

(For JSPS Fellow)

Form B-2
(FY2018)

Date (日付)
13/11/2018 (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): Sze Chern LIM (ID No. P17714)
- Participating school (学校名): Ichikawa High School
- Date (実施日時): 10/11/2018 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): The genetics of human mitochondrial disease
- Name and title of your accompanying person (講義補助者 職・氏名)
N/A
- Lecture format (講演形式):
 Lecture time (講演時間) 35 mins (分), Q&A time (質疑応答時間) 5-10 mins (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))
Presentation using projector, Q&A, followed by an activity session for 30-35 mins.
- Lecture summary (講演概要): Please summarise your lecture 200-500 words.
My presentation consisted of 3 main sections:
- 1) Self-introduction:
 - General information about my home countries, including the geography, language, culture and popular icons.
 - My education background.
 - My research career in Australia.
 - How I became a JSPS fellow in Japan.
 - 2) My research interest:
 - Genetics, including the basic knowledge about DNA and the central dogma of molecular biology.
 - What are DNA sequence variants and DNA mutations.
 - 3) My current research in Japan:
 - Mitochondrial disease.
 - Genetic basis of mitochondrial disease.
 - How do I conduct my research.
 - Significance of international collaboration and communication in scientific research, and the importance of learning English.

- Some tips and suggestions for learning English.

After my presentation, we had about 5-10 mins for Q&A. The students were shy to speak at first, but after prompting them and switching into a more casual conversation atmosphere, some students started to ask questions. The teacher also helped by asking questions about my research topic.

My activity session was hands-on and interactive, and emphasised on the concepts of mRNA translation and DNA mutations. Firstly, each student was given an individual task, where they had to combine their answers with the rest of the class by drawing their answers on a table I prepared on the white board. During the second part of the activity, the class was divided into 4 groups and their tasks involved problem-solving (to identify mutations and the correct words) and team work.

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

More pictures and less words on the slides.

Speak slowly and clearly in simple sentences.

Best to let the teacher know in advance about the topics that will be covered in the lecture, so that the teacher has time and opportunity to prepare the students before the lecture and students can understand the lecture better.

Better student-lecturer interaction can be achieved by having activities that encourage team work among students and having the lecturer to go around the class to assist the students during activity session.

- 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。)

N/A