

(For JSPS Fellow)

Form B-2
(FY2018)

Date (日付)

_____01/05/2018 (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): Pierluigi Digennaro (ID No. P16738)
- Participating school (学校名): Tokyo Metropolitan High School of Science and Technology
- Date (実施日時): 28/04/2018 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): The long-life journey of being a researcher
- Name and title of your accompanying person (講義補助者 職・氏名)
None
- Lecture format (講演形式):
 - ◆Lecture time (講演時間) 75 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))
Lecture conducted by means of a powerpoint presentation, pictures and youtube video

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

The talk was organized into three phases.

The first one aimed at underlining the importance and potential of diversity in shaping the society and anyone's life making them richer.

I shared my personal life experience with the students to show how the diversity can enter anyone's life when one keep an open mind and heart.

The places where I grew up and lived were used as well as an example to show how different cultures can combine and contribute to building up a more beautiful and stimulating environment.

The second phase of the talk aimed at introducing to the students the world of research. Again the personal experience as a researcher served as a gate to spark the interest of the students about the research itself and the activity of researching was presented as a kind of lifestyle and a way to build up a meaningful life.

In this case, a youtube video in English with Japanese subtitle was showed to make the students more conscious of what are the pillars which can allow living a meaningful life.

Information about the project conducted thanks to the JSPS fellowship in Japan was provided during both the phases above mentioned. On the one hand, in order to show how discrimination against some persons can arise because of a misconception of diversity in the society. On the other hand, to show how disruptive can be to cut off a person from any chance to have a job (for

example because of a disability) since work is often a fundamental piece on the way of a meaningful life.

In this way information related to the project was integrated into a broader message addressed to the students.

The last part of the talk focused on the importance and the function of a so-called-“lingua franca” by means of historical examples of the development of a common language. This with the aim to persuade students about the importance of learning new languages and English, in particular, i.e. the present-day lingua franca.

In order to make the talk more interesting and understandable for the students, pictures, images, and videos were used and the interaction and attention of the students were stimulated during the talk and at the end giving space to Q&A.

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

The necessity to translate at least some relevant part of the talk since some students cannot follow the speech in English

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

- Impressions and comments from the accompanying person (講義補助者の方から、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。)