

The Third Child Science Exchange Program in East Asia

What can adults do to realize Child-Caring Design (CCD) that Considers Children and their Needs?

◆October 31 and November 1, 2008

◆Hangzhou College of Preschool Teacher Education, Zhejiang Normal University, Hangzhou, China



Speakers and Presenters:

Dr. Noboru Kobayashi (Director, CRN; Professor Emeritus, The University of Tokyo)

Jiaxiong Zhu (Professor, East China Normal University)

Jinliang Qin (President, Hangzhou College of Preschool Teacher Education, Zhejiang Normal University)

Nobuko Uchida (Professor, Vice-President, Ochanomizu University)

Yoichi Sakakihara (Professor, Ochanomizu University)

Genyue Fu (Professor, College of Education, Zhejiang Normal University)

Shufeng Dai (Pediatrics, Peking University First Hospital)

Zhenyu Wang (Professor, East China Normal University)

* In order of presentation; titles and affiliations as of November 2008

The Third Child Science Exchange Program in East Asia focused on “What can adults do to realize Child-Caring Design (CCD) that considers children and their needs?” Educators, physicians, and specialists from Japan and China presented their research and exchanged views. The two-day conference was attended by over 500 people.

Day 1

Child-Caring Design (CCD)

Noboru Kobayashi

The keynote address emphasized the necessity of Child-Caring Design. Because children are always at risk in our adult-centered society, we need to incorporate CCD in the daily life of children — their toys, educational materials, schools, educational systems and even our cities. The knowledge and insights of Child Science, based on

neuroscience, can play an important role in good Child-Caring Design.

The World through a Child’s Eyes

Jiaxiong Zhu

How can adults adopt a child-centered approach and look at issues from a child’s eyes? We have to be both scientific and child-centered. This presentation discussed our capacity to do this from broad philosophical and anthropological perspectives.

Children’s Preferences and Creating Kindergarten Environments

Jinliang Qin

Creating kindergarten environments that foster child development requires understanding children’s interests and their likes. It means grasping how they perceive the world. This presentation introduced a case study at the kindergarten of Zhejiang Normal University on environmental, spatial, and curriculum design.





Day 2

Is a Child's Lie a Real Lie? — Power of Talk

Nobuko Uchida

This presentation considered the cognitive mechanisms underlying children's fabrications and asked whether they involve deceit. Children are not aware of the process of fabrication as it happens in the process of recalling or conversing, so if adults apply their standards, the children do end up "lying." Children do not tell lies or deceive adults from two years of age when they are validated by their parents and brought up with love.

Developmental Disorders and Child Care

Yoichi Sakakihara

In the case of group childcare, teachers and caregivers need a good understanding of developmental disorders in those called "problem children." This presentation explained the concept of the developmental disorder, how to handle children with developmental disorders, and good child-caring design (CCD) for these children.

The Emergence of Flattery Behavior in Young Children

Genyue Fu

Research indicates children begin displaying flattery behavior from the age of four. In one study, three-year olds all gave the same score to a work regardless of whether the child who made it

was present or not. In contrast, four-year olds gave a higher score when the creator was present.

The Home Environment as an Obstructive Factor in Cognitive Development

Shufeng Dai

The home environment is a key factor in cognitive developmental disorders, psychological behavior and scholastic problems. Specific environments are proposed for the three stages of development (before pregnancy, fetal, and from birth to age three).

The conference ended with a symposium on "The World of Children and the World of Adults." A video of children in Chinese kindergartens was shown, followed by discussion of their activities and perceptions. It was a major step forward in Japan-China comparative research and academic exchange.

