

(For JSPS Fellow)

Form B-5

Date (日付) 28/07/2017

(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): _____ Joseph Scott _____ (ID No. 16400 _____)

- Participating school (学校名): _____ Koshi High School _____

- Date (実施日時): _____ 170715 _____ (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): _____ Extremophiles _____

- Name and title of your company (同行者 職・氏名)
_____ Haruyuki Atomi - Professor _____

- 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))

_____ Used a projector, _____ Conducted an experiment _____

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

The lecture began with me introducing myself. I talked about my home town. I then talked about extremophilic microbes. I gave examples of extremophiles and the environmental conditions in which they live. I then talked about developing genetic systems in extremophiles. I gave an explanation as to why it is important to study extremophiles (e.g. uses in biotechnology, making evolutionary models, and studies in astrobiology). I gave an example of typical activities in the life of a scientist. I told them why I became a scientist. Finally I performed an experiment that demonstrated the effect of temperature on enzyme from a mesophilic organism and from a hyperthermophilic organism.

- Overall advice or comments to future participants in the program (今後の講師へのアドバイス):

Do an experiment or demonstration if possible. Write Japanese key words in the presentation if necessary. Speak slowly. Ask the students questions.

- Other noteworthy information (その他特筆すべき事項):

- Impressions and opinions from a company (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。)

I think the experience was stimulating for both parties, the students and teachers of the high school and the JSPS fellow. My impression was that the students were very eager to learn, and they tried to absorb as much as possible during the provided time. A number of students gave questions and comments. All eyes were on the student with the question, which means that they were focused and may also have wanted to give a question themselves. This of course requires confidence and courage, and I can easily imagine how difficult it may be for a high school student to ask a question in English. Overall, I think the event was fruitful and I think the fellow succeeded in conveying the excitement of his research field. I think the experiment was quite convincing.