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Master's Thesis
Academic Year 2016

Child-centred Diversity Education Programme for
Pre-school Children Using Digital Camera

Keio University Graduate School of Media Design

Mana Yamamoto

A Master's Thesis
submitted to Keio University Graduate School of Media Design
in partial fulfillment of the requirements for the degree of
MASTER of Media Design

Mana Yamamoto

Thesis Committee:

Professor Keiko Okawa	(Supervisor)
Associate Professor Kai Kunze	(Co-supervisor)
Professor Hideki Sunahara	(Member)

Abstract of Master's Thesis of Academic Year 2016

Child-centred Diversity Education Programme for
Pre-school Children Using Digital Camera

Category: Design

Summary

The objective of this research is to build a playful educational programme using digital cameras, where children at the age of pre-school stage will be able to exchange their daily cultures with other countries through their perspectives. It is said that the pre-schoolers should be able to experience several opportunities to compare different culture to their own during that stage of education. Yet, the situation in Japan is far from that standard as Japanese schools still lack in diversity and environment to prepare for diversity education. Having that, Global Kindergarten Project, which is an ongoing sub-project in Global Education Project, Keio University Graduate School of Media Design, is aiming to build an environment for diversity education for pre-school children.

This research is basing its idea on Global Kindergarten Project. Here, it is focusing more to design a programme child-centred by using digital cameras to let children share their perspectives of culture through photographs. Connected sessions of the programme took place in Cosmo Global Kinds Bilingual Kindergarten, Japan, with Denmark three times. Participants aged five to six were given a digital camera each, to prepare the pictures in between the sessions.

As a result, the changes in the participants' behaviour and improvements in conversation were successfully seen through the conversation during the session and the changes in the contents of the pictures throughout the programme.

Keywords:

Playful Learning, Pre-school, Diversity Education, Child-centred, Culture

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Chapter 1

Introduction

1.1 Background

Most of the time, when you ask international students studying in Japan the reason they chose to come here, majority of them will speak about anime, manga, games, and so on, which are the things they had met in their early childhood. They had kept that interest since then and decided to study in Japan for their under-graduate studies. This gives an impression that your experience while you are young is very much important which could influence your choices of how to spend your life. This also tells that children today are already in a society where you get to be in touch with foreign culture very easily, which reminds us of the importance for adults leading children to learn that they should understand and accept different cultures, not only about the entertainment and other contents which are easily accepted, but also people and their thoughts, which could possibly be different to them.

Thereby, there are many workshops and educational programmes where children can have cultural exchanges and learn about foreign culture, but most of them are led by adults, based on their knowledge.

Often said about tourism, that if you want to know about the culture of the place, you should not only experience the things which are ready for you, but investigate the real perspective of the native people (Urry 2002). This idea can be converted into the situation in education. Just learning from teachers' knowledge will not be effective enough.

This research aims to design an educational programme for pre-school children where they can have cultural exchanging experience through their own point of view, with children of the same age in different culture.

1.2 Status Quo in Japan

So why pre-school children?

Today in Japan it is said that the society is in short of “Global Human Resources which is a word often used for people who are capable of speaking English, studying or working abroad and bring profits back to the Japanese society. Having that, Japanese school education had started to change. One of the most recent movement is the introduction of English classes in elementary schools, which will be a compulsory subject by 2020.

This on its own might sound like a good correspondence but the situation in Japan, is that the diversity in races, nationality, religion and other sorts of different identities is very low comparing to other countries. This means that children will raise their language skills only, in an environment where it is difficult for them to know about different cultures, thoughts and consideration towards people with different backgrounds and identities. In that situation, pupils themselves will not understand the significance of learning English and that will not lead to the growth of high quality global human resources.

If those children had an opportunity to actually meet and communicate with people from different places before they actually start learning English, it might let children notice the importance of taking the class in their schools. This is why the research is targeting pre-school children. In fact, there is an example in the US, in Bing Nursery, they leave dolls figuring babies of different races for children to play with. (fig.1.1) Obviously, the population in the US is very highly diverse, but they still do this to have children respect each other.

Unfortunately, children can learn stereotypes from their parents and from media especially in a country like Japan where they cannot get much information apart from those sources and these thoughts could take shape in their early childhood. This is another reason for designing a programme for pre-schools.

This research is a part of Global Kindergarten Project which is a sub-project in Global Education Project, Keio University Graduate School of Media Design (KMD). The Global Kindergarten Project aims to design an environment for pre-school children in Japan to have cultural exchanging experience, not only for the children but also for teachers and parents to notice the importance of diversity education. This research will follow the basic method of the project and refer to the feedback and reflections in the past. Two round of programme took place at Melody Kajigaya Nursery and Cosmo Global Kids Bilingual Kindergarten,

connected with Thailand and Denmark. The target age group were five to six years old children.



a. Asian dolls



b. Dolls of other races

Figure 1.1: Toys in Bing Nursery School

1.3 Research Questions

The goal of this research is to design a child-centred educational programme where children are able to experience cultural exchanging through their own point of view.

This research has set below as the research questions:

- Is digital camera effective to see "culture" through children's point of view?
- Can we develop an environment for children to have two-way communication with foreign people?

1.4 Terminology

Pre-school children

In this paper, this would point at children aged 3 - 6 years old, who have not yet entered elementary school.

Child-centred learning

Method of teaching where children, who are the learners, are the centre of instruction.

Structured / non-structured curriculum

Structured curriculum is a class which contains planned activity prepared by teachers. Non-structured curriculum is the time of the day when children are allowed to play in the institution freely.

Global Citizenship Education

Education which highlights essential functions of citizenship with globalization. (UNESCO 2015)

Chapter 2

Related Researches

Basing on the objective of this research, previous works have been picked up and discussed from the category of *Educational Guidelines*, *Playful Learning* and *Child-centred Approach*. As this research is targeting young children, it needed to refer to the guidelines to see whether the programme was appropriate or not, then the other two areas to verify the availability of the programme.

2.1 Educational Guidelines

Children's Communication Skills and Learning Behaviour

In order to plan the programme, there was a need to understand the development level of childrens communication and learning skills in general. According to the document released by United Nations Childrens Fund (UNICEF), the age group of birth to six years is categorised in “early year age group”, and they are at the stage of learning through doing and playing. In the aspect of communication, they are still at the stage of learning how to express, but are already growing in understanding how other people could think and feel differently, and their awareness towards different peoples emotion. (UNICEF 2011) Which means children of that age are able to understand the difference between the cultures some people have.

Expected Goals of Education for Pre-schoolers

In every institutions, they have different curriculum, but most of them follow the same process so each year groups will reach the similar level by the end of year, whichever school children goes to. Partnership for 21st Century Skills had published a guide for teachers, especially focusing on childrens global competence, and set goals for each year groups. For kindergarten to Grade 1, they expect

children to have several learning opportunities where they can compare different cultures to their own and gain global perspective through that, and understand that different communities have different traditions, which could be different from their own culture (Par 2014).

Main Elements for Global Citizenship Education (GCE)

Here, focusing on only the education based on Global Citizenship, United Nations Educational, Scientific and Cultural Organization (UNESCO) has noted that today, GCE takes different forms, but it should follow the common elements. They mention that GCE is not only for children but for adults also, and it is important for life-long time. Therefore they set the elements for both children and adults. In the elements they have mentioned, it includes the points about raising learners in competencies of attitudes of understanding different identities, in other words, the way they should respect diversity of culture, religion, ethnicity and other sense of belonging. Other than that, it also mentions that it should lead to raising their skills to interact with people who has different backgrounds, cultures, perspective and so on.(UNESCO 2015)

2.2 Playful Learning

Difference Between Conventional Style and Playful Learning

There are several differences between the normal structured classes and playful learning, but here two elements are picked up from a paper which compares different approaches of education(Lillard 2013). The first is *peer interaction*. In conventional style, children just follows teachers' instruction, but in playful learning, more peer interaction are expected, so children work together and communicate together to learn through each other's perspective. Even in pre-schools, in Japan, although children have plenty of playing time in non-structured curriculum but in structured classes, children follows what teachers say and children themselves do not communicate much. The another element is *rewards*. In conventional style, children are given rewards for their work, such as gold stickers to count points, but in playful learning occasions, children are not given any rewards. In playful learning, the activity itself should be attractive and it should not force to motivate children using rewards.

High communication level was reported also not as a method but as an outcome of playful learning style. (Ramani 2012) Here, child-centred and adult-driven approach were tested towards pre-school children. All the participants read the same story about two children looking for place to play and the task for children was to design a playhouse for those characters in 10 minutes. Both of the groups were given same conditions, told to follow the specified characteristics of the house and also children were paired up with their friend to work together with. In the playful approach, they were asked to pretend to be the characters appeared in the story while they create the house. The adult-directed group were again told to follow the condition. As a result, the groups in playful conditions were able to build more complex structure and active communication was observed.

Using Tangibles in Learning Occasions

This time in the programme, tangible object was suggested to use to gain participants engagement. In the past, there was a research which used tangibles and see how effective it is in learning (Price et al. 2003). There, the word “tangibles” was defined as “physical artefacts that are electronically augmented and enhances to trigger various digital events to happen.” They had used tangibles in a collaborating game, and children had to think and communicate with each other to complete the game. This research had showed results that by having tangibles in the game, children did not have to be coaxed to do the game, they were keen to use them and were able to be engaged by themselves. Also in the aspect of collaboration, they had concluded that it was successful, as children had a lot of communication, discussing about the game and instructing each other what they have to do.

Learning to Communicate Non-Verbally

In the UK, “Drama” classes are compulsory to take from Year 1 until the course of GCSE¹ starts, unless a students choose to continue Drama for the course. This class is not only about performing but students learn how to express themselves through games and acting. In the class, students are expected to communicate with their facial expressions, body languages and other sorts of non-verbal meth-

1 General Certificate of Secondary Education - By finishing this course, students are assumed to have finished their secondary education.

ods or if not, to exaggerate their feelings through scripts and improvisation.

Another example from the US, learning communication through cultural exchanging process, is an organisation called “The Young Americans”², which is a college for performing arts with students aiming to be not only dancers, singers, actors but also teachers. Group of students travel around the world and run a workshop to create a show with children. The workshop aims children or other elder participants to learn that people from anywhere in the world can communicate without using language through expression.

2.3 Child-Centred Approaches

There are several researches in the past reporting the effectiveness of child-centred approach for young children. Below its effectiveness will be discussed.

Child-Centred Approach in Classes

If a class is “child-centred”, what would a role of a teacher be? Should teachers do nothing and let children do their work all on their own?

In the past research, having child-centred method is important especially in the young ages, as their development speed is not always the same. Basing on that, in this paper Tzuo had explained that child-centred does not always mean the teachers are not allowed to give any instructions, in fact it explains that it is impossible to attain children’s educational goals without teachers’ instruction. Teacher should give the right amount of support to learners for guidance and set the correct goal for them.(Tzuo 2007)

Actual example for children is an activity which had combined literature and crafting class done for first graders in Finland. This research was for the teachers to find a way to use picture books in classes more effectively.(Aerila and Rönkkö 2015) They had made children read a story and to create or illustrate a part of the story during the crafting class. The ending of the story was also created by children themselves. Teachers had read the book beforehand and started off with the story to give necessary support. As a result, children showed good reaction towards the activity and even some children who struggled with literacy skills showed improvements in understanding by using their own imagination to

2 <http://www.youngamericans.org/> Accessed on August 2016

visualise the story.

Photography Workshops for Children

Photography workshop for pre-school to middle school children is held frequently, by Ryoma Tachibanada³, a photographer in Japan. This workshop aims to grow children's individuality. This workshop lets children take pictures freely and share their perspectives, and in the reports of his past events, Tachibanada mentions that he had seen active communication within children who have first met on the day, and they praise each other for what they have taken and found.

Learning to Use Digital Tools

An experiment was done by a researcher of KMD at Melody Kajigaya Nursery to see the process of pre-school children's process of learning how to use tablet devices. Children were brought one by one to a room where facilitators were in to observe, given three different, in size and colour, tablets to choose. Facilitators just gave the tablets and otherwise talked nothing until they were asked anything. Children were first confused about what they were expected to do but all of them, including those who have never used a tablet before, were able to figure out how to unlock the tablet screen and eventually use applications to play games by themselves.

