typically very shy especially when having to speak English. So I decided to bring some small prizes in the form of toy koalas and chocolate to encourage the student to speak to me. I was very pleased that this worked, and was surprised by the considered and many interesting questions.

I felt I learnt a lot from my previous presentation in Wakayama, and was able to apply this to deliver a more informed and engaged lecture in Kagawa. Overall I really enjoyed the experience.

- Language used (使用言語): English

- Lecture format (講演形式): Powerpoint presentation with bilingual slides

◆Lecture time (講演時間) 60 min (分), Q&A time (質疑応答時間) 30 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))

Projector with slides

◆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))

Some translated key words on slides

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

n/a

◆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。):

n/a