



# The Child Science Exchange Program in East Asia

Research Institute for Child Science

**CRN**

Child Research Net





# Contents



## The Child Science Exchange Program in East Asia

1	Greetings
4	History of the Child Science Exchange Program in East Asia
5	Presenter Profiles
10	November, 2007: Inauguration of the Child Science Exchange Program in East Asia
12	April, 2008: Child Growth and Development and the Daily Life Environment
14	October, 2008: What Can Adults Do to Realize Child-Caring Design (CCD) that Considers Children and their Needs?
16	September, 2009: Language Development and Neuroscience
18	November, 2009: The Child Science of Emotion
20	November, 2010: Coordinating Preschool and Elementary School
22	October, 2011: What is High-Quality Early Childhood Education?
24	September, 2012: Child Science of Play and Learning
26	October, 2013: Playful Pedagogy — Child Science of Play and Learning
28	History of CRN
30	The Good Toy Exhibition
31	CRN Publications





The twenty-first century is said to be the century of Asia, but this will depend on the healthy growth and development of our children. For the countries of Asia, this will mean clarifying the factors that hinder healthy growth and considering how to resolve the underlying problems. In most cases, these factors are intertwined so that they cannot be addressed within the rubric of a single discipline. It will require specialists from a range of disciplines sharing their knowledge in dialogue. In other words, we need a new interdisciplinary science regarding children. This is what I call “Child Science.” In other words, it is a new human science of children.

Since November 2007, CRN has been engaged in ongoing exchange with Chinese scholars and specialists through the Child Science Exchange Program in East Asia. The interdisciplinary dialogue has been invaluable and the opportunity to discuss the problems that children experience in each culture has been a true learning experience. We have learned much from our weakness and strengths. The program we launched with East Asian countries, centering on China, will play an important role in solving the children’s issues.

What does it mean to say that the century of Asia has begun? Certainly, we can expect further globalization in the future. And this calls not just for science and technology, but for building world peace by strengthening the ties that bind us in the family and society and our feelings of empathy and ethical and moral responsibility for one another. It is the task of child specialists in each country to work to improve childcare, education, and the environment in which children are raised.

On this occasion, let me express my hope that we can make the 21st century the “century of the child” and that we can start here in East Asia.



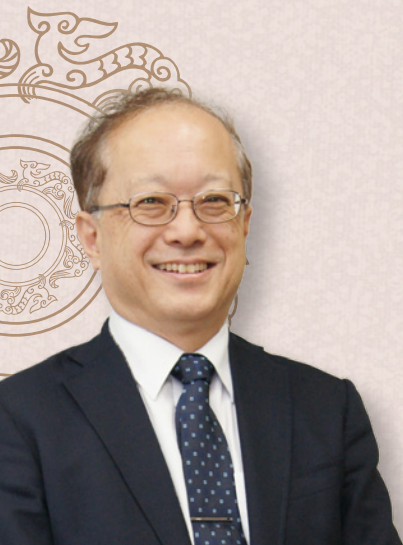
小林 登

**Noboru Kobayashi**

Honorary Director, Child Research Net (CRN),  
Professor Emeritus, the University of Tokyo



## Greetings



**Yoichi Sakakihara**

Director, Child Research Net (CRN),  
Professor, Graduate School of Ochanomizu University

We know that the environment in which children are raised has a major effect on subsequent development and character formation. This has been established by an enormous amount of research in the field of human development. It is also self-evident that adults, who are the decision-makers in the present world, are responsible for providing a better environment for children to grow and develop as citizens of the future world.

Nevertheless, in the countries of East Asia, including Japan, there is a clear lack of investment in research and resources needed to improve education regarding early childhood development and to create an environment best suited for this development. Currently faced with a number of issues, early childhood education is on the verge of a transformation as we can also see from the launch of a new-type integrated institution--Early Childhood Education and Care centers; nintei kodomo en-, the difficulty in enrolling children in day-care facilities, and the cooperation between preschool and elementary schools.

Child Research Net, established under the motto "Children are our Future," inaugurated the Child Science Exchange Program in East Asia in 2007, proposed by Dr. Noboru Kobayashi and Dr. Zhu Jiaxiong, conferences have since been held every year at various cities in China and Japan. At these conferences, Japanese and Chinese researchers and professionals in childcare and education have raised a number of issues from a global perspective and engaged in lively exchange on the type of environment most beneficial for child development in a historical and cultural context.

Since I succeeded Dr. Kobayashi, the founder of Child Research Net, as director in 2013, it has been my mission to further expand this program. This will entail not only closer research coordination and exchange, but also making the knowledge gained widely known to the world at large. Although our countries and cultures may be different, our mission can be summed up as follows: For a better future of the children of the world.

The nine Child Science Exchange Programs in East Asia has been a step toward realizing this goal.

