

(For JSPS Fellow)

Form B-2
(FY2018)

Date (日付)

(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): Bibek Aryal (ID No. P16420)
- Participating school (学校名): Ikedagakuen Ikeda junior-senior high school (Kagoshima)
- Date (実施日時): 2018-07-09 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): "Hit the Foster- Hunt the Monster". Anti-angiogenesis in Cancer Treatment
- 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) 60 min (分), Q&A time (質疑応答時間) 20 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 projector (Powerpoint presentantion.)
- Lecture summary (講演概要): Please summary your lecture 200-500 words.

The core objective of my lecture was to enable the students to understand the basic and clinical aspects of cancer disorder, and introduce the "anti-angiogenesis" therapy.

This dialogue was divided into 4 segments:

The first segment comprised of my introduction, my professional and academic career and the venture to the cancer research. Together with it, I also stressed the importance of studying abroad and shared my experience of studying in different countries including Japan.

It was followed by a brief introduction of my country, Nepal, its geography, history, and the heritage.

In the next segment, students participated in the interaction based on their understanding on the structure of the cell, cell growth and different phases of cell division. The uncontrolled cell growth and genetic mutations that occur in cancer were explained. I had also collected some animated audio-video resources that could be a hook to engage students with the topic. Students seemed to entertain the animations and it effectively facilitated their understandings.

I introduced the term "**angiogenesis**" and demonstrated them, with a visual animation, its importance in normal physiology, and how it **fosters** cancer. They could then follow the implication of anti-angiogenesis therapy in cancer treatment. In the last section, I explained the objective of our investigations and the goal

to strengthen the efficacy of anti-angiogenesis agent. With it, we went back to decode the title, again and students were pleased to understand how targeting the “**Foster**” hunts the “**Monster**” (cancer).

Questions and answer time was highly interactive. The students were beyond my expectations, and their response was overwhelming.

During the preparation, I was a little worried if the content was too complex for their grade, but they surprised me with highly intellect questions related to the topic. Twenty minutes appeared shorter for the discussion, but I was pleased to make them understand the fundamental basis of cancer and angiogenesis.

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

The students at the school I attended were really smart; English was not a barrier. But if you are making a power point presentation, it is better to translate some keywords in Japanese.

A short explanation of the words in Japanese may enhance the flow of the lecture.

Open discussion was very effective, I suggest not to completely engaging in a unilateral explanation.

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

Preparation may consume a lot of time, but by the end, you will absolutely entertain the pleasure of teaching smart Japanese kids.

- 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。)

-No accompanying person-