2.4 Summary

From the works discussed above, now it is known that children of the age group this research is aiming for are capable to understand the difference each people have and differences in identities. Which could also mean that children can have stereotypes already. This shows that diversity education for pre-schoolers is not too early, especially in Japan where it is difficult to have cultural exchanging experience, this goal is difficult to achieve at the status quo and needs additional curriculum to enable it, as it is also determined that pre-schoolers are expected to experience some opportunities to be in touch with different cultures.

Examples in *Playful Learning* were picked up to back up the idea of using digital camera in the programme to keep children engaged. Also discussed in

3 <https://www.facebook.com/syasinnnojogyo/> Accessed on November 2016

Chapter 3, is that tangible objects help children understand the intention of the programme better. The other two examples were to show the movements and idea to raise children's expressing skills. Especially the latter emphasis the social bond through non-verbal communication in a global relationship. This should be done more in Japanese institutions. One of the reason for that is that as discussed, diversity in Japan is still low so it is difficult for children to raise that skill naturally and from the survey⁴ done by ASATSU-DK INC⁵. with igs Z., Ltd.,⁶ had shown the results from students in second and third years in high school that over 80% of them had checked on the "communication skills", and nearly 70% had marked "skill for self-expression" as an important skills to play an active role globally. In addition to that, over half of them thinks it is too late for them to take global education. As previously noted, the pre-school age groups are at the stage of developing self-expressing skills. Therefore by introducing an educational programme at that stage, it would be possible to raise their confidence to express their thoughts towards people from other culture.

Lastly, works in the area of *Child-Centred Approaches* were referred as this research itself is aiming to build a child-centred programme. Here it shows positive effect of the approach so the programme will follow this idea.

The educational programme this research aims is to have children exchange and experience foreign culture, not with adults but with children of similar age. In the past researches and activities, there are many programme guide for adults to teach children but not many are showing the availability of programmes for children and children from different culture. In Global Kindergarten Project as well, it is not reaching the goal of communication of children each other, which will be again discussed in the next chapter. Basing on these past outcomes, this paper will propose the effect of the programme where children will share their own perspectives of culture.

4 <https://www.adk.jp/1819.html> [Japanese] Accessed on July 2016.

5 An advertising company in Japan. <https://www.adk.jp/en/> Accessed on November 2016.

6 Company of English education in Japan <http://iglobalsociety.com/eng> Accessed on December 2016.

Chapter 3

Design

The concept of this programme is a child-centred educational activity offering opportunities for pre-school children to have cultural exchanging experience. Children will be able to communicate and interact with children of similar age from different country.

In this chapter, the design process of the concept and method will be discussed.

3.1 Background Research

Global Kindergarten

As noted, Global Kindergarten Project had started in 2012, aiming to build an environment for diversity education, not only for pre-school children but for their parents and teachers to notice its importance.(Matsufuji 2012, Tokumoto 2013) It also aimed to build a programme where children can teach and learn from each other, while communicating remotely. The sessions in this project was in a style of structured curriculum, so the timetable was prepared and the session followed it. The original method of the session, was to connect a class of kindergarten with another in different country using communication tool such as skype and Google Hangout, to let them have cultural exchanging activity together. A session is led by a facilitator on each side, usually a teacher from each kindergarten, they gave instructions and directed children to perform what they had prepared beforehand. This original style is also still on-going, and 20 sessions have been held so far. From this project, Global Kindergarten has partners and cooperative institutions around the world.

Global Kinergarten 365

This is a project derived from Global Kindergarten, pointing out that participants themselves cannot actually communicate directly to each other (Tokumoto 2013). This time the programme was took place during the non-structured curriculum, where a tablet device connected with Australia was left unattended at the hallway to let children attend to communicate with other side independently. This programme focused more to exchange daily culture, whereas the original project is more to introduce traditions. Further improvement indicated was that, as this programme was entrusted to children to communicate, motivation and contribution towards it was uneven.

3.2 Fieldwork

Two fieldworks took place, one in Ono Kindergarten, Fukuoka, to observe the original style of Global Kindergarten Project and find out what it had not achieved yet. Another took place in Melody Kajigaya Nursery in Kawasaki, as a separate project yet its result was established to be useful for this research.

Fieldwork 1: Global Kindergarten



Figure 3.1: Sharing time differences with Brazil

This fieldwork took place on 29th May 2015. The session was connected with Escola Tupiniquim, Brazil. The participants were nearly up to 40 in Japan and around 20 in Brazil, both groups were aged four to five, the second year in Japanese kindergarten. The time difference between Japan and Brazil is 12 hours, the session took place on 9am in Japan, 9pm in Brazil, during their sleepover night.

In this fieldwork, the observation was done to see whether the original goal of the project was achieved. The points took notice of were below;

- Whether the children are actively communicating with each other.
- The behaviour of children to teach and learn with the other side.
- To find out how far children can understand about different cultures.

Findings

As a result, there were several points needing improvement to reach the goal of the project.

The original project aims to have children teaching and learning with each other, but the session is more about presenting the outcome of their classes about foreign culture, so the facilitators were the ones who was giving direction to the participants and they themselves were not able to communicate with the other side so much. Participants who were able to interact with the other side were only the ones who were chosen by the teachers to perform their traditions or to ask questions, which were also prepared beforehand. As the session took place in the morning, children in Japan who were not chosen to perform seemed bored and sleepy especially those who were sitting in the back row.

This happens for several reasons. At the first place when this project started, they had fewer participants which made the session more interactive, but now the programme is too popular from the parents, so now, more children are participating. Relating to that, the programme lets parents join to observe in some sessions so it is important for the kindergarten to satisfy the parents, which makes the session more teacher-directed to make the facilitation smooth.

On the other hand, the advantage of it is that children are taught and prepared beforehand well enough to hold the session so they have learnt about the other country well enough by the day of the session, which makes them more curious towards the culture. Therefore, the programme focuses mostly on traditional culture than the daily culture.

To conclude this observation, the session was effective to raise childrens knowledge level but it does not achieve the goal of having them teach and learn from each other. Also the programme is difficult to see whether it affects childrens attitude towards different culture. To evaluate this point, there is a need of long-term observation. In addition to that, by having long-term programme it may let children be aware of their culture during their daily life.



Figure 3.2: Picture with children in Brazil

Fieldwork 2: Manekko Zoo

Manekko Zoo¹ is a distant communication game designed for pre-schoolers, prototyped within the members of KMD. The fieldwork took place on 23rd June 2015. There were three participants to experience the prototype.

This is a game for children to understand that people can communicate with anybody around the world even without relying on languages. One side will gesture an animal shown on the display, and the other side will have to guess what it is and throw a sticky ball to catch the correct animal out of several choices.

1 “Manekko” Spoken language for imitating, copying or pretending in Japanese.



Figure 3.3: Capture from Manekko Zoo introduction video

Findings

Children first showed strong interest to the sticky balls and without any instruction, they started throwing on to the screen where it had some animals projected. This made the children understand the rule of the game more easily. Also the balls seemed to make them have the impression that the game is fun, so even when it was their turn to do the imitation, where they do not use the ball, they were still engaged. As mentioned in the previous chapter, tangible objects attracts and give good effect on their learning experiences, which here also was shown that having something to touch and use in the programme will raise childrens engagement, but the facilitators have to be careful as it can also distract children from listening to instructions.

3.3 Design Concept

As noted, this research aims to design a child-centred programme offering children an opportunity to have cultural exchange and learn about diversity. Having the background research and the fieldwork, points below were indicated as the requirement to achieve the goal of this research.

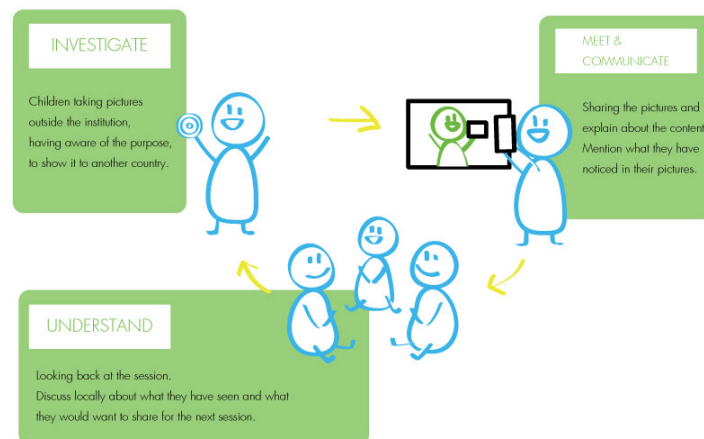


Figure 3.4: Conceptual overview of the programme

Programme lasting for longer period

This was discussed in the previous section, children experiencing just one class would be difficult to see changes in participants attitude towards foreign culture. In order to evaluate that, there is a need of programme which children has to enrol for longer period.

Children's perspective and playfulness

In this research the biggest goal is to make the programme child-centred, where children can investigate, share and learn about each others culture by themselves without the knowledge of adults. As mentioned in chapter.2, the age group targeted for this project is the stage where they learn through doing and playing. Also having tangibles in learning occasions are effective to have children engaged in the activity. Therefore the suggestion was to include a tangible tool which keeps children stayed engaged for long-term programme but also playful.

Method for children to be aware of their own cultures in their daily lives

As a project overall, it aims children to learn about foreign culture and diversity. For that, children needs not only individual classes but out-of-curriculum activity

where they investigate and think by themselves which also makes each classes effective. By letting them do that, it was estimated that children will be more aware of their daily cultures in their everyday lives.

Overview of the programme

The programme was decided to follow the method of original Global Kindergarten style, connecting two classes from different countries using digital communication tool, but having multiple sessions within a programme. The tool which was chosen to use was digital camera, toy camera made for kids, and participants were asked to take them back home to prepare pictures to share to the other country. By letting them think what people from other cultures would be interested in, they will be unconsciously aware of their culture.

The programme is consisted from three parts; *getting to know*, *connected sessions* and *reflection*. In the *getting to know* session a facilitator will interview the participants to grasp their original knowledge level and will be explained about the programme, including the discussion of what pictures to take. They will then have to take pictures to share at connected session, which will take place plural times. After all the connected session is finished, they will again be interviewed in the Reflection and evaluated the changes before and after the programme.

The connected session takes place in a form of structured curriculum, so all the participants registered for the programme will be involving. By making it in the form of long-term continuing programme, children will be able to notice both traditional culture and daily culture, instead of individual workshops which mainly focuses on traditional cultures.

Parents were permitted to check the pictures and delete the ones which were inappropriate to show outside their home, but were asked not to give too much advice while their children are taking pictures, to keep the it to childrens perspective.

The tool

The reason toy cameras were chosen as the tool for the programme, first it is because camera is a tool easy enough for children to use, and it was estimated that by having them taking pictures of things to share with other cultures, they would be aware of culture in their daily life as they have to think what to take during the period of the programme. Also by using cameras made for children,

it would attract children towards the programme itself and will make children actively involved. The camera was chosen by the criteria; 1. Small and light enough for children to use 2. Does not break easily and 3. Easy to carry.

Other tools which were referred to was Petimo(Ma 2010) and video cameras.

Petimo is an SNS tool for children to have physical interaction, not only virtual communication. This time it was not used because, this tool is good to offer children a fun experience interacting with people in other places but is difficult to keep children focused on cultural exchanging. Also this time the important point of the tool was that it is a tool easy enough for children to use without adult helping and as the programme is assumed to be educational, it needed to be a tool which an institution will be willing to use.

Video camera was not used this time as it had the risk that it would end up making children having fun with the video and hard to decide which was the exact moment they considered as a culture they wanted to share.

From all the above, verification test took place at Melody Kajigaya Nursery.

User Experience

This programme will have a cycle of user experience components follows; *investigating*, *meeting and communicating* and *understanding*. The experience will happen in cycles during the period of the programme.(fig.3.4)

Investigating

When they are taking pictures outside the institution in between the sessions, they have to find out and express their own perspective of cultures in their daily life. Participants will use digital camera designed for children to use, so the operation is simple enough for them to capture at the moment where they think is appropriate. By having parents to check the pictures, even without advices, they were expected to have some conversation with their family about the topic, which could help them deepen their thought.

This experience will happen every time between the connected sessions. After each session, they will have a stage of *understanding*, and will come back to *investigating*. From the previous session, they will consider what is more appropriate and what the people on the other side would expect for the next time.



Figure 3.5: Participant of the user test taking a picture of Shinkansen

Parents were asked to try not to give advices so no teaching takes place in this stage. This is one of the component which makes the programme child-centred.