神原 洋一





The Child Science Exchange Program in East Asia was inaugurated in November 2007 at East China Normal University in Shanghai with the support of Benesse Corporation. Enjoying steady growth over the past seven years, it has now held a total of nine conferences, including the Good Toy Exhibition in Tokyo, Beijing, Shanghai, Changsha, Hangzhou, Zhengzhou and Taipei. Through exchange between China and Japan and within East Asia, our activities aim to foster the healthy growth and development of children.

First, as representative from China to the Child Science Exchange Program in East Asia, I would like to express my deep appreciation to Dr. Noboru Kobayashi and to the Japanese Society of Child Science. Dr. Kobayashi, a tireless advocate of Child Science and its international significance, has made great contributions to child-rearing, childcare, and education not only in China, but throughout East Asia. I have been inspired by his teaching, the strength of his convictions, and his kindness and humility.

The Child Science Exchange Program in East Asia is experiencing lively growth. Through the efforts of Dr. Kobayashi, researchers, teachers, and all those who work with children, I believe it will continue to be a productive and positive force in children's lives.



**Jiaxiong Zhu**

Professor Emeritus, East China Normal University



# History of the Child Science Exchange Program in East Asia

The Child Science Exchange Program in East Asia was inaugurated in 2007. It has held a total of nine conferences: five in China, in Changsha, Shanghai, Hangzhou, Beijing and Zhengzhou; three in Tokyo, Japan; one in Taipei, Taiwan. The conferences have been devoted to timely themes.

	Theme	Location
2007/11	Opening Ceremony	Shanghai, China
	Inauguration of the Child Science Exchange Program in East Asia	Changsha, China
2008/4	Child Growth and Development and the Daily Life Environment — Approaches of Child Science	Tokyo, Japan
2008/10	What Can Adults Do to Realize Child-Caring Design (CCD) that Considers Children and their Needs?	Hangzhou, China
2009/9	Language Development and Neuroscience — Research and Practice in East Asia	Tokyo, Japan
2009/11	The Child Science of Emotion	Shanghai, China
2010/11	Coordinating Preschool and Elementary School — The Relation between Equality of Education and Quality	Beijing, China
2011/10	What is High-Quality Early Childhood Education? — Child-Caring Design	Zhengzhou, China
2012/9	Child Science of Play and Learning	Taipei, Taiwan
2013/10	Playful Pedagogy — Child Science of Play and Learning — The Second ECEC Research Conference —	Tokyo, Japan

## What is the Child Science Exchange Program in East Asia?

**Objective:** The program promotes the perspectives of Child Science on a global scale through academic exchange between universities and schools in Japan and countries in East Asia. Its particular focus is child-rearing, child care, and early childhood education with a view to solving the problems of children and improving the environment in which they live.

**Organizers:** Child Research Net (CRN)

**Sponsors:** Benesse Corporation, Benesse Educational Research and Development Institute (BERD)

**Support:** The Embassy of the People's Republic of China in Japan, the Japanese Society of Child Science, The Japanese Society of Baby Science, The Society of Cross-Cultural Research, The China-Japan Conference on Educational Interchange

**Secretariat:** Child Research Net (CRN)

c/o Benesse Corporation, 1-34, Ochiai, Tama-shi, Tokyo 206-8686, Japan





# Presenter Profiles

## Presenter Profiles for the Child Science Exchange Programs in East Asia

(titles and affiliations at the time of the conference)

### Program Founder



#### Noboru Kobayashi

M.D., Ph.D., Professor Emeritus of the University of Tokyo, President Emeritus of National Children's Hospital. Born in 1927 in Tokyo. Graduated from the University of Tokyo School of Medicine in 1954. Has served as Chair of the International Pediatric Association, first Chair of the National Children's Hospital Research Center, and President of the National Children's Hospital. Currently, Honorary Director of Child Research Net (CRN); Honorary President of the Japanese Society of Child Science.

### Representative of Japan



#### Yoichi Sakakihara

M.D., Ph.D., Director, Child Research Net (CRN); Professor, Graduate School of Ochanomizu University; President, Japanese Society of Child Science. Specializes in pediatric neurology, developmental neurology, in particular, treatment of Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome and other developmental disorders, and neuroscience. Born in 1951, he graduated from the Faculty of Medicine, the University of Tokyo in 1976 and taught as an instructor in the Department of Pediatrics before assuming current post.

### Representative of China



#### Jiaxiong Zhu

Professor Emeritus, East China Normal University. Executive of the Chinese Society of Education; Member, Science Committee; Chair, the Committee for Mainland China, Pacific Early Childhood Education and Research Association (PECERA). In charge of the national projects "Goals and Standards of Preschool Education and Curriculum Research and Implementation" and "Experimental Study for Reformation of Preschool Education," conducted by the Ministry of Education of the People's Republic of China.

