

Ichiya Nakamura



Professor of the [Graduate School of Media Design of the Keio University](#) and Ph.D in Media and Governance.

He also serves as a committee member of Japanese government including Chairman of Content WG of Intellectual Property Head Office, Expert of Communication Council and Culture Council.

He is known as President of You Go Lab, Digital Signage Consortium, IPDC Forum, AMIO Forum, Vice President of CANVAS and many other companies and institutions.

He was Executive Director at the [Stanford Japan Center](#) (2002-2006), Visiting Professor at the [MIT Media Laboratory](#) (1998-2002), and a policy maker at the Ministry of Posts and Telecommunications Japan (1984-1998). Prior to joining the government, he was a producer of a rock band "Shonen Knife"

See more:

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Janak Bhimani



Doctoral Student at the [Graduate School of Media Design of the Keio University](#).

Prior to entering the Ph.D. program at Keio University's Graduate School of Media Design (KMD), he earned a master's degree at KMD. His research focused on the implementation and use of digital technology in order to enhance the creative output of children.

Before returning to graduate school, Janak was an assistant language teacher in Japanese elementary and middle schools on the Japanese government sponsored [JET Program](#). After the JET Program, Janak returned to the United States where he found his way into the world of broadcast television working as a news director and producer for a the New York bureau of the Japanese broadcaster Fuji Television.

Demo Abstract:

Enhancing the creativity of children through the use of digital video technology

The role of narrative storytelling is central to almost any creative learning activity involving children. Whether through words or images, or a combination of both, children create and communicate their unique stories through the use of narrative. Innovations in technology over the last few decades and, especially, within the last few years are becoming a regular part of the educational experiences for children. Children, by virtue of their age, are the earliest early-adopters of new technology. However, there is a lack of education and training on how to use digital video technology in order to expand the creative possibilities of children and their imagination. Our research attempts to address that deficiency by providing children with the tools and environment to apply the knowledge they possess through the utilization of digital video technology. In our research, we focus on the use of digital video technology in children's play activities. Digital video technology can be used to enhance both the learning activities as well the creative output. The effects of mixing traditional tools of learning with new instruments – particularly through the use of video technology - in a group setting illustrates the importance of the creative process, as well as creative output, in children.

Our research on the role of technology in children's learning activities took place outside children's school curriculum in workshop settings. Children gain an understanding of different technologies and skills while having fun and without realizing that they are actually learning. Mixing traditional play activities with digital video allows children to learn new media literacies necessary to become active members of society. Through the production of their original creative contents, children are not only consumers of information and knowledge, but they also take on roles as media producers.

Workshops for children that incorporate digital video technology nurture children's imaginative abilities by making them stakeholders in their learning process.

To conduct our research, we held four workshops for children involving digital video technology. These workshops, while sharing the qualities of blending traditional tools of play with new technology and integrating discussion and performance components, varied in design, layout, scope, procedure and content. All of the participants (approximately 268 children) of the workshops were primarily of elementary school age (i.e. between the ages of 6 and 12). In one workshop, the participants discussed global issues using finger puppets, a miniature stage, a hi-definition camera and a projector. Children became reporters by writing their own scripts to video contents of their choice and performing in front of a real-time blue-screen layering system in a workshop involving more technology. In another workshop, children were given video cameras and went behind the scenes at a movie theatre to conceptualize, film and edit documentary clips. Stories and characters were created and brought to life by children using USB web-cameras, a pc, clay, paper, other traditional tools and their imagination in a workshop that implemented stop-motion animation techniques.

If given the opportunity to present, we can demonstrate the techniques, methodology, framework, materials, human power and time required to conduct and undertake these activities. Although workshops took place in Japan, we truly believe that, regarding the findings and observations, the activities can be replicated and adapted to meet the needs of children regardless of geographic area, environment or access to technology. The action research approach that we use allows us to observe, reflect and modify variables in order to provide children with an environment which encourages learning through creativity while giving them a sense of empowerment.

We hope to be able to share our experiences with the participants of the seminar. We have empirical data in the form of images, videos and surveys given to both the children (participants) and their parents/guardians. We can also contribute what we learned as organizers and facilitators and what role adults should play in the learning activities of children. Above all we hope to be able to learn and gain valuable insights from our peers in order to improve our methods and provide children with the best educational opportunities possible.