

(For JSPS Fellow)

Form B-5

Date (日付)

21/10/2016 (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): KOID Suang Suang (ID No. P16117)

- Participating school (学校名): Utsunomiya Girls' High School

- Date (実施日時): 17/10/2016 (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): Cardiorenal Syndrome (in English)

心臓と腎臓の関係病 (in Japanese)

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

After a brief introduction by the accompanying person (Dr. SHIMOSAWA), I presented the lecture in the following sections:

1. My home town: Kuala Lumpur, Malaysia

My second home town: Melbourne, Australia

- I showed photos of Kuala Lumpur and Melbourne, and compared the food, culture, population and size of Malaysia, Australia and Japan.

2. My career

- I presented an overview of my career including primary school, high school, undergraduate and postgraduate studies. I also talked about learning English and Japanese.

3. Our research: Cardiorenal Syndrome

- I introduced the concept of cardiorenal syndrome, explained what the current unknown is, and what the latest research question is.
- A list of medical terms (in English and Japanese) and an abstract were sent to the school in advance of the lecture to help the students understand unfamiliar medical terminology.

4. Our research: an example (activity)

- I explained how we conduct experiments, and discussed how we identify heart and kidney dysfunction with blood pressure data, urine biochemistry, and heart and kidney stains from patients. I then organised an activity in which the students were split into 10 groups (7-8 students per group), and received two photo handouts: (1) normal values from current guidelines, and (2) a data set from one patient (either Patient A, B or C). I

asked the students to compare their patient's data with the normal values, to identify any kind of abnormal data, and also to make a conclusion about the condition of their patient.

I also asked the students to explain why they think their data is normal/abnormal.

- I then introduced the risk, and different approaches to treatment for heart and kidney disease. I also explained that scientists aim to answer unknown questions about the world, and that scientists communicate at scientific meetings, by writing journal articles and by networking and collaborating between laboratories.

5. Questions

- The accompanying person Dr Shimosawa chaired questions from the students.

- Language used (使用言語): English

- Lecture format (講演形式):

◆Lecture time (講演時間) 55 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))

Showed powerpoint slides via a projector, conducted activity (~20 mins) in which students identified heart and kidney dysfunction from photo handouts.

◆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))

Accompanying person explained a few technical medical terms/diagnosis. He also acted as session chair and encouraged the students to participate and ask questions in both Japanese and English.

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

Dr. Tatsuo SHIMOSAWA, Lecturer, Department of Clinical Laboratory, The University of Tokyo

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

Before the lecture, we met Mr Takada and heard about the opportunities the students have for science education.

- 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。):

はじめての経験で準備に時間をかけて臨みましたが、時間が超過してしまいすみませんでした。参加型の講義に生徒さんがどこまで参加してもらえるか不安だったのですが大変積極的に参加してもらえてよかったです。