In order of Japanese syllabary by surnames

### Researchers from Japan



#### Kiyomi Akita

Ph.D., Education. Professor, Graduate School of Education, Faculty of Education The University of Tokyo. Specializes in educational psychology, early childhood care, and lesson study. President of the Japan Society of Research on Early Childhood Care and Education; Vice-President of the Japan Reading Association. Main publications include *The Developmental Process of Reading* (Kazama Shobo), *The Developmental Psychology of Reading* (Kokudoshu), *Creating Classes that Encourage Children* (Iwanami Shoten), *Lesson Study and the Learning Process* (Hoso Daigaku Shuppankai), *Day Care that Fosters Wisdom, Attitudes to Day Care*, and *The Meaning of Childcare*.



#### Tokie Anme

Ph.D. Health Science. Professor, Graduate School of Comprehensive Human Sciences, University of Tsukuba. Visiting professor at Jönköping University, Sweden. After graduating from the School of Health Sciences, Faculty of Medicine, University of Tokyo in 1984, she completed the doctoral course at the Graduate School of Medicine in 1989. Specializes in life-long developmental care, community care, and international health and social services management. Executive board member of the International Systems Science in Health-Social Services for the Elderly and Disabled and the Japanese Society of Human Sciences of Health-Social Services and Instructor, Nursing Child Assessment Satellite Training (NCAT), The University of Washington.



#### Mariko Ichimi

Senior Researcher, Department of International Research and Co-operation, National Institute for Educational Policy Research of Japan. Specialized in Chinese language, comparative education, and history of education at university and graduate school. Interests include views of children, early childhood education, and the study of children. After studying in Beijing for one year and a half, has researched and surveyed the history of education in Japan and China, education policy and reform in Asia, child-raising support and early education in Asia in her current capacity.



## Presenter Profiles



### Nobuo Isshiki

Professor, Child Studies, Faculty of Human Sciences, Konan Women's University; Director, International Center for Child Studies. Guest Researcher, NHK Broadcasting Culture Research Institute. At NHK, he has produced programs on children and education including the "NHK Special; *Babies*." Currently teaches and researches children and media relations.



### Reiko Irie

M.A., Home Economics, Child Care. Professor, Kyoritsu Women's University. Member of the Standing Board, the Japanese Committee of Organisation Mondiale pour l'Éducation Préscolaire (OMEP). Specializes in early childhood education and child care. Graduated from the Graduate School of Home Economics, Ochanomizu University. Publications include *The Child Science of Keeping a Child Raising Diary* (co-authored, Keisho Shobo), *Parents' Stories* (co-edited, Minerva Shobo), *Infant Care and Education* (co-authored, Aikawa Shobo)



### Nobuyuki Ueda

M.A., Ed.M., Ed.D., Professor, Doshisha Women's College of Liberal Arts, Faculty of Contemporary Social Studies, Department of Childhood Studies. Director of "neomuseum." Graduated from Doshisha University; Central Michigan University, M.A.; Harvard Graduate School of Education, Ed.M., Ed.D. Specializes in educational technology and learning art. Publications include *Playful Thinking: Ways of Thinking to Make Work Fun* (Senden Kaigi), *Playful Learning: The Source of Workshops and the Future of Learning* (co-authored, Sanseido).



### Nobuko Uchida

Ph.D. Developmental psychology and cognitive psychology. Member of the 20th Science Council of Japan. Born in Gumma Prefecture in 1946. Graduated from Ochanomizu University, Faculty of Letters and Education in 1968 and earned a master's degree from the Graduate School in 1970, becoming professor of Human Developmental Sciences, Graduate School of Humanities and Sciences in 1998. Serves as executive Director of the Japan Society of Developmental Psychology and the Japanese Association of Educational Psychology.



### Hideaki Koizumi

Ph.D. a Fellow and Corporate Officer of Hitachi, Ltd. since 2004. Director of Brain Science and Society Division at the Japan Science and Technology Agency. Specializes in analytical science, applied neuroscience and environmental science. Graduated from the Department of Basic Science, College of Arts and Sciences, University of Tokyo in 1971. Served as General Manager of the Advanced Research Laboratory, Hitachi, Ltd. and Senior Chief Scientist of Hitachi Research & Development Group.



### Mikako Suto

Ph.D., Human Sciences. Associate Professor, Faculty of Child Studies, Shiraume Gakuen University. Specializes in social history of childhood, theory of children's culture, comparative child education, analysis of the discourse and practices of birth and child raising in Japan. Graduate of Human Developmental Sciences, Graduate School of Humanities and Sciences, Ochanomizu University. Visiting researcher at the Institute of Modern History, Chinese Academy of Social Sciences from 2001-2004.



