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（For JSPS Fellow）

Form B-5

Date（日付）
28/09/16 （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）: Fargol Taba （ID No. P15713 ）

- Participating school（学校名）: Fukui High School

- Date （実施日時）: 10/09/16 （Date/Month/Year:日/月/年）

- Lecture title（講演題目）: （in English） Organic chemistry: making chemicals for biological work

（in Japanese） NA

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

The lecture was split into 4 components, which included 1: what sparked my interest in chemistry and my background. Then 2: half-way through the lecture, the students had a chance to ask questions about Australia and my experience traveling etc. Then after forty min had passed 3:, we carried out two hands-on experiments which took 20 minutes. In the final component of the lecture, which was ten minutes in duration, we opened a discussion of university life in Australia and in Japan and how students can excel in their units. There was a final question time where several students asked questions in both English and Japanese.

- Language used（使用言語）: English (Fargol Taba) and Japanese (Mashima san)

- Lecture format（講演形式）:

◆Lecture time（講演時間） 60 min（分）, Q&A time（質疑応答時間） 25 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 and experiments set up for each pair of students

◆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））
I had assistance from a Japanese colleague who summarised and explained 4 components of my talk (labeled 1-4 above) in Japanese

◆Name and title of accompanied person（同行者 職・氏名）
Tsuyoshi Mashima, PhD student Osaka Daigaku

◆Other note worthy information（その他特筆すべき事項）:
The students really enjoyed the lecture, especially the experiments.

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- 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。）:

The accompanying person was of great help because together, with discussions in Japanese as well as English, we ensured the students understood the lecture content and the experiment. Mashima san believed it was an effective lecture that promoted science and research. We had two studenst who were very smart and could speak english well. I was surprised. They had a very good English teacher which participated as the teacher in charge that day. So this is perhaps why some of the studens could speak English well. And one of the students asked me how he can excel at university as a researcher and I told him that it's a great question and if he would like to do a PhD in the future or not and he enthusiastically said yes. So I explained to him a few key points about what is involved in good research work for example, we need to keep a good record of all experiments and record-keeping is essential in our field etc. I believe my experience this year at Fukui high school was also rewarding and I was pleased to participate.

I do want to make a comment on the safety protocols in general. Although we ensured the safety protocols were carried out we should really have a science teacher present for lectures like mine where chemistry experiments are planned. We showed the teacher beforehand the list of chemicals we were using and none of them were hazardous but just in case, to make sure the students are safe, in case of an accident or emergency we should have a science teacher or someone who is familiar with some experiments present. Only very small amounts of 2 safe chemicals (including ethanol) were used in the class experiment and we ensured the students wear safety glasses during their activity and everything went well. Nevertheless, it is better to take into account the risks involved and having just one academic like myself present in a classroom with 40 students may be slightly risky in an unknown environment like a school we have never been to.