Meeting and Communicating

This is when children are attending to connected session.

Participants will not only share the pictures on its own, but have to explain what it is about. Therefore they have opportunities to communicate and also indicate the differences which could be shown in the screen. They will greet and introduce themselves at the very first connected session, they will have an opportunity to know about each other as people, before they start anything about sharing cultures, and this is the stage of *meeting* and introduction for *communicating*. After that, children would start sharing their perspectives of each others daily lives. Then a facilitator will give instructions to show each others pictures in turns but other than that, participants are free to do anything, as long as they are involving in the session. They were free to show anything else other than pictures. Facilitators are also in charge of translating the communication between the participants, but only when they decided it is needed, children are free to communicate in any ways.

Children will have to think how to express what they want to say, as the countries chosen for this research were purposely all non-English speaking countries so children will not be able to communicate verbally.

Understanding

This is experienced for the whole process of the programme, along with the two above, but mainly focused in the discussion time after each session. During the session, children are shown pictures from both sides and explained so they will find out and learn daily lives in the other country. Also after the session when they are preparing for the next session, they will have to look back the session before, remembering what they have been shown and they will think of what pictures would the other side expect to see and will be interested to see.

Participants are evaluated how their investigation and understanding changed throughout the programme from the changes in the contents of their pictures, and their behaviour during the session to see how their communication had changes.

In this research, three groups of stakeholders were identified: children participated, their parents or guardians and the institution.

3.4 Verification Test

The verification test took place at Melody Kajigaya Nursery on September 2015, connected with Hathainiramon School, Thailand.

Three children in Japan and four in Thailand participated. One of the participants in Japan was biracial of Japan and Ghana.

In Japan, the nursery had an English class so the participants were able to speak some English vocabularies but in Thailand, they had no knowledge of English.

This time, picture sharing was done using Skype screen share.

Sessions

Getting to Know

This session was done on the same day as the first connected session, due to the schedule of the nursery. Children were shown a world map projected on a wall and asked whether they knew which country they were in. Children were able to point at the right country and also mentioned the names of other countries. In addition to that, one of them were able to explain the difference in culture, mainly

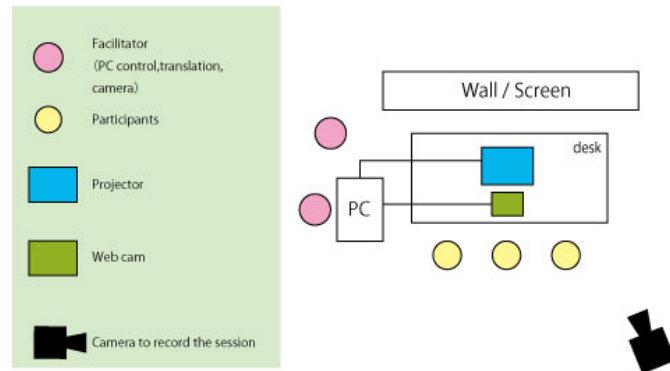


Figure 3.6: Layout of the classroom



Figure 3.7: Connected session



Figure 3.8: Picture of Virgin Mary from Thailand

comparing the food. Digital toy camera was distributed to them here, and were explained about the session.

Session 1

Right afterwards, children were asked to go and take pictures inside the institution. After connecting, children shared their pictures chosen by the facilitators.

At the beginning of the session, as an ice break, children showed each other's clock to share the time differences between the two countries. During the session, there were not much communication, but discussed locally about the subject of pictures children in Thailand shared. Children had spotted the religious cultural difference in one of the pictures, shown in figure3.8 and talked about religions existing in Japan.

As a result, this time, as the participants did not have much time after the instruction, they still could not understand what they were going to do in the session, so subjects of pictures did not contain much meaning and even themselves did not remember the contents they took.

210 pictures were collected this day.



Figure 3.9: A picture of hand-made accessories from Japan

Session 2

The second session took place with 2 participants, due to the absence of another participant because of sickness.

At the beginning of the session, participants in Japan wished to see the time difference again, so the session started off with exchanging the time difference again.

This time the contents of the picture had more purpose, both children had a questions to ask with their pictures. Both participants came with pictures showing their daily life including things about their hobbies.(fig.3.9) The pictures from Thailand were also about themselves, such as pictures of toys they usually use at the school and themselves playing a guitar.

After a while children decided to give an attempt to communicate directly to each other. Japanese children tried to speak in English but after they had understood that Thai children could not understand English, they wrote some letters in Japanese to show through the camera. Children from Thailand played a guitar in front of the camera.

130 pictures were collected this day, including the pictures from an absent participant whose parent sent the pictures beforehand.

Reflection

Reflection took place a week after the second session. This was an easy interview towards children to see whether they had enjoyed having contact with people in different culture and their motivation to learn more about different places. Here, all of the participants mentioned that they enjoyed the session, not only about using cameras but seeing pictures from Thailand and that they could tell the differences. They also mentioned some other things they wanted to share if they had another opportunity, such as futon² and Japanese cars. They raised several names of countries such as Spain, America, Brazil, as the places they wanted to connect for the next opportunity.

Discussion

Overall, 340 pictures were collected from Japan. As a discussion, improvements below were raised.

Length of the Programme Period

In the user test, the changes in childrens attitude and the contents of their pictures were successfully seen, but as the programme lasted only for two sessions, it was difficult to decide if the changes were going to happen more or not, also whether it was temporary or long term.

Getting to Know and Reflection

This time as noted, *getting to know* was done on the day of the first connected session. Therefore children did not have much time to try using the camera and considering what to share. For the second user test, it was separated from a connected session and the content of it was reconsidered. Reflection was reconstructed also to see how much they have learnt from the sessions, in the Reflection of the next user test.

Method of Sharing Pictures

This time, Skype screen sharing was used. This was easy for children as only the facilitator has to operate, and also was easy to share the pictures in good quality,

² Japanese bedclothes.

so discussion on each side was active. Yet the disadvantage of screen sharing was that it blocks the video and so children does not get to see each others reaction. The pictures should be printed so the children could show it to the other side by themselves, in their hands.

Communication Between Children

Children were able to bring some pictures with purposes and messages, and especially for the second session, they did not rely only on the pictures but tried to communicate by themselves. However, most of those ended up as one-way communication, so children could show the effort to express their thoughts to each side but they could not answer. The structure of the programme was changed for the next user test, the participants were made to join a discussion after each connected session, to revise what they have seen during the session and what they wanted to show for the next session.

The Camera Device

The camera used for the first user test was a very simple digital camera, small and light enough for children to carry, but did not have screen to check the pictures taken. As mentioned, for the first session, children seemed to enjoy taking the pictures but they did not consider what they were capturing, but just playing with the shutter button. Even though the participants could understand the purpose of the programme in the second session, this needed to be solved in order to decrease unnecessary struggles for them.

Having this, in the second user test, an action camera made for children were used, which was small and light also, but this time with a screen which makes them not only be able to check the pictures but also easy for them to operate.(fig.3.10)



a. Camera used in Verification Test



b. Camera used in User Test

Figure 3.10: Cameras used in the programme

Chapter 4

Evaluation

4.1 User Test

The user test took place at Cosmo Global Kids Bilingual Kindergarten (CGK)¹, connected with University of Copenhagen, Denmark.², where they called for participation. The participants in Japan were not the children belonging to CGK, as the institution newly opened five months before the programme so they only had two years old children. They were called for participation through the website and letter given to the parents of the class.

Again, the participants were aged five to six years old, there were two participants in Japan (tab.4.2), and three participated in Denmark. One participant in Japan used to go to live in India, where he spoke English but the others did not have any knowledge in English.

Each session was planned for 30 minutes.

	Date	Time (JST)
Getting to Know	12 November 2016 (Sat.)	4PM-4:30PM
1st	19 November (Sat.)	5PM - 5:30PM
2nd	27 November (Sun.)	5PM - 5:30PM
3rd + Reflection	3 December (Sat.)	5PM - 5:45PM

Table 4.1: Schedule of Second User Test

¹ <https://cgk.ac/>, accessed on August 2016

² Time difference: JST-8



Figure 4.1: Participants being interviewed

Getting to Know

Having the reflection from first user test, *getting to know* was separated from the connected sessions. This time, as well as the comprehension of world map, they were asked and interviewed about what they know about differences between Japan and different places. (fig.4.1)

The questions prepared to ask were below:

- The countries they have already been before
- Name of the countries they know
- Whether they know any flags of countries
- What they know about the places outside Japan
- Differences between Japan and places outside

As a result, both of the participants were able to name several countries (fig.4.2), which shows that they were capable to understand what will be happening in the connected sessions. Participant B mentioned Hokkaido as a country, but was able to raise several places which had different culture. To the question about the differences between Japan and other places, both explained mostly about geographical facts, such as size of the country, whether the country was an island or not, seasons and so on, but Participant A stated some differences from his own experience, such as the temperature and weather, while participant B, what he mentioned was mostly knowledge from the world map and media.(fig.4.3)



Figure 4.2: Name of places which participants mentioned as a country and world maps they drew

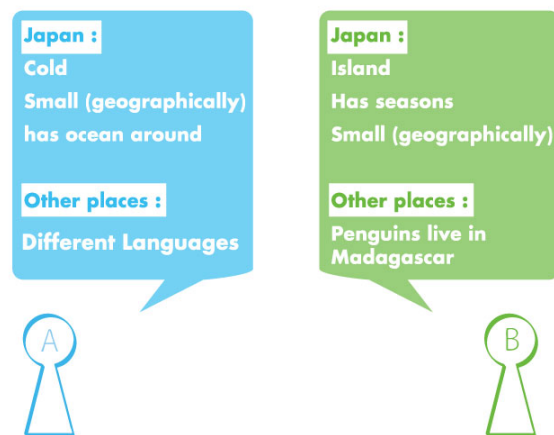


Figure 4.3: Result of interview

	Participant A	Participant B
Age:	5	6
Sex:	M	M
Experience in using camera:	Yes	No
Countries Visited:	India, Nepal	None
Skill:	Little English skill	No English skill

Table 4.2: Profile of participants



Figure 4.4: Participants discussing about the pictures

Afterwards, participants were given the cameras and were allowed to start taking pictures inside the room as a practice until their parents came to pick them up. During that, participant A and B talked together about what picture to take.(fig.4.4) Participant A, as already mentioned, has higher knowledge level and experience in different culture and environment, so his suggestion seemed more considered about the people in Denmark. He showed more behaviour of searching the things to take, whereas participant B, he seemed to bring which interested himself including peoples faces.

During the discussion, they had decided what to bring for the next session.

Participant A mentioned Japanese cars, letters written in Japanese such as Kanji and also other than the pictures, he wanted to ask whether Denmark was hot or cold.

Participant B mentioned that he would like to show something Danish people would not know and things which might be different. He mentioned stationery and toy blocks as examples.

Session 1

After a week, the participants gathered again for the first connected session.

157 (A:40, B:117) pictures were collected from the two participants excluding the pictures taken at the *getting to know*. They were asked to pick two pictures each to share with Denmark.

Participants' Behaviour

At the beginning of the session, as an ice break, they introduced their names to each other and showed clocks to see the time difference. Also they used a paper saying “Hej!”³ to greet the children in Denmark. Participant A in Japan mentioned that he knew about the time differences before the session started, but seemed surprised to see that it was morning in Denmark.

Participant A picked two pictures taken at the train station, wanting to ask whether the rails look the same in Denmark as well and having the discussion from the last week, he picked up a picture with Japanese sign inside the station, also with a sign of “LAWSON + toks”⁴.(fig.4.5)



Figure 4.5: Pictures shared by participant A

He asked whether the rail and inside the station looked similar in Denmark. Participants in Denmark answered him back that the rails look the same there and pointed out that the language of the sign looked different, but the word

3 Danish for “Hello!”. Pronounced *hi*.

4 Kiosk in Japan, mainly seen on the platform of train stations

“LAWSON” seemed more interesting to them. Having that, the facilitator and participant A explained that it was a kiosk and towards that, they also explained that they have kiosks too.

He did not ask about the temperature in Denmark, which he planned to ask during the discussion in the *getting to know*.

Participant B chose pictures showing sushi and origami football. He did not have much reason for choosing those but wanted to show his favourites.(fig.4.6)



Figure 4.6: Pictures shared by participant B

Danish facilitator explained to the participants about the sushi and also about origami. Participant B was distracted by toys in the room, he was already looking for something else to show next during this.