### Chihiro Tada

Director, Tokyo Toy Museum; Director, Art Education Institute. Lecturer at Interdisciplinary Studies of Culture, Waseda University. Born in 1961. After graduating from the Faculty of Law, Meiji University, studied early childhood education, children's culture, and toys at the Science Academy Preschool Education Center and National Toy Museum in Moscow. Recent research includes social services for children, intergenerational exchange, and the quality of life of the elderly.



### Masako Tanimura

Head, Department of Maternal and Child Health, National Center for Child Health and Development. Since 1987, researches child health and development from the perspectives of environment and genetics at current institute with particular focus on the influence of the media, child abuse, child cancer, neurofibromatosis and hereditary cancer. After graduating in home economics from Japan Women's University, worked as teaching assistant at Human Genetics Center, University of Texas. Member of Committee to Improve the Life Environment of Children, Japan Pediatric Society.





### Toshiya Yamamoto

Ed.D. Professor, Waseda University. Representative of the Research Group on Children and Money; Director and Editor, Japan Association of Qualitative Psychology; Executive Director and Editor in Chief, Japanese Society for Law and Psychology. Born in Aomori Prefecture in 1959. After an apprenticeship at a kimono shop, studied psychology at and graduated from the Faculty of Letters and the Graduate School of Letters of the University of Kyoto. Postdoctoral Researcher at Beijing Normal University sponsored by Japanese Scholars and Researchers to Study Abroad of the Ministry of Education.



### Tomio Watanabe

D.Eng. Professor, Department of Systems Engineering, Faculty of Computer Science & Systems Engineering, Okayama Prefectural University since 1993; Director, Department of Research, Faculty of Computer Science & System Engineering. Completed the doctoral course in Mechanical Engineering for Production at the University of Tokyo, Japan in 1983. Research Associate, Instructor, and later Associate Professor at Department of Informatics, Faculty of Engineering, Yamagata University. Visiting Research Fellow at Brown University from 1992-1993.

In alphabetical order by surnames

## Researchers from China



### Shufeng Dai

Professor, Department of Pediatrics, Peking University First Hospital, Beijing. M.S., Developmental and Educational Psychology. Director, China Association of Eugenic Science. Member of Committee of Education, Chinese Society for Future Studies and renowned pioneer in perinatal and neonatal medicine with an interdisciplinary and international network centered in Beijing University Hospital.



### Xiaoxia Feng

Professor, Graduate School of Beijing Normal University. Director of China National Society of Early Childhood Education and editor-in-chief of *Studies in Preschool Education*. Previously in charge of policy research on kindergarten curriculum in China, an important part of the Ninth Five-Year Plan and the Tenth Five-Year Plan.



### Genyue Fu

Department of Psychology, College of Teacher Education, Zhejiang Normal University, supervises graduate theses on developmental and educational psychology. Selected for Zhejiang Provincial 151 Talent Project in 2002. Specializes in education, developmental psychology and psychometrics.



### Aihua Hua

Associate Professor, East China Normal University. Director, Early Childhood Education Research Association; Chair, Play and Toys Committee; Director, Advisory Committee on Preschool Education, Tao Xingzhi Research Association of China. Specializes in principles of preschool education, pedagogy of early education (0-3 years), and preschoolers and play.



### Shaowen Huang

M.S. Ed. Associate Professor, Changsha Normal College. Long dedicated to teacher education, main publications include *The Ecological Thinking of Preschool Education*, *An Analysis of Views of Traditional Child's Play in China*, *Encyclopedia of Preschool Education Research in China (Pedagogical Theory)*. Received the First Song Qingling Early Childhood Education Award in 2005.



### Yong Jiang

Ed.D. Associate Professor, East China Normal University. Specializes in teacher education, child development, principles of education, and comparative education. Born in 1973. Completed the doctoral program of the Faculty of Education, Beijing Normal University. Previously Managing Director of the kindergarten of the China Welfare Institute.



### Xiangying Liu

Associate Professor, Faculty of Education, Fukuyama City University. M.A., Japanese, Graduate School, Heilongjiang University. After coming to Japan in 1989, received M.S.Ed. in 1993 and Ed.D in 1998 from the University of Kyoto. Research interests include native-language development in a multilingual environment and educational methodology, Sino-Japan comparative study of preschool education and teacher education, and making of and research on picture books.



## Presenter Profiles



### Jinliang Qin

Ph.D., Psychology. President, Hangzhou College of Preschool Teacher Education, Zhejiang Normal University. Chair, Kindergarten Teachers Committee, National Association of Teacher Education in China. Advisory Committee on Educational Psychology, Chinese Psychological Society. Chair, Committee on Preschool Education in Zhejiang Province. Recent research includes child development and cognitive developmental neuroscience.



### Yuehua Shen

M.D., Chief-Physician, Shanghai International Peace Maternal and Child Health Hospital. Professor, Shanghai Second Medical University of Medicine. Member of the China Society of Perinatal Medicine; Advisor, Shanghai Society of Perinatal and Neonatal Medicine. Specializes in perinatal health, family planning and healthy child development, infant health.



