

(For JSPS Fellow)

Form B-2
(FY2018)

Date (日付)
26/09/2018 (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): Michel-Olivier Laurent _____ (ID No. P-16794)
- Participating school (学校名): Okinawa Prefectural Kyuyo Senior High School (Okinawa)
- Date (実施日時): 11/09/2018 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): Researchers: Globe-Trotters
- Name and title of your accompanying person (講義補助者 職・氏名)
Pr Kazuki Tsuji
- Lecture format (講演形式):
 - ◆Lecture time (講演時間) 45 min (分), Q&A time (質疑応答時間) 5 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
- Lecture summary (講演概要): Please summary your lecture 200-500 words.

My name is Michel-Olivier Laurent and I am a researcher from Belgium. Before coming to Okinawa, I did my graduate studies and PhD in Belgium. First, as a student, I focused in ecology, evolution, and behavior. By the end of my studies the subject of collective behavior caught my eye. Collective behavior is simply the behavior of groups of individuals. For example, how crowds behave during rush hour or how flock of birds fly together. So, I decided to do my PhD in Belgium focusing on the escape behavior of groups of cockroaches. The results of my research were very interesting and highlighted, among other things, the effects of group size on how individuals would escape. After finishing my PhD, I looked for new opportunities and found Professor Tsuji's laboratory, in the University of the Ryukyus, to be very promising. I applied for a JSPS fellowship and arrived in Okinawa in November 2016. Here I study the relocation behavior of *Diacamma* ants. In other words, I study how ant colonies change nests. This is also a collective behavior since colonies of a few hundred individuals are involved. My focus is understanding how memory influences the nest choice. Both in Belgium and Japan, a very useful tool has been the English language. Indeed, without a good knowledge of English, it would have been impossible to finish my studies, understand the scientific articles indispensable for my research, share my results with other researchers, and I would not have been able to apply for a

JSPS fellowship or survive in Japan while I learned Japanese.

- Overall advice or comments to future participants in the program (今後の講師へのアドバイス):
Concentrate more on your background and information of your own country. Students are not always following a scientific path and just want to improve their English, as such reducing the scientific details is recommended.

- 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。)

The high school students were keen to communicate in English that was very impressive. I heard from the school teacher (because I play the role of committee of SSH of Kyuyo High School) that this is due to the integration to SSH program. I consider such efforts by the high school has been successful. Kazuki (Mizuki) Tsuji