This time they were not instructed about how they should behave, so they were free to stand up, move up to the cameras and talk. They both tried to show their toys they brought and Danish kids also reacted and told that they also have similar things. Participants in Japan also wanted to show their cameras which they were using for this programme. They were surprised to see the participants in Denmark also had the exactly same cameras.

Danish side shared three pictures mainly showing things around their houses and summer house, but participants in Japan could not spot many differences between Japanese culture, except participant A pointed out the person who appears in the picture was wearing short sleeves.

This time, the method of picture sharing was by showing the printed pictures to the camera. (fig.4.7)

Children had to hold the print outs by themselves, so at the beginning, children

seemed engaged and was wanting to show their pictures without waiting for the other side. But after 10 minutes or so, they started to get distracted with all the equipments around them, although they were still aware that they were in middle of the session, so they tried to show the things which interested them to the other side.

The things which distracted them the most was the microphone, web camera and keyboard of laptop computer used for the session. They tried to make weird faces and speak making sounds.

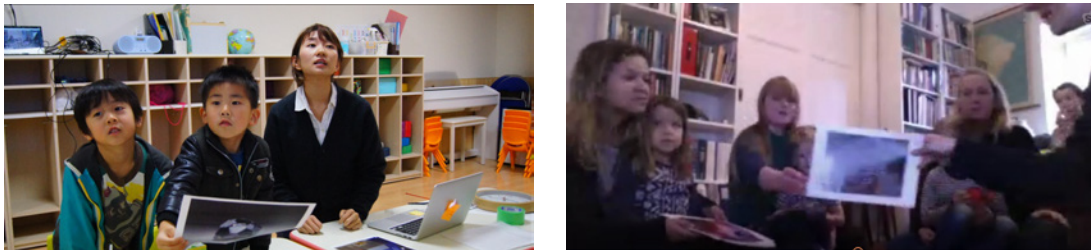


Figure 4.7: Sharing pictures

At the end of the session, they told each other about what they would like to see next time.

Danish participants mentioned about Japanese bathrooms, Japanese participants wanted to see machines in Denmark.

In Japan, participants were able to greet “see you!” to the other side from their own knowledge, when the facilitator mentioned that it was the end of session.

When their parents came to pick them up, they told their parents that they were having fun.

Facilitation

For the first session, one adult facilitated the session. The role of facilitator was to translate and communicate with the facilitator on the other side, not just speaking but also sending message on-line if needed. Instruction for participants were done beforehand and during the session it was kept to the minimum level. This time, when children were distracted by the objects around them, they kept moving out from the screen and the facilitator had to bring them back. From this, it was decided that there is a need of two or more facilitators, at least one to look after the participants and one more to communicate with the other side.

Picture sharing

The method of sharing the pictures had been changed to printed pictures from screen sharing. This needed further consideration, as printed pictures in the screen had bad image quality and hard to see.

Classroom Layout

This time, two teachers from the institution was observing the session. They had pointed out that the layout of the classroom should be changed to keep children concentrated to the session. The suggestion was to hide tools such as speakers and microphones, which distracted children's attention. Having this, the layout had been reconsidered for the second session.(fig.4.8)

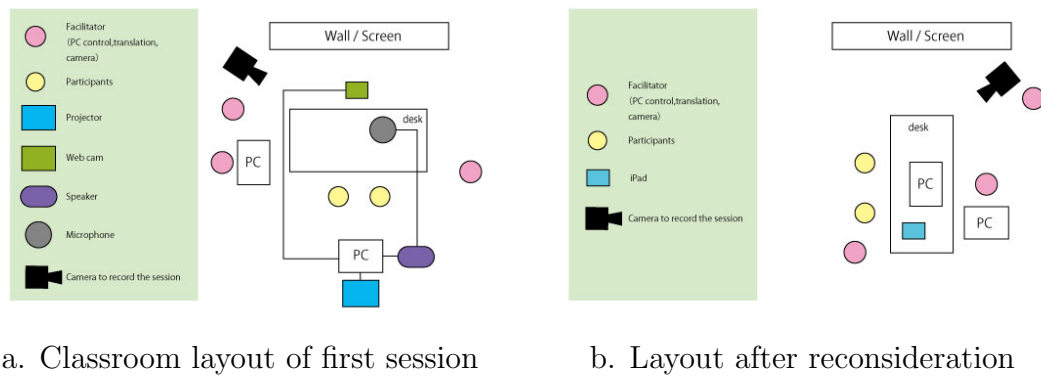


Figure 4.8: Classroom layout of the programme

Session 2

For the second session, due to illness, Danish side could not attend to connect the session, so the pictures were sent to each other and discussion took place locally.

This time, 22 pictures from participant A and 17 pictures were collected from participant B, both excluding videos.

Changes from the previous session

Method of sharing picture was changed from printed picture to tablet screens, and laptops used to contact the facilitator on the other side was not faced to them to



Figure 4.9: Participants looking at pictures from Denmark

keep their attention to the pictures.

As there was no connecting this time, participants looked only into the tablet screen and discussed about the picture.(fig.4.9)

Participants' Behaviour

Again, they chose two pictures each to send to Denmark.

Participant A chose pictures of his toy and handmade Christmas tree made out of a pine corn.(fig.4.10)

He had explained that he remembered that the Danish children had asked for a picture of bathroom, but his mother did not allow him take a picture of toilet in his house.

The picture he brought, nevertheless had some intentions having the previous session. In the first connected session, he showed his own toy to the other side and he remembered that they told him they had a similar one. This time he brought a picture of a toy megaphone wanting to ask if it was similar in Denmark also.

Participant B chose a picture of toilet in a department store and a ramen “okosama-lunch”⁵. (fig.4.11)

He said that he also was not allowed to take picture of bathroom at home. About the meal, he explained that his mother gave him advices that it was a Japanese dish so it might be appropriate.

5 “Kids’ Plate”

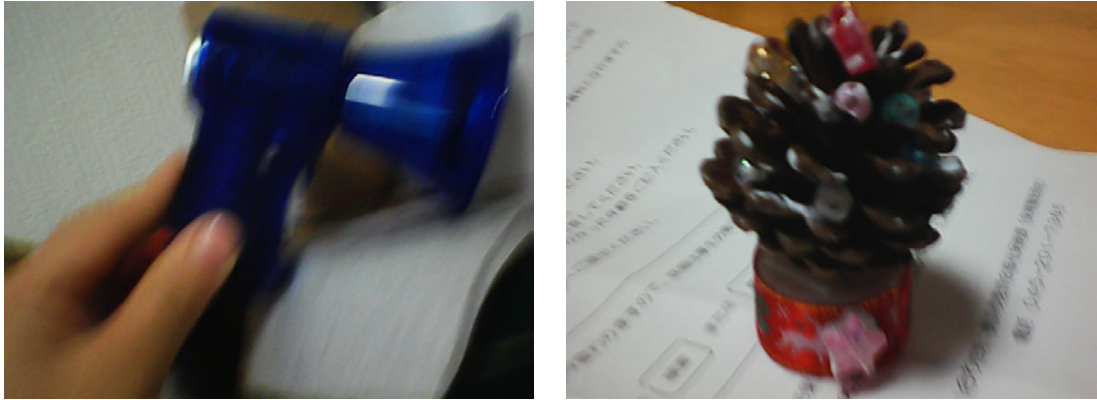


Figure 4.10: Pictures shared by participant A (Second session)



Figure 4.11: Pictures shared by participant B (Second session)



Figure 4.12: Picture from Denmark

This time participants were more calm than the previous session and seemed more concentrated. The Danish participants sent pictures of machinery as requested.

They were able to spot the differences how the buildings looked different to the ones in Japan, in the picture which a participant in Denmark intended to capture a truck.(fig.4.12) On the other hand, they had mentioned that the trucks look similar to the ones in Japan as well.

During the discussion deciding the contents of picture for the next session, participant A also mentioned about another picture he took, which was a picture of a remote controller(fig.4.13), saying that he wanted to see a remote in Denmark.

Other than that, this time, they have mentioned many things as those they wanted to see from Denmark. Out of those, they have picked up “food (especially vegetables and fruits)”, “Danish letters”, “remote control” and ”bathroom” to send as a request.



Figure 4.13: Picture of remote controller (Participant A)

Facilitation

This time, one facilitator stayed behind them to keep them seated, and also gave them instruction about the things they were allowed and not allowed to touch or use.

The main facilitator kept the tablet device and showed the pictures. This was good to keep children away from playing with the device but they had to lean closer to see the picture.

Picture Sharing

Within the two sessions, it was found that two pictures were not enough for them to enjoy, as they had a lot to say about the other pictures too. Yet, all the session was planned for 30 minutes, so two each was the maximum to share considering the time.

Classroom Layout

This was changed according to the reflection from the first session.(fig.4.8)

Though there was no connecting this time, it was decided to use this layout for the next session as well, as it was easy to make clear which area was allowed to use and not allowed to enter. This time, children were told they had to stay behind the desk.

Also, even for connecting, it was estimated that by using microphone and camera built in the computer, it was easy for the participants to understand the

distance between the camera and more than anything else, there would be no equipments to distract them.

Session 3

For the third session, 51 pictures from participant A, 9 pictures from participant B were collected.

Changes from the Previous Session

Method of picture sharing was changed. Before the last connected session, showing pictures on tablet screen through the web camera was tested and that method was actually used for the session. The facilitators sent the pictures to each side before the session started, so the children had some time to check all the pictures to prepare what to ask. But still, children chose some pictures to explain by themselves directly, for that, they held the tablet towards the camera to show which pictures they were talking about. Another method which was considered was to prepare another screen to do screen sharing, but by having children actually holding the tablet, it was thought that it would be easier for children to communicate with other side, rather than concentrating on looking at the picture and talk locally.

Participants' Behaviour

Participants were shown the pictures from Denmark before the session had started. They showed big interest towards a picture of bathroom, they had said that it looked similar to the ones in Japan. Looking at the picture of vegetables, they were guessing what each vegetables were, and also asked what they were during the session. They had mentioned that the remote controller has a different design to the ones they have at home.

This time again, they chose two pictures each to explain.

Participant A chose pictures of “Pepper”⁶ and another one was a smartphone charger seen in Mobile phone stores.(fig.4.14) Later on, he showed some other pictures as well.

6 A robot developed by Softbank Group Corp., Japan - <http://www.softbank.jp/en/robot/>
Accessed on December 2016

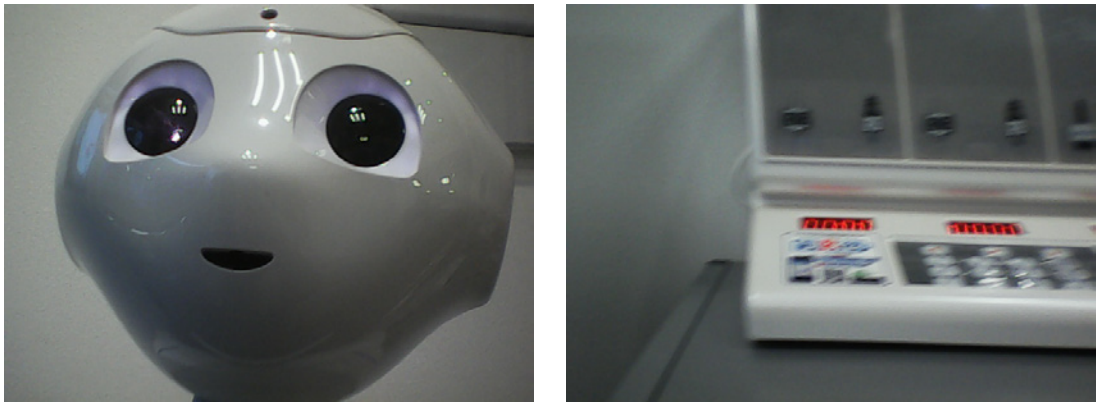


Figure 4.14: Pictures shared by participant A (Third session)

Participant B explained that most of the pictures were taken by his mother, so a facilitator asked him to choose two pictures which were taken by himself. He picked a picture of rice in a rice cooker and a picture of a remote controller.(fig.C.1) He was also anxious to show some other pictures later on.