### Fang Wan

Professor, Beijing Normal University. After teaching pre-school hygienics at the Faculty of Education of Beijing Normal University from 1978, Wan has been in charge of child nutritional science, pre-school hygienic, and applied nutritional science at the School of Education, Beijing Normal University Zhuhai since 2006. Worked as a senior doctor at Tianjin Children's Hospital from 1960 to 1978.



### Lian Wang

Dean, School of Child Development and Education, China Women's University; Director of M.A. Program; Standing Member of the Health Committee of the Beijing Chapter of the China National Society of Early Childhood Education; Graduate of West China Medical Sciences University, public health. Specializes in early childhood health, child nutrition, early childhood nutrition, teacher training.



### Ping Zou

Director of Dadi Early-Childhood Education Group, Beijing; Director of Dadi Early Childhood Education Center, Beijing; Director of Heqin Chen Research Association, Beijing; Director of Beijing Child Care and Preschool Teachers Association; advanced-level junior high school teacher. For the past 26 years, has been active in early childhood education and participated research at the local and national level.



### Minghong Zhang

Associate Professor, East China Normal University. Specializes in preschool language education, development and education of children ages 0-3, and social education of preschool children. Member of the Commission on Kindergarten Curriculum and Education of the Early Childhood Education Research Association of China. Advisory member on the care and development of children ages 0-3, the theme of Tenth Five-Year Plan, National Education in Science.



### Yan Zhang

Professor, Beijing Normal University, supervising Masters degree students. Graduated from the Faculty of Education, Beijing Normal University. Currently, managing director of Beijing Preschool Research Center and supervisor of Beijing Kindergarten Teachers Studio and NPO Sihuan Play Group. Specializes in principles of preschool education, system and management of preschool education, kindergarten teacher development, non-official child education in residential areas, and educational issues of migrant children.



### Nianli Zhou

Ph.D., Psychology. Associate Professor at East China Normal University. Fields include child psychology, the parent-child relationship, evaluation of multiple intelligences and child-rearing planning for children aged 0-3 years. Received a B.S. in Psychology from Ochanomizu University in 1995, M.S. Ed. from the University of Tokyo in 1998, and Ph.D. in Psychology from East China Normal University in 2003. Currently, Director, Psychology Research Lab, Department of Preschool Education, East China Normal University.





## Researchers from South Korea



### Ki Sook Lee

Ph.D., Education. Professor, Ewha Womans University, and Director of Ewha Institute of Childhood Education and Care. Graduated from the Department of Early Childhood Education of Ewha Womans University and received her master's degree and doctorate from George Peabody College for Teachers in the United States. Chair, Korean Society of Early Childhood Education, Chair of OMEP-South Korea (Organisation Mondiale pour l'Éducation Préscolaire), and South Korea Chair of the Pacific Early Childhood Education Research Association (PECERA).

## Researchers from Taiwan



### Shih-Tsung Chang

M.Arch., Pratt Institute, M.A., Ed.D., Columbia University. Professor, Department of Art Education and Department of Plastic Design, National Taipei University of Education. Served as Chair, Department of Art Education and Department of Plastic Design, National Taipei University of Education; Director, School of Toys & Games Design; Director, Center for Visual Arts Education, National Taipei University of Education; International Advisor for Practice Performing Arts School, Singapore. Major publications include papers on "Edu-tainment" and "the arts of amusement" as well as *Toy/Play/Amusement, Traditional Taiwanese Toys and Games to Develop Intelligence, Traditional Scientific Technology and Idea Edu-tainment*, etc., and a series of manipulative educational materials for learners to play with, and in the mean time, developing their own intellectual skills.



### Ping-Lin Fan

Ph.D., Optical Sciences Center, National Central University. Professor and Chair, Department of Digital Technology Design, National Taipei University of Education. Numerous research projects include the development of physical devices for science education using entertaining tangible user interfaces, design research of human-computer interfaces based on simulation games, and design of educational platforms and media with board games and digital toys.



### Fang-Hua Hsiao

Associate Professor Asia University, Taiwan. After graduating from National Cheng Kung University. M.A. in art education from Occidental College in California, U.S. Ph.D. in law and public policy from National Taipei University. Postdoctoral Research Fellow at University of British Columbia, Canada. Director, Asia University Learning and Life-long Learning Development Center; Assistant Professor, Department of Comparative Education, National Chi Nan University and Principal of affiliated senior high school. Member of the advisory board of the Ministry of Education and Office of Education.



