

Form B-5

Date (日付)

08/02/2013 (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): Poliski, Sergej _____ (ID No. P 11672)

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

- Date (実施日時) 04/02/2012 (Date/Month/Year: 日/月/年)

- Lecture title (講演題目): (in English) Lithium ion batteries- a "bright" future?!

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

The lecture was structured in the following way:

1. My life and experience as researcher in different countries
2. Different people-differen countries –same science
3. Introduction
4. History of batteries
5. Types of batteries with examples
6. Redox reactions
7. Li- ion battery, why is it better?
8. 2 movies, one about lemon battery and how to charge an iPhone with oranges.

I tried to speak slowly, as it is very hard for high school students to understand English, especially in a scientific context. Furthermore, I found it important to let students ask questions also during the lecture to have a feedback of their understanding (language and science). So that I animated them to do so by asking them from time to time simle questions to see if they follow. If that was not the case Mr. Miyahara, my colleague, would ask and translate imortant bits and pieces.

In Koyo high school, the 1st grade students were too young to understand everything as easy as the 3rd grade students in Hamamatsu Kita high school. As it was their first time to hear a lecture in English, for 70 min it was hard for them. Pictures and movies made them happy, as they could be understood without any language barriers.

- Language used (使用言語) English and Japanese (colleague)

- Lecture format (講演形式):

◆Lecture time (講演時間) 80 min (分), Q&A time (質疑応答時間) 15min (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 and explanation using projector and black board

◆ Interpretation (ex.: Assistance by accompanied person, provided Japanese explanation by yourself) (通訳 (例: 同行者によるサポート、講師本人による日本語説明))

Explained myself with English and little Japanese as far as I could myself and asked my colleague from Abe- laboratory to help when I saw that it might have been not fully understood.

◆Name and title of accompanied person (同行者 職・氏名)

Mr. Miyahara

◆Other note worthy information (その他特筆すべき事項):

I would like to thank the teachers Mr. Nakamura and Mr. Tanaka of Koyo high school for their correspondence prior to the lecture and a kind welcome. My gratitude is dedicated to JSPS for giving me the opportunity to give something back to Japan and hopefully help to raise the interest in science in Japan in giving this lecture. I think that every JSPS fellow can help in giving such a lecture more than once. Moreover, I would like to thank the JSPS staff, Mrs. Kyoko Mitsuya, for the invitation to conduct a second lecture and her kind help to organize this event

- Impressions and opinions from accompanied person (同行者の方から、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。):

サイエンスダイアログについての感想

座学がメインの高校生にとって本プログラムは最先端の研究に触れることのできる非常に貴重な機会であると感じた。講演内容を理解するためには英語文法について「最低限(高校修了程度)」の知識はつけておいたほうがよいと思う(今回、特に強く感じた)。また、講演分野について高校で学習する範囲は事前にフォローすべきである。

以上の感想から、JSPS側は英語文法と講演分野についての学習進捗を調査し、講演者側に伝えたいので講演を依頼すべきであると感じた。特に今回、化学の履修範囲について高校側から連絡が来たのは講演4日前であった。加えて高校一年生には向かないプログラムであると思う(英語・科学の知識が不足している)。

お互いが成長できる良い機会であるので、最大限活用できるシステム作りを期待しております。