Figure 4.15: Pictures shared by participant B (Third session)

Right after the session had started, they noticed a poster in Denmark which they were familiar of. Before they started sharing the pictures, they spent few minutes talking about it and also recognised the word they had mentioned in Denmark. They were amazed to see the things they knew was in Denmark too.

They asked several questions and showed some other pictures. Participant A showed a picture of a post box in Japan and when the facilitator told them to

wait until she finds her toy post box to show how it looks like in Denmark, they waited quietly and seemed interested. They were also motivated to show other things they had as well, such as bottled drinks.

While the other side was speaking, comparing to the other sessions, they seemed more concentrated and interested, as they were able to pick up some words such as “yes” and “no” when they were asking questions to the other side, and decide what the answer was before the facilitator in Japan translated.

They were also active to talk in English and Danish as well. At the beginning of the session, they were able to remember the greeting in Danish, “hej” and when the facilitator told it was the end of the session, they said “see you!”.

At the very beginning when they came into the room, they were telling the facilitator that they were ashamed that it was going to be the last session, so in the aspect of enjoyment, this programme can be said that it was successful.

Facilitation

This time the similar method was took as the previous session. One facilitator stayed beside the participants and held the tablet device. Participants were told not to touch the device until the session was finished. This facilitator took charge of translating what children said and what the other side said. Another facilitator was in charge of giving main instruction and communicating with the facilitator on the other side using on-line tool.

This way, children had limited space to use which made them easier to concentrate on the session, but as the facilitator had to sit on the side, one child still had to lean forward.

Picture Sharing

Tablet device was used both to see and show the pictures. This was successful as by using the tablet, children were able to see every pictures the other side took and it was more clear to see than the printed picture. Yet, it took time to switch the tablet screen to their own pictures to the pictures of the other side, so by the end of the session, a smart phone was added to the layout to see their own pictures.

Classroom Layout

As explained in the evaluation of second session, this time, it used one computer for connecting with Denmark and a tablet device to share the pictures. This was also successful as it was easy for children to take distance from the camera, it was difficult with the web camera as it does not always make the distance from the screen and the camera same. Speaker and microphone was also built-in, so children did not have to shout towards a different place.

Reflection

In the *reflection*, participants were interviewed again about what they know about the difference between Japan and different places. In the *getting to know*, they have answered several geographical differences, but this time, having the sessions, they had noticed that there are both similar things and different things in Denmark, they had mentioned some of the things which might be different, such as cutlery, toy, games and so on, but they could not spot a clear difference. This result is taken relatively positive, as after the each session, they were mentioning the differences they saw so their “I don’t know” was not meaning that they understood nothing. They also told the facilitator the countries they would like to connect if they have a next chance.

4.2 Survey Results

Survey of this programme was distributed to participants’ parents and a teacher who was observing the session.

See Appendices for the detailed question on the survey.

Parents

Overall, their parents (mothers of participant A and B) were satisfied with the programme, as they usually will not be able to have children experience cultural exchanging at their nursery. Also they were able to observe that they were enjoying the sessions.

Towards the questions asking their thoughts about global/diversity education for pre-school children and the reason for them to have children join the programme, both of them answered “Necessary” and “Wanted to let your child have

cultural exchanging experience”.

Below, the behaviour of each participants at home will be summarized;

Participant A:

Throughout the three week programme, this participant did not talk much about Japanese culture itself, but the frequency of talking about the contents of the pictures increased each week. His mother had answered that on the first week, he was trying to take everything he saw but for the second week, he started to remember his experiences in India and started to say what he wanted to show to his “friends in Denmark”. On the third week, at home as well, he mentioned that he was sad that the programme is going to end.

Towards the question “Did you give any advice about the pictures? If so, what did you say?”, she had advised that he should take the whole object, rather than just taking the parts he wants to show.

Participant B:

According to his mother, this participant was disappointed in the second session when they could not connect with Denmark, so he enjoyed communicating with participants in Denmark. On the first week, he explained about the programme, what the facilitator had told him, but nothing about different countries and Denmark, nor anything about Japan. On the next week, he started to talk about what kind of pictures he saw from Denmark and where it was. In the third week, he started to talk about Japan as well, mainly about machines as he originally had big interest in machinery.

His mother had advised him to think whether the things he was taking was Japanese culture or not.

Having this result, it was seen that children were able to be aware of the things about Japan in their daily lives, not just only during the sessions. For participant B, as noted, he had mentioned that his mother took some of the pictures, but it could see from the answer on the survey, she had given advice of taking picture of things uniquely Japanese or not, so if helping him by taking some pictures led to their conversation about cultures, that is still a good effect of the programme.

Teacher

This teacher was first requesting to set the target age group to four to five years old, but to the survey, he had answered that five to six was appropriate and did not mark to four to five years old.

Generally he thought the programme was effective as global education for pre-school children and also marked that diversity was one of the important element for global education.

About the facilitation, he had pointed out that the facilitators have to think how they can keep children's attention to the session itself and prevent them from getting bored. This time, the children were not bored of the session itself as they were both wanting to show things to Denmark and get closer to the screen, which was the reason they were keep moving away from their seats, but his opinion was as a teacher of an institution, when this programme would be introduced in their curriculum, ideally, children should be stay seated for the whole session.

Relating to that, he had mentioned that the language issue was one of the reason children could not stay seated. This time a facilitator had to translate what each other was saying each time and to his opinion that made children distracted, so for the next opportunity, he would prefer English speaking countries such as the US, the UK, Australia and New Zealand. This was again a conflict with the original idea of the programme and the result. This time non-English speaking country was chosen intentionally to see children's reaction towards a completely new place where they cannot understand each other's language. Yet, as a result, it was found that children would start trying to use English in any cases when they notice that the people on the other side cannot use Japanese. This had happened in both verification and user tests, despite the instruction at the beginning that they other side can not speak Japanese nor English. In the user test, one of the participants had some skills in English, but all he mentioned in English during the session, trying to communicate, was "hello", "see you", "yes" and "no". This means that even if the connection was done with English speaking country, their attitude would probably not change. Also considering the idea of "diveristy education", it is important not to limit the choice only to English speaking countries.

Chapter 5

Discussion

The objective of this research was to design an educational programme for pre-school children, which offers them an opportunity to have cultural exchange through their own point of view. This concept was tested with children in Japan and Denmark.

5.1 Conclusion

This research had posed three research questions. Here the questions will be discussed according to the results.

Is using digital camera effective to see “culture” through children’s point of view?

This time, the word “culture” itself was not clearly explained to the participants, but they were explained that there are different places in the world and there could be some differences as well as similarities, through the interview in the *getting to know* session. So in this programme, it was expected to see what children think was the difference between Japan and Denmark. Obviously, children of that age still lack in knowledge if they do not have any experience of living or spending some time in different culture, or taking classes at institution which is still quite rare, as explained first. So even if they did not know whether it was something originally Japanese or which they thought was a culture, if they had some purpose with that picture to know about each other, that still would be said as a success towards this question.

During the programme, the participants were able to bring pictures both about what they consider as difference, such as picture of Japanese letters and food, as well as what they were curious about Denmark, such as pictures of their own toys, trying to ask whether it looked similar in their country.

The intention of letting the children choose two pictures to share in the session was the time management of the session which was planned only for 30 minutes, but it turned out to be a good method to know what children prioritize within the things they had prepared. From the beginning to the last session, it did not change that they chose one picture about “Japanese culture” and another about “their own interest”, but especially in the third session, the picture changed from “what they wanted to ask” to “what they wanted to show”, about their interest.

From above, it tells that the programme was effective for children to be aware of their culture and express that through photographs.

Can we develop an environment for children to have two-way communication with foreign people?

As answered already for the previous question, children were able to show their perspective through pictures they took, so the answer towards “whether it is possible or not” would be “yes”.

By having the time for discussion after each session, children were able to understand what other sides wants to see and were able to prepare things to show according to that. By this, communication during the session itself became two-way, not only showing what they want to show but answering the request of the other side. Even with the help of photographs, it makes children think that they can take consensus with each other which made them more active to put effort in communicating with the other side by themselves.

5.2 Future Works

Below, the the improvements and further possibilities of the programme will be discussed in different elements.

Method of Sharing and Layout

This time, there were only small numbers of participants on both sides. Therefore the layout discussed in this paper would be good for having a workshop for small numbered participants but in the future, if the institution wished to introduce the programme into their curriculum, the layout needs to be reconsidered. For large classes, the first layout which was mentioned in this research would be better than the second, but still needs an idea to keep children away from equipments.

Tools

Another suggestion is to use RICOH THETA¹ to take 360 degree video or pictures. This time, when the participants shared pictures of bathrooms, they said that they found no difference with their country, but in fact, bathrooms in Europe and Japan are very different. When children are asked to take something, as one mother had answered in the survey as well, they only take the specific parts of the whole. By using 360 cameras, it makes possible to know differences in size, things around and what the whole thing actually looks like.

1 360 Degree camera made by RICOH. <https://theta360.com/uk/> Accessed on December 2016

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Appendices

A User Test Survey

This survey took place in the second user test. Different surveys were distributed to parents and teachers, all in Japanese. The contents of each are attached below, with English translation also.

Parents

[illegible]

Figure A.1: Survey for parents

Translation

1. Name of your child
2. Please tell us the behaviour of your child and what they talked about at home during the 3 weeks of the programme. (Multiple choice)
 - First Week
 - Talked about the camera
 - Talked about what picture to take
 - Talked about Denmark
 - Talked about foreign countries
 - * What did your child say?
 - Second Week

Comparing to the first week;

 - Frequency of using the camera (Increased / Decreased / No difference)
 - Frequency of talking about the camera (Increased / Decreased / No difference)
 - Frequency of talking about what picture to take (Increased / Decreased / No difference)
 - Frequency of talking about Denmark (Increased / Decreased / No difference)
 - Frequency of talking about foreign countries (Increased / Decreased / No difference)
 - From your perspective, did the contents of their pictures change? (Yes / No)
 - * What your child say, and how did the pictures change?
 - Third Week

Comparing to the second week;

 - Frequency of using the camera (Increased / Decreased / No difference)
 - Frequency of talking about the camera (Increased / Decreased / No difference)

- Frequency of talking about what picture to take (Increased / Decreased / No difference)
 - Frequency of talking about Denmark (Increased / Decreased / No difference)
 - Frequency of talking about foreign countries (Increased / Decreased / No difference)
 - From your perspective, did the contents of their pictures change? (Yes / No)
 - * What your child say, and how did the pictures change?
3. Did you give any advice about the pictures? If so, what did you say?
4. Please tell us about your thoughts about diversity education in pre-schools.
- Necessary
 - Not necessary, but preferable
 - Not necessary at all
5. Please tell us the reason you have decided to join the programme. (Multiple choice)
- Wanted to let your child have cultural exchanging experience
 - The dates were good
 - Was interested in Denmark
 - No reason
 - Other
6. Please tell us if you have any other feedback for this programme

Teachers

Survey for teachers were done on-line. ²

² https://docs.google.com/forms/d/e/1FAIpQLSffRqD8AlvOnYwdg8jqn9A8EfRCHmL2GMq8rleII_hKB8-G2A/viewform#responses Made on December 2016

Translation

1. Name
2. Length of period you have been working for pre-school education
3. Please choose the keywords you think are important in global education for pre-school children.
 - English
 - Foreign Languages
 - Mother language
 - Diversity
 - Culture
 - Tradition
 - Foreigners
 - Communication
 - Peace
 - Equality
 - Others
4. Do you think sharing pictures is effective for global / diversity education? Why?
5. Do you think having communication through video conference system is effective for global / diversity education? Why?
6. Participants of this programme this time were 5-6 years old. Did you think it was appropriate? If not, or if you think it could be implemented for other grades, which grades are appropriate? (Multiple choice)
 - It was appropriate
 - 4-5 years old
 - 3-4 years old
 - 2-3 years old

- Not appropriate for pre-school children
7. How frequent should this programme (3 weeks) be held if it was introduced in the curriculum? (Multiple choice)
- Once a month
 - Once in 2, 3 months
 - Once in 6 months
 - Once a year
 - Other
8. Which country would you wish to connect and have children communicate with, if you would do the programme again?
9. Please tell us any improvements you have found
10. If you have any other thoughts or feedback, please tell us.

Survey Results

Parents

Below the result of the survey is attached. Overall, they were satisfied with the programme and their children were able to be aware of cultural experiences in their daily life. In the survey the changes of their attitude can be seen from parents' observation.