### Haung-Tsung Kuo

M.D., Ph.D. Pediatric neurology specialist. Division Chief of Developmental and Behavior Pediatrics of China Medical University Hospital; Associate Professor of Pediatrics, Graduate School of Medicine, China Medical University. Founder of the Chinese Association of Early Intervention Profession (CAEIP) for Children with Developmental Delays. Also served as Committee Chief of Child Development, Taiwan Pediatric Association; Board Member of Taiwan Child Neurology Society (TCNS); Division Chief of Pediatric Neurology. In addition to papers on clinical pediatrics, major publications include *The Jewel of a Child's Mind*, *Little Angel with Trouble*, and *Raising a Small Dragon*.



### Lee-Fong Wong

Ph.D., Education. Professor, Department of Early Childhood and Family Education, National Taipei University of Education. Currently, project director for the National Science Council 2011 Project on Child Education in an Age of a Declining Birthrate: The System of Child Care and Education in Taiwan and Japan; the National Science Council 98WFAOB00029 Project on Child Education in an Age of a Declining Birthrate: Human Resources Development, Early Childhood Education, and Changes in the Population Structure of Taiwan and Japan. Major publications include *Issues and Trends in Child Care Support* (co-authored, Gyosei 2008), *Reform in Global Early Childhood Education and Care and Scholastic Aptitude* (co-authored, Akashi Shoten 2008), and *Preschool Education in Asia and Children Living in a Multicultural Age* (Akashi Shoten 2006).



# Opening Ceremony and the First Child Science Exchange Program in East Asia

## Inauguration of the Child Science Exchange Program in East Asia

◆November 11-14, 2007

◆East China Normal University, Shanghai, China  
Changsha Normal College, Changsha, China



### Opening Ceremony in Shanghai

The opening ceremony was held at East China Normal University in Shanghai on November 12, 2007. Dr. Jiaxiong Zhu, Director of the Institute of Early Childhood Education, East China Normal University and Dr. Noboru Kobayashi, Director, CRN pledged cooperation.



### Lecture and Early Childhood Education Exhibition in Changsha

#### *Speakers and Presenters:*

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

**Chihiro Tada** (Director, Tokyo Toy Museum)

**Jiaxiong Zhu** (Professor, East China Normal University)

**Tokie Anme** (Professor, University of Tsukuba)

**Yoichi Sakakihara** (Professor, Ochanomizu University)

*\*In order of presentation; titles and affiliations as of November 2007*

The first session at Changsha Normal College on November 13 and 14, with presentations by Dr. Noboru Kobayashi, Mr. Chihiro Tada, Professor Tokie Anme, and Professor Yoichi Sakakihara, attracted much interest and stimulated lively exchange.

### The Importance of the Joy of Living in Child Development

**Noboru Kobayashi**

In order to stimulate the program of emotions that enables children to experience the joy of living, it is necessary to consider the methods of child-rearing, child care, and early childhood education from an interdisciplinary perspective that includes, for example, brain science, psychology, education, pediatrics, and child ecology. Child Science is one such viewpoint that brings together various fields to bridge the science and the humanities.





## The Endangered Capacity in Children for Play

Chihiro Tada

Due to the increasing popularity of high-tech toys, Japanese children experience less communication and friction in peer relationships and low interaction with the elderly. This indicates a rupture in the generational transmission of the culture of play and a decline in the capacity for play. The audience was invited to participate in a demonstration of how playing with toys can restore the lost capacity for play.

## Child Raising and Child-raising Empowerment

Tokie Anme

"Empowerment" refers to the maximizing of a person's inherent capacities and abilities to their fullest and most vital expression. The lecture was accompanied by an explanation and demonstration of methods that empower both the child and caregiver. The audience asked many questions on how this approach could be applied to the child raising environment in China.

## Children's Social Development and Deficits

Yoichi Sakakihara

This lecture explained the nature of developmental disorders, which occur when the development of emotions in young children and that of their superior capacity for learning

becomes problematic. The participants working in early childhood education actively sought advice on how to deal with children displaying such tendencies.

All four lectures were filled to capacity with participants who had come from all over China. After each session, there were so many questions that not all could be answered. This showed that the problems of children transcend difference in educational systems. The success of the program gives us all high motivation to continue such efforts into the future.





# The Second Child Science Exchange Program in East Asia

## Child Growth and Development and the Daily Life Environment

### — Approaches of Child Science

◆April 19-20, 2008

◆Ochanomizu University, Tokyo, Japan



### Child Growth and Development and the Daily Life Environment

#### — The Approach of Child Science

#### *Speakers and Presenters:*

**Jiaxiang Zhu** (Professor, East China Normal University)

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

**Shaowen Huang** (Associate Professor, Changsha Normal College)

**Nobuko Uchida** (Vice President, Ochanomizu University)

**Yoichi Sakakihara** (Professor, Ochanomizu University)

**Toshiya Yamamoto** (Professor, Waseda University)

**Mikako Suto** (Fellow Researcher, Ochanomizu University)

**Mariko Ichimi** (Senior Researcher, National Institute for Educational Policy Research)

**Nobuo Isshiki** (Professor, Konan Women's University)

\* In order of presentation; titles and affiliations as of November 2007

The Second Child Science Exchange Program in East Asia was held on April 19 and 20, 2008, hosted by Child Research Net (CRN) and G-COE of Ochanomizu University and co-hosted by the Benesse Institute for Child Sciences and Parenting. The topic was “Approaches of Child Science to Child Growth and Development and the Daily Life Environment.” More than 200 people attended over the two days.

