

(For JSPS Fellow)

Form B-2  
(FY2018)

Date (日付)  
20/11/2018 (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): Thomas James Taylor (ID No. P17067 )
- Participating school (学校名): Ichikawa Gakuen Ichikawa Senior High School & Ichikawa Junior High School
- Date (実施日時): 10/11/2018 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): Stronger, Safer & Lighter
- Name and title of your accompanying person (講義補助者 職・氏名)  
YOSHIMURA, Akira (Bachelor Student)
- Lecture format (講演形式):  
◆Lecture time (講演時間) 60 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))  
PPT Presentation
- Lecture summary (講演概要): Please summary your lecture 200-500 words.  
\* Introduction to the United Kingdom, discussed different countries that constitute the UK.  
\* Introduction to my hometown.  
\* Introduction to my interest in cars / motorcycles, and my motivation to study engineering.  
\* Introduction to Materials Engineering.  
\* Brief lesson on crystallography of metallic materials.  
\* Brief lesson on mechanical properties of metallic materials.  
\* Brief lesson on automotive structural design for crash-safety and lightweighting, utilising principles of crystallography and mechanical properties of metallic materials.  
\* Summary of lecture.
- Overall advice or comments to future participants in the program (今後の講師へのアドバイス):  
\* Try to speak a little Japanese, especially at the beginning of the lecture as an ice-breaker (regardless of how poor your Japanese may be). Showing the students that I was not afraid to (attempt to) speak Japanese (although my Japanese is very poor), may have encouraged the students to speak English later on, without fear of making mistakes.  
\* Start the lecture with a light-hearted topic such as introduction to home country or hobbies as a

further ice-breaker before getting into the technical content.

\* The technical knowledge and capacity of the students may be higher than expected in the West / Europe, so do not be afraid to introduce rather technical subjects.

\* Continuously engage students in the lecture by asking them questions and asking them for questions throughout the lecture.

\* Students may not be very talkative / responsive in the class / group environment due to shyness, but after the lecture, many students wanted to ask questions and talk one-to-one.

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

Standard of the students was very high. English language ability was very good. Knowledge of fundamental science was very good. Ability to understand and further explore the contents of the lecture was very impressive. Some of the technical questions that were asked demonstrated understanding that I did not expect from 16-17 year-old high school student (especially in a foreign language).

- 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。)