Teacher

As discussed in conclusion, this teacher agreed to the idea of the programme itself, but mentioned that the facilitation needs improvement, if the same thing was going to happen again at the institution. The result is attached below also.

以下ご回答いただいた情報は学術研究発表において活用させていただきます。個人名等は伏せさせていただきます。

お子様のお名前

Participant A

3週間のプログラムにご参加いただきましたが、1回のセッションごとでのお子様自身のご家庭での様子を教えてください。

・1週目（11月12日→11月19日）（複数回答可）

☒ カメラの話をした ☐ カメラで撮る写真の話をした ☐ デンマークの話をした ☒ 外国（デンマーク以外）の話をした ☐ 日本についての話をした

ご家族で上記内容に関してお話しをする機会があった場合、どのようなお話をされましたか。

はい、手に入れたカメラで、少しケイが「出来ること」に興奮していました。
色々写真を撮るの楽しそうでした。

・2週目（11月19日→11月27日）

1週目に比べ：

カメラを手にする回数が（増えた・減った・特に変化はない）

カメラの話をする回数が（増えた・減った・特に変化はない）

撮る写真の話をする回数が（増えた・減った・特に変化はない）

日本についての話をする回数が（増えた・減った・特に変化はない）

デンマークについての話をする回数が（増えた・減った・特に変化はない）

外国の話をする回数が（増えた・減った・特に変化はない）

写真の内容が変わった様に感じた（はい・いいえ）

ご家族で上記内容に関してお話しをする機会があった場合、どのようなお話をされましたか。また、写真の内容はどのように変わりましたか。

インドに住んでいた頃の話を色々思い出したり、よく話したっていました。
今までは目にするものを何でも撮っていたが、「デンマークの友達にこれを見せたい」と言って、撮るようになったみたいです。

・3週目（11月27日→12月3日）

2週目に比べ：

カメラを手にする回数が（増えた・減った・特に変化はない）

カメラの話をする回数が（増えた・減った・特に変化はない）

撮る写真の話をする回数が（増えた・減った・特に変化はない）

日本についての話をする回数が（増えた・減った・特に変化はない）

デンマークについての話をする回数が（増えた・減った・特に変化はない）

外国の話をする回数が（増えた・減った・特に変化はない）

写真の内容が変わった様に感じた（はい・いいえ）

ご家族で上記内容に関してお話しをする機会があった場合、どの様なお話をされましたか。また、写真の内容はどのように変わりましたか。

「シアは機械を撮らないから、まっポ売易を撮る」等と、自分では予め撮るものも考えている様子でした。セッションが終了してしまうことが、かたしいようです。

お子様に写真の内容に関して助言を行いましたか？ (はい)・いいえ)

(はいの場合) どのような助言をしましたか？

部分ではなく、全体を撮ったという点。

幼児教育における、グローバル教育及び多様性教育に関してのお考えを教えてください。

必要だと思う ・ あれば良いが、必要ではない ・ 全く必要ではない

その他：()

今回、プログラムにご参加いただいた理由はなんですか？ (複数回答可)

異文化体験させたい ・ 日程がちょうどよかった ・ デンマークに興味があった ・ なんとなく

その他：()

その他、プログラムに関してのご感想をお聞かせください。

本人はすごく楽しんで参加していた様子でした。
普通の保育園に通っている毎日では、このような体験をさせることが、出来ないので、ありがとうございました。

アンケートは以上になります。ありがとうございました。

以下ご回答いただいた情報は学術研究発表において活用させていただきます。個人名等は伏せさせていただきます。

お子様のお名前

Participant B

3週間のプログラムにご参加いただきましたが、1回のセッションごとでのお子様自身のご家庭での様子を教えてください。

・1週目（11月12日→11月19日）（複数回答可）

☒ カメラの話をした ☒ カメラで撮る写真の話をした ☐ デンマークの話をした ☐ 外国（デンマーク以外）の話をした ☐ 日本についての話をした

ご家族で上記内容に関してお話しをする機会があった場合、どの様なお話をされましたか。

本が回だったので、どのような取り組みなのか先生に説明された内容を孝女に伝えました。

・2週目（11月19日→11月27日）

1週目に比べ：

カメラを手にする回数が（増えた・減った・特に変化はない）

カメラの話をする回数が（増えた・減った・特に変化はない）

撮る写真の話をする回数が（増えた・減った・特に変化はない）

日本についての話をする回数が（増えた・減った・特に変化はない）

デンマークについての話をする回数が（増えた・減った・特に変化はない）

外国の話をする回数が（増えた・減った・特に変化はない）

写真の内容が変わった様に感じた（はい・いいえ）

ご家族で上記内容に関してお話しをする機会があった場合、どの様なお話をされましたか。また、写真の内容はどのように変わりましたか。

実際にデンマークの子に会ってどんな写真を見せてもらったか、デンマークはどこにあるのかというデンマークへの興味が増えた様子でした。

・3週目（11月27日→12月3日）

2週目に比べ：

カメラを手にする回数が（増えた・減った・特に変化はない）

カメラの話をする回数が（増えた・減った・特に変化はない）

撮る写真の話をする回数が（増えた・減った・特に変化はない）

日本についての話をする回数が（増えた・減った・特に変化はない）

デンマークについての話をする回数が（増えた・減った・特に変化はない）

外国の話をする回数が（増えた・減った・特に変化はない）

写真の内容が変わった様に感じた（はい・いいえ）

ご家族で上記内容に関してお話しをする機会があった場合、どのようなお話をされましたか。また、写真の内容はどのように変わりましたか。

元々機械に興味があるので、日本の機械について話すことが多かった
です。

お子様に写真の内容に関して助言を行いましたか？ (はい・いいえ)

(はいの場合) どのような助言をしましたか？

日本独自のもののなかどうかを考えよう。と伝えました。

幼児教育における、グローバル教育及び多様性教育に関してのお考えを教えてください。

必要だと思う ・ あれば良いが、必要ではない ・ 全く必要ではない

その他：()

今回、プログラムにご参加いただいた理由はなんですか？ (複数回答可)

異文化体験させたい ・ 日程がちょうどよかった ・ デンマークに興味があった ・ なんとなく

その他：()

その他、プログラムに関してのご感想をお聞かせください。

このような体験をさせて頂きありがとうございました。
1回デンマークとつながらなかった際にすごく残念がっていたので、
デンマークの子との交流がとて楽しかったようです。
役に立ったかどうかは不安ですが、本当にありがとうございました。

アンケートは以上になります。ありがとうございました。

幼児教育に関わっている年数 (1 件の回答)



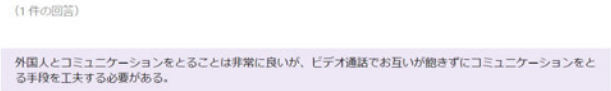
未就学児へのグローバル教育において、重要だと感じるキーワードを選択してください。



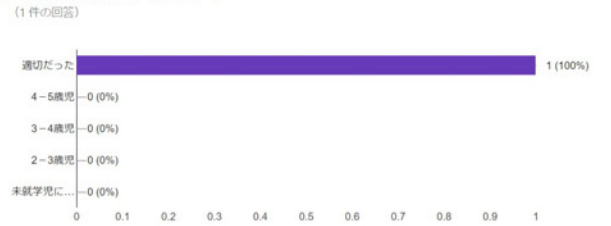
写真の交換はグローバル教育・多様性教育において効果的だと感じますか。



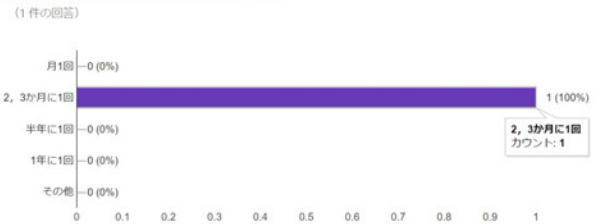
ビデオ通話で外国の人とつないでコミュニケーションをとることはグローバル教育・多様性教育において効果的だと感じますか。



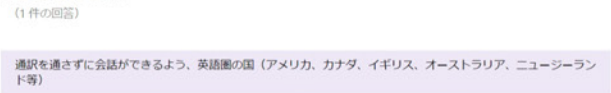
本プログラムの参加者は5-6歳児でしたが、対象年齢は適切だと感じましたか。適切でない、もしくは他の年齢でも可能だと感じる場合、適切だと感じる年齢を選択してください。



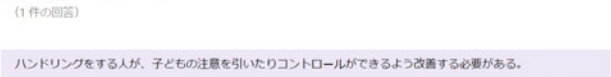
本プログラム（全3週間）をカリキュラムに取り入れる場合、開催頻度はどの程度であれば適切だと感じますか。



本プログラムを再度実施する場合、子供たちと交流させたい国があれば、お聞かせください。



今回のプログラムをカリキュラムに取り入れる場合、改善すべきことがあればお聞かせください。



その他今回のプログラムの感想をお聞かせください。 (1 件の回答)

お互いが集中して、効果を得るためにも、機材環境やスタッフも含め、様々な下準備がより必要だと感じました。ですが、理念としてはとても素晴らしいですし、子供たちが海外への興味を持つきっかけとしても良いと思いますので、今後も貴園も関わっていただければ幸いです。どうもありがとうございました！

B User Test Report

Reports for the user test were made to inform the institution and parents about the outcome of this project.

The reports are attached from the next page.

Child-centred Diversity Education
for Pre-school Children Using Digital Camera
研究成果のご報告

慶應義塾大学外学院メディアデザイン研究科
Global Education Project
山本真愛

この度は、本プログラムにご参加いただき誠にありがとうございました。

※お子様方の年齢は、2016年11月当時のものです。

※本報告書も論文に添付させていただく都合上、お子様方のお名前を伏せ、
「参加者 A」「参加者 B」と表記させていただいております。

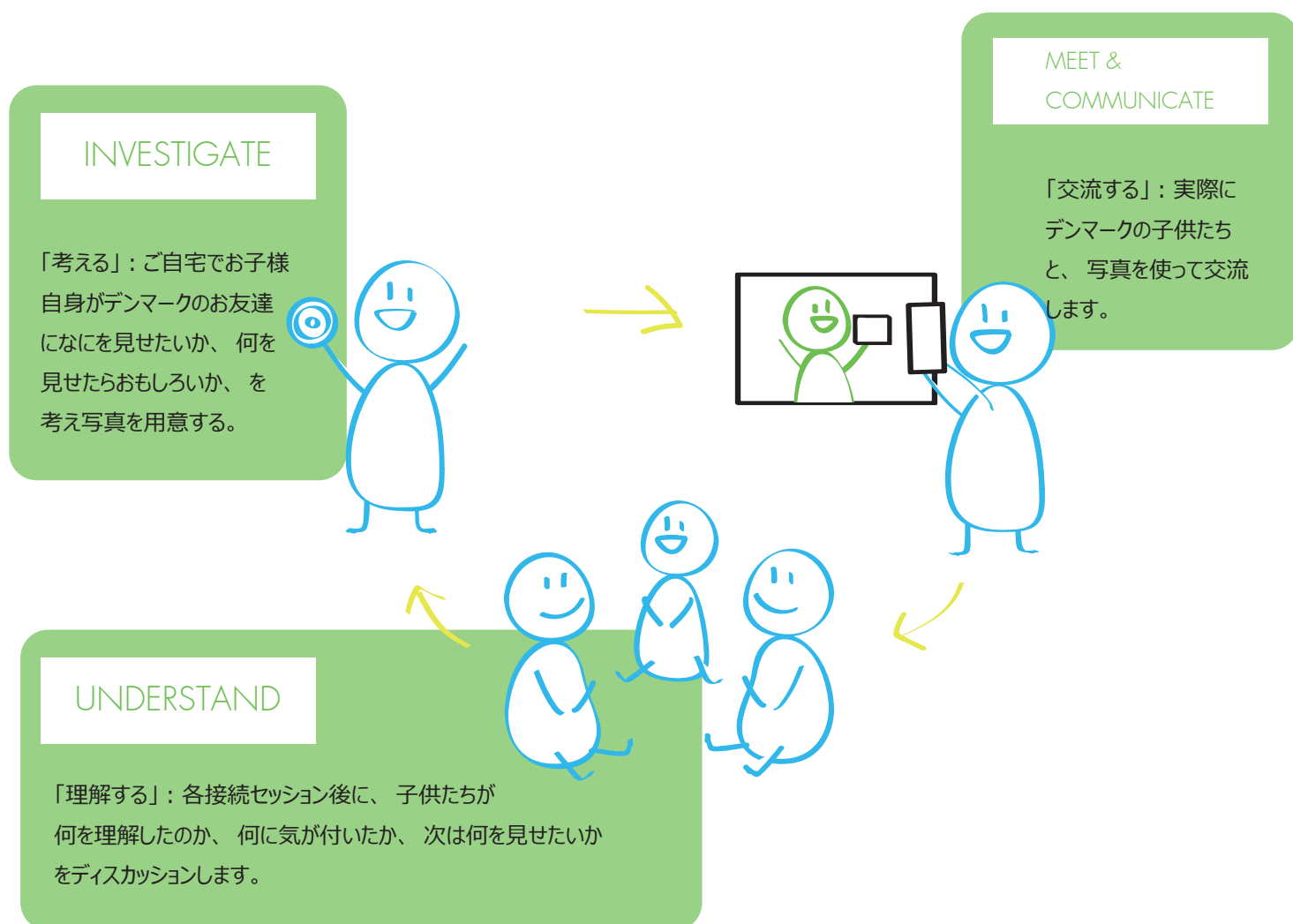
お子様の下の名前のアルファベット順に「A」「B」とさせていただきました。

※本研究は慶應義塾大学大学院メディアデザイン研究科修士課程における修士論文
のための研究です。英語での執筆のため、本報告書内にも一部英語表記を用いております。

プログラム概要

本プログラムでは、学校で先生に習う知識だけでなく、日常生活のなかで子供たちが自発的に自分たちの文化について考えること、また子供たち目線での文化交流を行うことを目的として、お子様方には以下の内容の、計 3 週間のプログラムにご参加いただきました。