### Day 1

#### “Tears of Little Emperors” through Chinese Eyes

Jiaxiang Zhu

The NHK TV documentary, “Tears of Little Emperors,” which addressed the educational pressure on China’s only children, generated much interest. This lecture analyzed the situation from various perspectives: China’s one-child policy, the educator’s point of view, differences in Eastern and Western cultures, the Chinese concept of values, and the happiness of little emperors.

#### Developmental Cognitive Neuroscience and Early Education

Jinliang Qin

New research in developmental cognitive neuroscience has significant possible applications in the fields of early childhood education in China.

#### Experience and Understanding through the Education of Preschool Teachers

Shaowen Huang

Changsha Normal College’s curriculum, typical of







the specialized training of preschool teachers in China, stresses the arts, including musical performance, singing, dancing and playing the piano.

### Symposium 1:

#### Chinese Children Now: A View from Japan

In this dialogue between specialists from China and Japan, some from Japan thought the “little emperors” are made to study too much, while others were surprised to hear the opinion from the Chinese side that children in the future would resent their parents for not pushing them to study to the point of tears and blame their social standing or poor lifestyle on lack of parental pressure.

### Day 2

#### “Development as Culture” from a Comparative View of Japan and China

##### Toshiya Yamamoto

Using video footage, this presentation compared and analyzed differences in behavior between kindergartens and elementary schools in China and Japan from the perspective of Chinese culture.

#### Approaches to Perceptions of the Child, Development and Education in Japan and China

##### Mikako Suto

Based on wide-ranging research and historical

archives, this talk introduced the history of Sino-Japanese exchange in the field of kindergarten education and comparative studies.

#### A Sketch of the History of Relations and Comparison between Japan and China in Preschool Education

##### Mariko Ichimi

Sōzō Kurahashi and Heqin Chen are considered the fathers of preschool education in Japan and China, respectively. While the two contemporaries both introduced ideas from the West, they also differed in interesting respects.

### Symposium 2:

#### A Comparison of Japan and China: Children, Development and Culture

The lively exchange over the two days showed that it is impossible to discuss education without considering history and cultural background. Child Science can contribute much to dialogue and research in both countries.





# 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.





# The Fourth Child Science Exchange Program in East Asia

## Language Development and Neuroscience

– Research and Practice in East Asia

◆September 11, 2009

◆Ochanomizu University, Tokyo, Japan



### *Speakers and Presenters:*

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

**Hideaki Koizumi** (Fellow and Corporate Officer, Hitachi, Ltd.)

**Jiaxiong Zhu** (Professor, East China Normal University)

**Yong Jiang** (Associate Professor, East China Normal University)

**Minghong Zhang** (Associate Professor, East China Normal University)

**Nobuko Uchida** (Professor, Ochanomizu University)

**Ki Sook Lee** (Professor, Ewha Womans University)

**Nianli Zhou** (Associate Professor, East China Normal University)

**Yoichi Sakakihara** (Professor, Ochanomizu University)

\* In order of presentation; titles and affiliations as of September 2009

Hosted by Child Research Net (CRN) and the Ochanomizu University Global COE Program, this conference featured experts from China, South Korea, and Japan who presented their research to an audience of nearly 200, many of whom had come from far away.



### Keynote Address

#### Brain Science and Second Language Acquisition

Hideaki Koizumi

With globalization, second language acquisition has become essential for communication and a central social concern. What is the situation in Japan? Does neuroscience offer effective learning methods? This presentation focused on problem areas in English-language education in Japan and pointed out that learners in Japan lack the "passion" to learn English.

#### Early Reading in the Kindergarten Curriculum

Jiaxiong Zhu

Drawing on two different interpretations and deductive reasoning in the analysis of a children's story, Professor Zhu gave concrete examples of the theory and practice of early children education in Western and Asian countries.

#### Cultural Conditions of Kindergarten Teachers in Shanghai

Yong Jiang

Improving teaching skills raises the quality of early childhood education. Taking the view that teaching skills are primarily cultural factors, this presentation reported on the findings of a survey of 304 teachers in 13 districts in Shanghai.





## The Design and Practice of Early Reading Education in Chinese Kindergartens

**Minghong Zhang**

Early reading education in kindergarten has yielded remarkable results. Importance is given to incorporating Chinese culture into the curriculum, learning Chinese characters and the written language, and fostering critical thinking.

