



CITIES CREATIVITY CONNECTIVITY

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Kadir Has University
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These questions seem to provide the ground to identify and discuss the limits of discourse ethics in Communicative interactions, not only in interpersonal terms, but as a tool to negotiations among civil organizations and even international partners.

2B40 Tensions in the Curriculum and Creative Learning (MER) Room: D.97

Chair and Discussant Denize Araujo, Universidade Tuiuti do Paraná, BR

Papers

Ana Patrícia Oliveira

Maria Conceição Lopes, University of Aveiro, PT

Promotion of the Creative Learning in the Kindergarten with Scratch Programming

According to the EU Kids Online study (2010), conducted with 25,420 children (from 25 European countries) between 9 to 16 years old, 93% of children use the Internet at least once a week and 60% everyday, and younger children go online ever earlier in their lives at 6-8 years old. More specifically in Portugal, 78% of children use the Internet. Considering these data, it is important to understand which are the online artifacts that provide a positive and creative use of the digital media. In addition, it is also essential to involve, increasingly and proactively, children in the construction of their autonomy and creativity. In this way, the interpretation of the possibilities of Scratch application from MIT Lab allowed placing it in this perspective. Scratch is a visual programming language that allows children to create projects (interactive stories, games and music), think creatively, discover mathematical concepts, and training logical thinking by dragging and connecting puzzle pieces (blocks) that make semantic sense. Children can share their project with other users in the Scratch Web Community, and they can contribute with projects to community and learn through those projects. According to Monroy-Hernandez and Resnick (2008) the sharing and collaboration among children is possible through the “creative appropriation”. In 2009, the "Scratch'ando com o sapo" project which was developed under labs.sapo/ua.pt and directed by Conceição Lopes (2009), created a set of eleven tutorials in Scratch and for Scratch that are available at kids.sapo.pt. Some of these tutorials (“They came from far”; “All together for sharing” and “A day on the farm”) are created for children between 4 and 6 years old. Thus, it is in the impact evaluation of these tutorials which are experienced by children from 4 to 6 years that it is being developed the investigation “Scratch’ando com o sapo na infância” – Childhood with Scratch in motion. This project adopts the action research methodology and various co-participation strategies between researchers, children, kindergarten teachers and parents, and the intervention-training-experiencing sessions take place in the kindergarten of the Cooperativa a Torre in Lisbon. Through programming and animation, children constructed and created new narratives in Scratch and use the imagination to express themselves, being motivated by the stories of the "Scratch'ando com o sapo" guardians “Pópio” and “Pópia”, and the “Friends who came from far” presented in kids.sapo.pt tutorials. The tutorials contain in its narratives human values that can be understood and learned by children, such as: generous sentiments, fraternity, friendship, mutual help, responsibility, autonomy, cultural, social and academic inclusion, active

participation in preservation of nature and other civic values of the humankind. All these aspects contribute for the development of children creative learning, which makes part of 21st century literacy: read-write-count-programming-play-create, enabling the connection between ludicity, work, study and creativity.

Yuh-Shihng Chang

A Study of the Influence of Animation Incorporating Visual Art Instruction on the Lower Grade in the Elementary School Students' Creativity

Animated film is a modern main source of information and very popular for the children. Obviously, the content of animated films is very attractive. It has deeply rooted in the hearts of every child. Animation not only affects the child's childhood, but also educates of children. Its visual experience even affects the child's future appreciation in the aesthetic appreciation. Many of literature in the world found that the use of educational animation assisted instruction can improve children's learning performance or achieve educational purposes. Today, the animation is quite diverse, the field of animation into the teaching. It can cause students interest in learning and enhance their learning effectiveness. This study takes the life extension program of lower grade elementary school teaching as experimental teaching field, and combines animation into the teaching of visual arts to design teaching activities for elementary grades. This study explores the use of animation into the visual arts teaching and students learning performance of creative works of creativity from observing with empirical approach. To analysis the influence of children creativity when animation into the visual arts teaching of the lower grade elementary school. Methodology consist of conduct the "single-group pretest - posttest" in teaching process, with the "Torrance Tests of Creative Thinking graphics" testing. Empirical method using paired t test of quantitative statistics. The experiment samples were the before and after observed data of lower grade elementary school students who learn the visual arts teaching animation in one semester of teaching period. The results showed that the animation into the visual arts teaching lower grade elementary school children have a significant positive effect in creativity. Obviously, the animation into the visual arts teaching lower grade elementary school children can help their create power and improve the benefit in learning performance. At the same time, it constructs the image cognitive concept to cultivate for enlightenment effects of the elementary school children.

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Jose Inazio Basterretxea

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Juan Vicente Idoyaga

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Quantitative and Qualitative Study about Media Literacy in the Basque School Community

Between 2007 and 2010 the HGH Hedabideak, Gizartea eta Hezkuntza (Media, Society and Education) research group at the EHU / UPV-University of the Basque Country decided to investigate the situation of Media Literacy in the school community of the Basque Country. The results are presented in this paper. The team agreed that a novelty approach to the research would be to examine the whole of the school community, including students, teachers and parents at a specific moment and in a specific field. The quantitative results