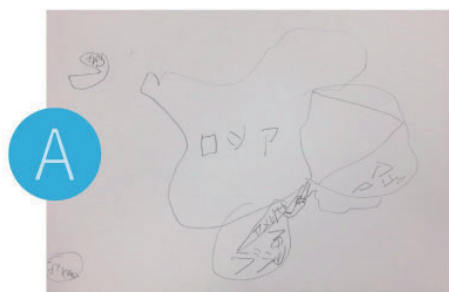
今回はコペンハーゲン大学博士課程 Isabel Froes さんに協力いただき、デンマークとの交流を行いました。



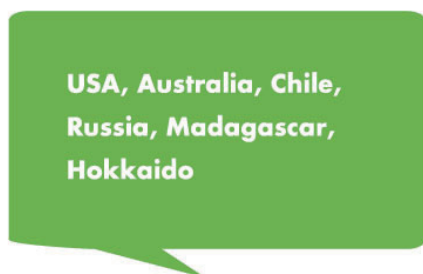
また、最初にお越しいただいたプレセッションでは、お子様がどの程度異文化に対する知識、関心をお持ちなのかを確認するため、簡単なインタビューを行いました。

インタビュー結果

Q. 日本以外で知っている国の名前はありますか？（ご本人達の意味で、地図も描いてもらいました。）



India, Nepal, Russia, Brasil,
USA, UK, Asia



USA, Australia, Chile,
Russia, Madagascar,
Hokkaido

Q. 日本と、外国との違いで何か知っていることはありますか？



Japan :

寒い
小さい（地理的に）
海がまわりにある

Other places :

言葉が違う



Japan :

島国
季節がある
小さい（地理的に）

Other places :

マダガスカルにはペンギンがいる

結果は上記の通りです。今回のプログラムの目的は知識のレベルを上げることでなかったため、違った回答に対しては軽くディスカッションをするに留め、正誤の指摘は致しませんでした。海外生活経験のある参加者 A からは実体験からの意見が多少あったものの、2 名ともメディアからの知識がほとんどでした。

インタビュー後、余った時間を使ってプログラム全体の説明、カメラの説明を行い、写真を撮り始めてもらいました。

その際にも「何を見せたらおもしろいと思うか」という質問をした際の回答が以下の通りです。

【参加者 A】日本の車、文字（漢字など）

【参加者 B】おもちゃ、文房具、新幹線



何を撮影するか相談している様子



日本語の文字を撮影する参加者 A



新幹線を撮影する参加者 B

写真の内容

接続セッションは、各 30 分 + ディスカッション 15 分で行いました。時間内でスムーズに行うために、お子様方には毎回それぞれ 2 枚ずつ見せたい写真を選んで頂きました。以下が各セッションで選んだ写真です。（上：参加者 A 下：参加者 B）

Session 1



Session 2



Session 3



39

Session 1



Session 2



Session 3



40

3 回分の写真を比べた結果、以下の 2 点が特徴として挙げられました。

- ①選び方に指定はなかったにも関わらず、2 名とも、各セッションで日本に関する内容を 1 枚、もう 1 枚は自分の興味関心に関する内容を選んでいた。
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特に②に関しまして、毎回接続セッション終盤にお互いに次回セッションで見たいものをリクエストする時間を設けました。そのうえでセッション後に次は何を見せたいかのディスカッションを行ってありました。そのため、始めはお互いを知るための写真だったものが、回を追うごとに「何を見せたら面白いか・喜ぶか」という意図を感じる写真になっていったという印象です。

セッション中の様子

セッションは前述のとおり、デンマークとの接続を計 3 回行いました。

最初のセッションから、写真のみでなく持ってきていたおもちゃや、部屋にあるもの、飲み物などを見せたがるなど、積極的な姿勢でした。

また、時計を持って時差の確認を行うと「日本の方が未来にいる」と驚いたり、事前に伝えていたデンマーク語でのあいさつだけでなく自発的に“ See you” と英語であいさつを行うなど、楽しんで交流する様子が伺えました。



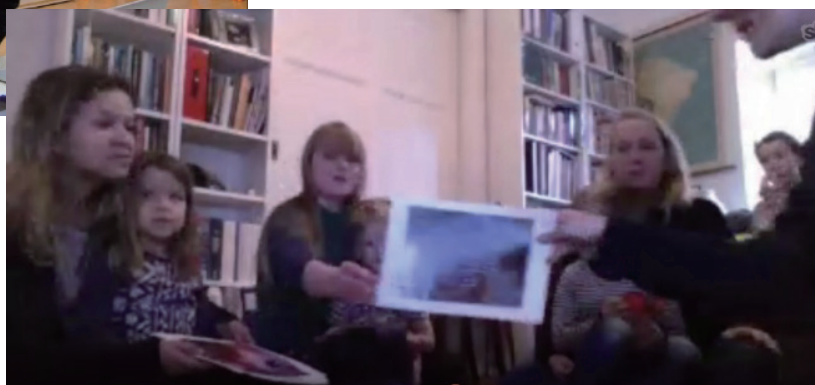
その他にも、相手側の画面に映っているものに興味を持ち質問するなどという場面も見られました。デンマーク側と日本側で 1 人ずつ英語を話せるファシリテーターをおき、通訳をしながら参加者のコミュニケーションをサポートしておりましたが、プログラム後半には子供たち自身が相手側の“ Yes” “ No” といった単語を聞き取り、質問に対する答えを推測することもできました。最初のセッションでは見せることに集中してしまう傾向があり一方通行の発信になる傾向がありましたが、3 回目では、相手が話している最中でも静かに待ち、双方向でのコミュニケーションがとれるようになりました。



デンマークから送られたトラックの写真

実際に文化の違いについても、お子様方自身が気づいたことを指摘する場面もありました。この写真は、日本側の参加者が「デンマークの機械が見たい」とリクエストをし、送られてきた写真です。

デンマーク側の参加者はトラックを撮影した写真でしたが、日本側の参加者は背景の建物に注目し、「形が違う」「教会っぽい」「日本にも似たものはあるが、少ない」等の違いを指摘しました。



デンマークとの写真共有の様子

振り返り



最後のセッションの後に、全体の振り返りの時間を設けました。

プログラム全体の体験を踏まえたうえで、プレセッション時と同じく「日本他の場所の違い」に関しディスカッションを行いました。プレセッションでは前述の通り、メディアや世界地図などから得た知識を多く挙げていましたが、今回は質問に対し、「わからない」と答えました。

お子様方の意見は、プログラム中にデンマークのものも色々見て、違うものもあれば似たものもあると感じたため、はっきりと違いは何だかはわからない、とのことでした。その後、いくつか「違うかもしれないもの」として例に挙げたものは「文房具」「食器」「おもちゃ」等でした。

また、お答えいただいたアンケート、そしてお子様方のお話から、ご家庭での会話でもセッションに関することや日本の文化について触れられていたことも伺えました。

今後の展望

本プログラムでは交流の手段としてデジタルカメラで撮影した写真を用いました。どの参加者にもセッション毎に非常に多くの写真を用意していただき楽しんでいただけたかと思っております。

今回、日本・デンマーク共にお互いの用意した「トイレ」の写真に非常に興味を示しましたが、日本と欧米のお手洗い・浴室は大きく異なるにも関わらず、写真単体では子供たちは「同じ」と判断してしまい、違いを見つけることができませんでした。そのため、反省点として今後は補足情報をどのようにお互いに伝えるか検討をしていきたいと考えております。

重ねまして、この度はご参加・ご協力いただきありがとうございました。

山本真愛

慶應義塾大学大学院メディアデザイン研究科

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Child-centred Diversity Education
for Pre-school Children Using Digital Camera
研究成果のご報告

慶應義塾大学外学院メディアデザイン研究科
Global Education Project
山本真愛

この度は、本プログラムにご協力いただき誠にありがとうございました。

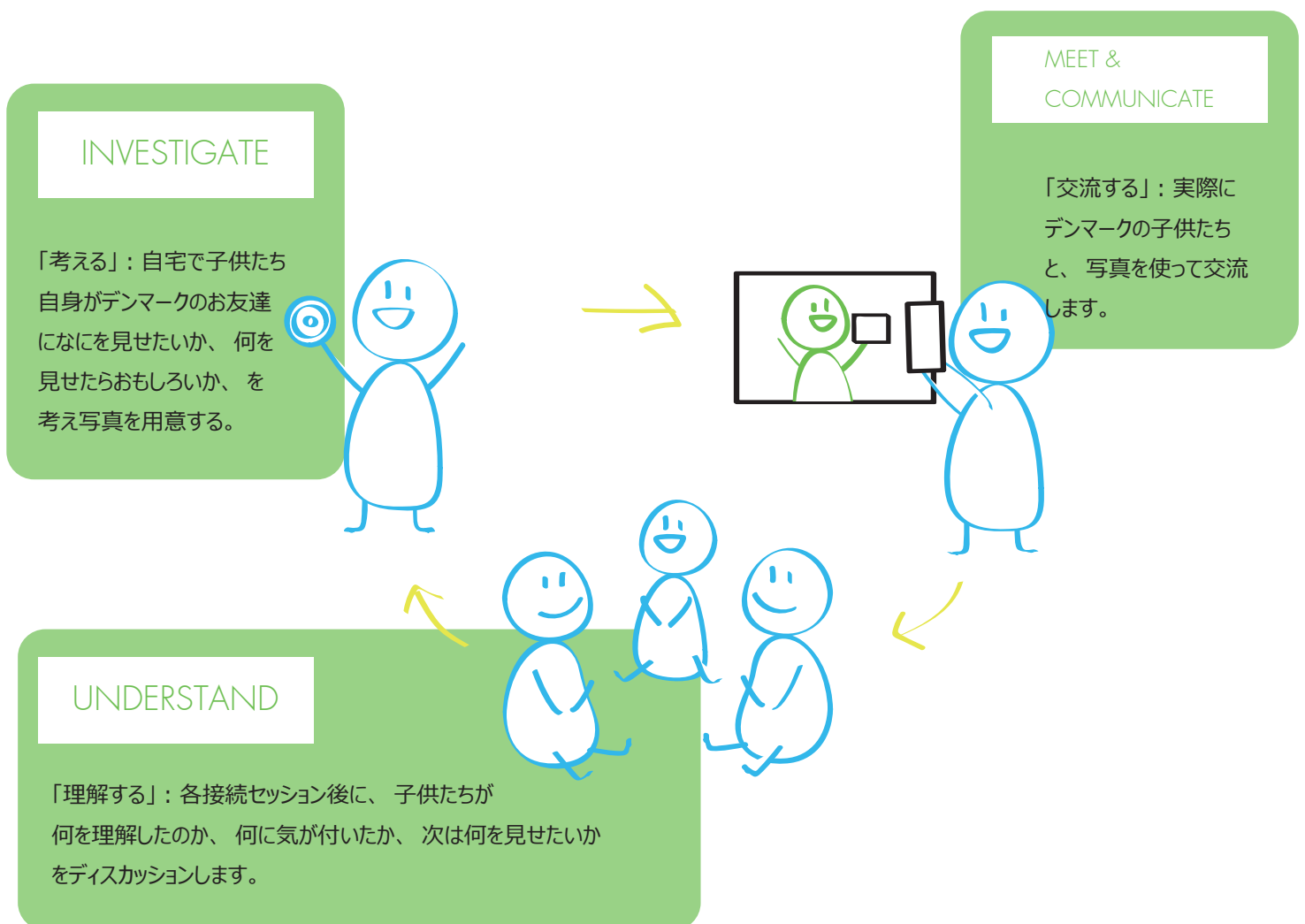
※参加者の年齢は、2016 年 11 月当時のものです。

※本研究は慶應義塾大学大学院メディアデザイン研究科修士課程における修士論文
のための研究です。英語での執筆のため、本報告書内にも一部英語表記を用いております。

プログラム概要

本プログラムでは、学校で先生に習う知識だけでなく、日常生活のなかで子供たちが自発的に自分たちの文化について考えること、また子供たち目線での文化交流を行うことを目的として、参加者には以下の内容の、計 3 週間のプログラムにご参加いただきました。

