

(For JSPS Fellow)

Form B-5

Date (日付)

23/01/2018

(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): Thomas Doerfler (ID No. P16801)

- Participating school (学校名): Toyama High School

- Date (実施日時): 22/01/2018, 2.20pm-4.10pm (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): International Conflicts and Global Problems: What can the United Nations do?

- Name and title of your company (同行者 職・氏名)

Ms. Emma Hutchinson, UNU Centre for Policy Research

- Lecture format (講演形式):

◆Lecture time (講演時間) 90 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))

Lecture using PowerPoint presentation, with questions in between, and followed by Q&A

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

I am fascinated by what international organizations, such as the United Nations, can do about global problems. In my research, I explore how the UN works and how it can make a difference. I focus mainly on international security: Why do states have conflicts? What can the UN do to solve these conflicts? How can the UN even prevent conflict? Why is the UN sometimes not able to help people in need? Besides my research, I also talked about what Japan does at the UN and why Japan is an important UN member. I also spoke about Germany, my home country, its role in the world and why the students should visit other countries in the future.

The students were very attentive and listened carefully to the lecture. Using pictures and translations in the presentation, the students were able to follow the presentation easily. Even though the Japanese students were a bit shy to speak up in English, the pre-prepared questions during Q&A were very thoughtful and engaging. I very much think that the Science Dialogue was a good success and both the students and I enjoyed to give this presentation.

◆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。):

The lecture was interesting and the students asked many follow-up questions, which shows their curiosity for international affairs. The school was very hospitable and we felt very much welcomed.

Form B-6

Questionnaire

Please fill out the following questionnaire so that we can take advantage of your impressions in enhancing the JSPS Science Dialogue Program.

*Questions should be the same as you answered after your previous lecture if you gave a lecture before. We very much appreciate it if you answer the same questions again because lecture was given to different students and school from your last cooperation.

1. What prompted you to decide to participate in the "JSPS Science Dialogue" program?

In my previous academic assignment at home I enjoyed teaching a lot. The Science Dialogue program is one of the few times during my fellowship, where I had contact with Japanese students (and particularly students outside of Tokyo). It was both a great opportunity for teaching but also a great cultural experience to see how Japanese schools are like, what students think about international affairs and what I can learn from them.

2. To what did you give greatest attention in preparing and giving the lecture?

Easy to understand language using a few Kanji and many pictures as illustration, focus on educational elements and easy to understand concepts, rising the interest of students who might not have been interested in learning something about international politics before, getting feedback from JSPS fellows who have done Science Dialogue lectures in the past.

3. Did you find it difficult to give a lecture in English to Japanese students? Could you give some advice to future lecturers on how to facilitate communication with Japanese students?

I think most of the students could follow the presentation because it had many pictures as illustrations and some Kanjis as translations for most difficult words, I tried to use easy words as much as possible. Think about the questions you ask the students well ahead, because it seems that Japanese students are not used to being asked for giving their opinion on something. Communication was actually more difficult with the school leadership and teachers (except for the English teacher) than with the students and hence, the accompanying person helped me out a lot in talking to the school's principal.

4. Could you give your impression with regard to participating in this program?

I really enjoyed this very much even though it was a considerable investment of time. I learned

a lot about a different region of Japan, how Japanese schools work, what Japanese students think and many other things. Would be happy to do this again and definitely recommend it to any JSPS scholar.

5. Was it meaningful in terms of your fellowship activities?

It is certainly a welcome distraction from usual day-to-day activities as a researcher. I do consider it as an enrichment, not a nuisance. It is a special form of teaching so it is a great addition to the strong research focus of the JSPS program.

6. In what ways do you think the students benefited from the program?

Learning something new about international affairs, getting to know a foreign culture and other parts of the world, thinking more globally, seeing something different from their local community, that learning English seems relevant for a good career, ...

7. Could you give some overall advice or comments to future participants in the program?

- Give it some time to prepare
- Think about questions to the students ahead of the lecture in detail and phrase them as easy as possible
- Include many pictures and easy-to-understand concepts
- The accompanying person was good to have in my case
- Communicate with the school ahead of time
- Enjoy the local food

We thank you again for your kind cooperation in this endeavor, and wish you every success in your research.