

(For JSPS Fellow)

Form B-2
(FY2018)

Date (日付)
31/1/2019 (Day/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): Kai Nitzsche (ID No. P17755)

- Participating school (学校名): Wakayama Preferectual Koyo High School

- Date (実施日時): 28/1/2019 (Day/Month/Year: 日/月/年)

- Lecture title (講演題目): Essential metals in stream ecology

- Name and title of your accompanying person (講義補助者 職・氏名)
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- Lecture format (講演形式):

◆Lecture time (講演時間) 60 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))

Used projector, showed specimen (stream organisms, plant litter, periphyton), asked the students questions in between

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

I started the lecture by introducing myself. I told the students about my hometown and my home country (Germany). I also showed some pictures and provided some information Germany including what is Germany famous for. Then, I talked about my educational and scientific pathway. I also explained why I decided to become a scientist and I highlighted the advantages of being a scientist. I introduced the diverse work of a scientist and I explained what is essential for being scientist: going abroad and using English.

I then held my scientific lecture. I asked the students which metals they know. I told them about essential metals in the biological system and I explained some functions of selected metals. Next, I explained why studying metals in stream ecosystems is important as metals are transported through the food chain to humans. Then, I told the students about stream ecosystems and feeding habitats of stream organisms. I brought samples of two important food sources, plant litter and periphyton. I also showed some pictures on how we conduct the sampling of aquatic organisms and their food sources. I concluded the lecture with an overview of my sampling design and the tool I am going to use for answering my research questions (isotopes). After the lecture, I showed some specimen of aquatic organisms to the students.

- Overall advice or comments to future participants in the program (今後の講師へのアドバイス):
Show many pictures and try to avoid too difficult English expressions. I feel like students did not read my points, they rather listened to my words. Talk slowly and clear. Use Japanese keywords and/or let your accompanying person explain certain things in Japanese. Ask questions in between, though be prepared to not get an answer (students are very shy). The challenge is to break the ice, try to be a bit funny or so. Also do an experiment if possible or bring some specimen.

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

Prior to the lecture, the teacher distributed handouts of the slides to the students. I found this quite helpful. Furthermore, each student was assigned to a number. Thus, the teacher could just call a number and the student had to answer or ask a question (Students are generally very shy). This helped a lot. Definitely participate in this program, it is a great experience.

- 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。)

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