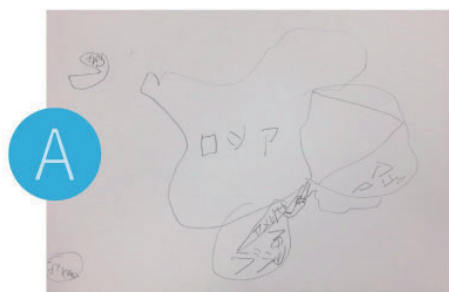
今回はコペンハーゲン大学博士課程 Isabel Froes さんに協力いただき、デンマークとの交流を行いました。



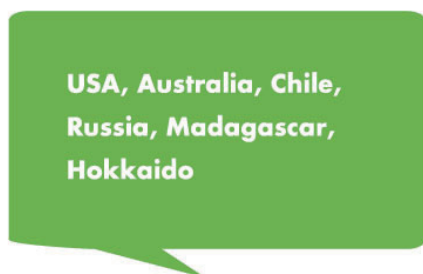
また、最初のプレセッションでは、参加者がどの程度異文化に対する知識、関心を持っているのかを確認するため、簡単なインタビューを行いました。

インタビュー結果

Q. 日本以外で知っている国の名前はありますか？（ご本人達の意味で、地図も描いてもらいました。）



India, Nepal, Russia, Brasil,
USA, UK, Asia



USA, Australia, Chile,
Russia, Madagascar,
Hokkaido

Q. 日本と、外国との違いで何か知っていることはありますか？



結果は上記の通りです。今回のプログラムの目的は知識のレベルを上げることでなかったため、違った回答に対しては軽くディスカッションをするに留め、正誤の指摘は致しませんでした。海外生活経験のある参加者 A からは実体験からの意見が多少あったものの、2 名ともメディアからの知識がほとんどでした。

インタビュー後、余った時間を使ってプログラム全体の説明、カメラの説明を行い、写真を撮り始めてもらいました。

その際にも「何を見せたらおもしろいと思うか」という質問をした際の回答が以下の通りです。

【参加者 A】日本の車、文字（漢字など）

【参加者 B】おもちゃ、文房具、新幹線



何を撮影するか相談している様子



日本語の文字を撮影する参加者 A



新幹線を撮影する参加者 B

写真の内容

接続セッションは、各 30 分 + ディスカッション 15 分で行いました。時間内でスムーズに行うために、参加者には毎回それぞれ 2 枚ずつ見せたい写真を選んで頂きました。以下が各セッションで選んだ写真です。（上：参加者 A 下：参加者 B）

Session 1



Session 2



Session 3



Session 1



Session 2



Session 3



3 回分の写真を比べた結果、以下の 2 点が特徴として挙げられました。

- ①選び方に指定はなかったにも関わらず、2 名とも、各セッションで日本に関する内容を 1 枚、もう 1 枚は自分の興味関心に関する内容を選んでいた。
- ②回を重ねるごとに、「聞きたいこと」（例：線路はデンマークでも同じような見た目なのか）から「見せたいもの」（例：日本のリモコンの形状を見せたい等）に写真の内容が変化していた。

特に②に関しまして、毎回接続セッション終盤にお互いに次回セッションで見たいものをリクエストする時間を設けました。そのうえでセッション後に次は何を見せたいかのディスカッションを行ってありました。そのため、始めはお互いを知るための写真だったものが、回を追うごとに「何を見せたら面白いか・喜ぶか」という意図を感じる写真になっていったという印象です。

セッション中の様子

セッションは前述のとおり、デンマークとの接続を計 3 回行いました。

最初のセッションから、写真のみでなく持ってきていたおもちゃや、部屋にあるもの、飲み物などを見せたがるなど、積極的な姿勢でした。

また、時計を持って時差の確認を行うと「日本の方が未来にいる」と驚いたり、事前に伝えていたデンマーク語でのあいさつだけでなく自発的に“ See you” と英語であいさつを行うなど、楽しんで交流する様子が伺えました。



その他にも、相手側の画面に映っているものに興味を持ち質問するなどという場面も見られました。デンマーク側と日本側で 1 人ずつ英語を話せるファシリテーターをおき、通訳をしながら参加者のコミュニケーションをサポートしておりましたが、プログラム後半には子供たち自身が相手側の“ Yes” “ No” といった単語を聞き取り、質問に対する答えを推測することもできました。最初のセッションでは見せることに集中してしまう傾向があり一方通行の発信になる傾向がありましたが、3 回目では、相手が話している最中でも静かに待ち、双方向でのコミュニケーションがとれるようになりました。



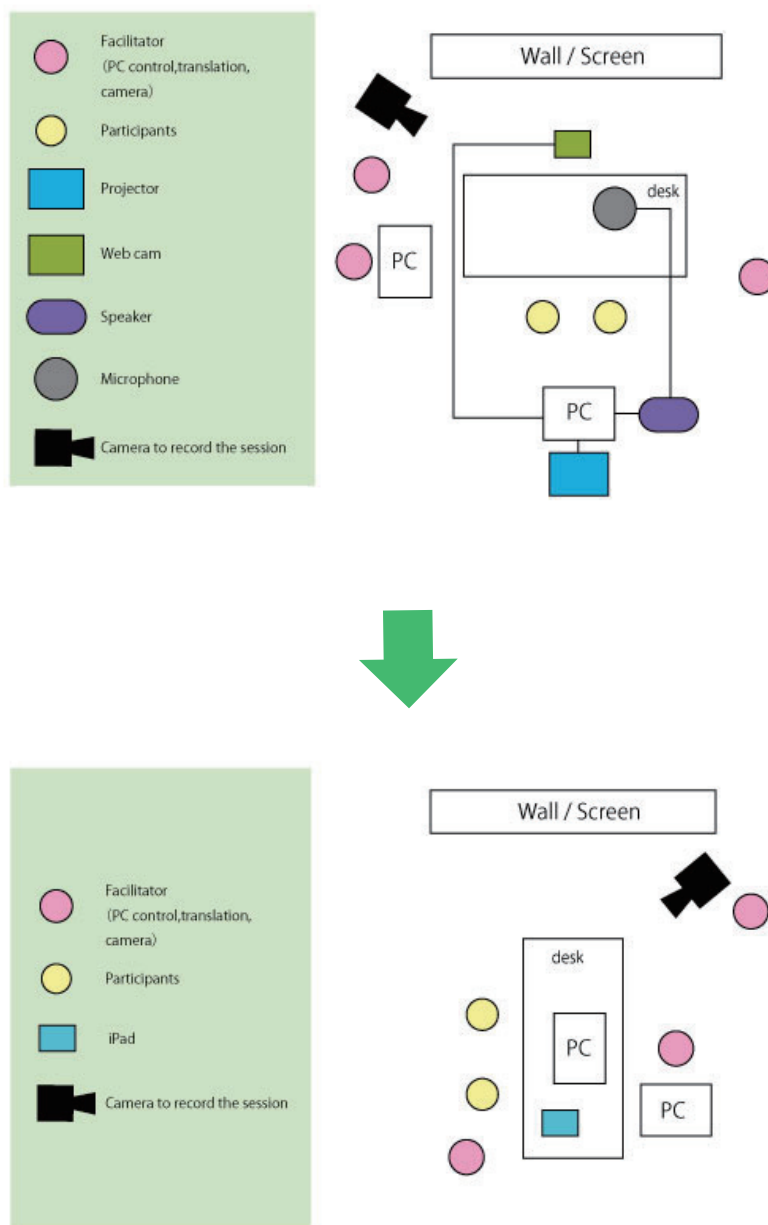
デンマークから送られたトラックの写真

実際に文化の違いについても、お子様方自身が気づいたことを指摘する場面もありました。
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デンマーク側の参加者はトラックを撮影した写真でしたが、日本側の参加者は背景の建物に注目し、「形が違う」「教会っぽい」「日本にも似たものはあるが、少ない」等の違いを指摘しました。

初回セッションでは子供たちが一時席を離れたり、機材に興味を示し近づいてしまうなどの行動がみられましたが、それらの行動の目的が「他のものをみせたい」「近くで話したい・見たい」というものだったため、研究結果としては特に問題視しておりません。

しかし、今後教育機関等でのプログラムの導入を考えるうえで、相手とのコミュニケーションを尊重し、2回目セッションからレイアウトを以下のように変更致しました。





デンマークとの写真共有の様子



また、写真の共有方法に関して、初回では写真を紙に印刷したものを用いておりましたが、画面越しでは画質が悪く、相手に内容が伝わりづらかったため、3回目のセッションではiPadを用いて、お互いに見せる方法をとりました。こちらの方法では画質が良く伝えやすいことに加え、選んだ2枚だけではなく事前にお互いの用意した写真をすべて送り、セッション開始前に何について質問するかなど決めておくことができました。

振り返り



最後のセッションの後に、全体の振り返りの時間を設けました。

プログラム全体の体験を踏まえたうえで、プレセッション時と同じく「日本他の場所の違い」に関しディスカッションを行いました。プレセッションでは前述の通り、メディアや世界地図などから得た知識を多く挙げていましたが、今回は質問に対し、「わからない」と答えました。

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今後の展望

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また、教室のレイアウトに関して、今後参加人数の多いプログラムを開催すること踏まえ、大人数に適したレイアウトを考えることも課題です。

重ねまして、この度はご参加・ご協力いただきありがとうございました。

山本真愛

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C Conference Presentation

Global Education Project, including the research proposed in this paper joined to present at 18th UNESCO-APEID International Conference³ in Bangkok which took place on 26th - 28th October 2016. Also it is planned to be exhibited at “UNESCO Week for Peace and Sustainable Development 2017 in Ottawa Canada”, 6th - 10th March.

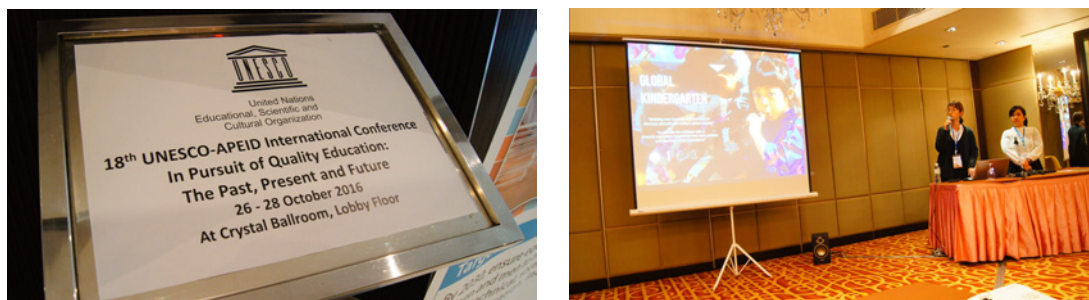


Figure C.1: Presenting at the Conference

³ <http://www.unescobkk.org/education/apaid/apaid-international-conference/2016/> Accessed on May 2016