

(For JSPS Fellow)

Form B-5

Date (日付)

16/02/2016 (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): **Thierry Nicolas Jean FOUQUET** (ID No. P15344)
- Participating school (学校名): **Kumagaya High School**
- Date (実施日時): **15/02/2015** (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): (in English)

The Whys and Wherefores of being a scientist – Why ? How ? What ? And to follow ?

(in Japanese) **N.A.**

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

The talk is aiming at answering the four questions the students asked their teacher before the lecture took place: why becoming a researcher, how to do it, a basic introduction to my research topic and my plans for the future. The outline consists consequently of four parts: **Why ? How ? What ? And to Follow ?** The emphasis is put on the first two parts (Why and How) since – to my opinion and according to my past experience as a student – those two points are the most difficult to figure out or to find information about. Using as much pictures and amusing references (e.g. to Japanese anime) as possible, a couple of reasons for me to become a researcher are listed (the possibility to travel, the pleasure and time spent to write articles and becoming an author, the interconnections of Science, Art and Humanities, ...). The "How" section is obviously based on my own background (Engineering school and MSc in France, PhD and post-doc in Luxembourg), presenting a few issues I faced (so did many other PhD students). The research topic being slightly abstruse (highly specialized and using notions the students have not studied yet – namely "mass spectrometry for the characterization of polymers and degradation products", i.e. analytical chemistry) a few slides only present a brief overview and the very basics of the technique I am using on a daily basis. The "and to follow" section is a five-slide short digression about some potential plans after the JSPS fellow position. An additional "last Hurrah" part consists in a few hints I personally think of as essential (importance of a network, of a satisfactory written/spoken English, of moving abroad...).

With no experiments available (owing to the research topic) and as mentioned above, pictures have been used extensively and the content kept voluntarily lightweight.

- Language used (使用言語): **English**

- Lecture format (講演形式):

◆Lecture time (講演時間) **50 min (分)**, Q&A time (質疑応答時間) **15 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 only (slide show) + black board, no experiments

◆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))

Introduction by the teacher, explanation of some "technical" points (educational system, scientific topic) by the accompanying person.

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

Dr. Sato Hiroaki (Host Researcher)

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

N.A.

- 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。):

高校生に対して外国人研究者の講演を聞く機会を設けることは極めて有意義であると思う。しかし、残念ながら高校生(先生方も)の英語力はかなり乏しく、フェローはかなり平易な表現でゆっくりと話したにもかかわらず、ほとんど聞き取れていなかったようである。必要に応じて同行者からフォローしたが、限られた時間の中で十分な理解には達しなかったのではないと思う。