

Since my student days up until now, I have been studying active faults in the Himalayas stretching from Nepal to India to Bhutan, determining when and where major earthquakes of what magnitude occurred in the region based on geomorphological and geological observations. In Bhutan, I also assist the production of active fault maps as a short-term Japan International Cooperation Agency (JICA) expert. In Japan, I conduct surveys with researchers from other universities on active faults across the country, including the Futagawa fault, which caused the 2016 Kumamoto Earthquake. In the major floods of July 2018 in Western Japan, debris flows occurred at various locations, including the area around Hiroshima University. Some HU researchers, students, and I immediately identified their starting points based on geomorphological interpretation using aerial photos and publishing our findings. We had already been conducting research with a focus on monuments to flood victims in Hiroshima Prefecture, which can convey precious information on past natural disasters to later generations. The 2018 floods attracted attention to our study, leading to the

adoption of a new map symbol for past natural disaster monuments by the Geospatial Information Authority of Japan (GSI). We received an award from the GSI for this.

Students who enter the social studies course of the School of Education, to which I belong, are mainly those who wish to be social studies teachers in junior high school or geography, history, and civic study teachers in senior high school. This year (AY 2022), general geography has become a compulsory subject in senior high school, and the main features of this subject are disaster reduction and fieldwork. In disaster reduction, it is essential to think of a disaster as something that is personally relevant to you. It is also important to accurately anticipate disasters that can happen in your areas, and the key to this is understanding past disasters. In my unit, we carry out research in a comprehensive manner covering everything from how to investigate disaster-related geographical features on-site to how to handle findings in actual classes. We try particularly consciously to link our research with actual educational application, participating in the production of videos for community-oriented disaster reduction education (a joint project between HU's Resilience Research Center and the Board of Education of Higashi-Hiroshima City) and supporting disaster reduction education in Municipal Kumano Elementary School in Fukuyama City.

I have also conducted fieldwork with my students about the geography and history of the area around the university campus. We published the results of this research in book form under the title *Saijo Chireki Wōku* (*Geographical and historical walks in Saijo*). For

the students, seeing this tangible fruit of their hard work appearing in bookshops in town was a wonderful reward, a source of confidence, and an intellectual asset. I hope to continue training future teachers and researchers who can lead younger generations to make new discoveries about disasters, geography, and history through fieldwork and effectively communicate them and their significance.



The logo symbolizes NERPS's priority focus on SDG 4 "Quality education" and SDG 16 "Peace, justice and strong institutions," while contributing to all of the 17 SDGs.