### Symposium:

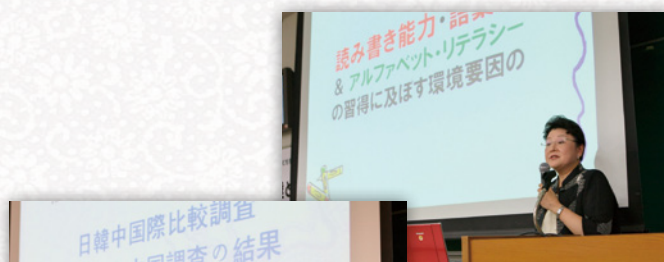
## The Influence of Socio-cultural Factors on Literacy Acquisition in Young Children: A Comparative Study of Japan, South Korea, and China

**Organizer: Yoichi Sakakihara**

**Panelists: Nobuko Uchida, Ki Sook Lee, and Nianli Zhou**

The first public presentation of joint research by Ochanomizu University, Japan; Ewha Womans University, South Korea; East China Normal University, China; and Benesse Institute for Child Sciences and Parenting focused on the relation between language development and disciplinary styles. Japan and South Korea both showed reliance on three types of disciplinary styles: shared-experiential (communication, enjoying and sharing the child's experience), coercive (adult-centered, top-down or coercive), and self-sacrificing (child-raising as highly burdensome and characterized by two extremes, either anxiety or lack of discipline). In Japan and South Korea, children raised in the shared-experiential disciplinary style had a rich vocabulary. By

contrast, the three disciplinary styles in China could be classified as: shared-harmonious (parent-child relationship based on shared emotion and harmony), shared-strict (shared emotion, but strict parental discipline), and distant-disregard. These categories reflected the different parental expectations and child-rearing views within the context of the one-child policy.



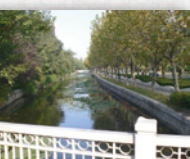


# The Fifth Child Science Exchange Program in East Asia

## The Child Science of Emotion

◆ November 2 and 3, 2009

◆ East China Normal University, Shanghai, China



### *Speakers and Presenters:*

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

**Jiaxiong Zhu** (Professor, East China Normal University)

**Tomio Watanabe** (Professor, Okayama Prefectural University)

**Toshiya Yamamoto** (Professor, Waseda University)

**Yuehua Shen** (Doctor, Shanghai International Peace Maternal and Child Health Hospital)

**Nianli Zhou** (Associate Professor, East China Normal University)

**Aihua Hua** (Associate Professor, East China Normal University)

**Masako Tanimura** (Head, Department of Maternal and Child Health, Research Institute, National Center for Child Health and Development)

\* In order of presentation; titles and affiliations as of November 2009

This program featured eight lectures on the latest research in China and Japan and the Good Toy Exhibition where visitors could actually play with toys. The venue was filled to capacity with 200 in attendance.

### Day 1

#### **Why have Human Beings Evolved a Mind?**

- Considerations on the Triune Theory of the Brain

**Noboru Kobayashi**

From the perspective of human evolution and the triune brain theory, why have human beings evolved a mind? As the basis for the rational brain, the programs of instinct and the emotional brain are important to child development. Positive emotions and joy are critical in activating the programs of intelligence and reason.

#### **Research and Practice in Early Mental Health Education in China**

**Jiaxiong Zhu**

This report was a study of a mental health education program in kindergartens in Shanghai. Results indicate that such programs can effectively enhance children's communication skills and problem-solving ability.

#### **Human-Entrained Embodied Interaction and Communication**

**Tomio Watanabe**

Professor Watanabe introduced E-COSMIC, a human-entrained communication system. Building on his discoveries over two decades ago that infants respond to rhythm even when before they understand language, this project is part of his ongoing work on robots capable of human communication.

#### **Cultural Comparison between Japan and China Regarding Behavior Related to Possession**

- When do children become "Chinese"?

**Toshiya Yamamoto**

After watching the Chinese film "Not One Less" by Zhang Yimou, Chinese and Japanese university students voiced different views on ownership, ethics and communication. Research shows that a difference in views on ownership can be noted from age two.





## Baby Massage and Attachment Research

Yuehua Shen

This report on the relation between body massage and attachment indicates that massage can be an effective means for babies to develop the ability to control and adjust emotions.

## Parents' Expectations and Child Development

- Survey report of 3,000 children from 11 cities in China

Nianli Zhou

Parental awareness is shifting from a sole preoccupation with scholastic achievement to concern for developing social skills, leadership, cognitive ability, and independence. Regional differences are also indicated.

## Day 2

### Children's Play from the Perspective of Education

Aihua Hua

Recent education reforms in China include "play" in the kindergarten curriculum, stressing its educational importance. Noting that "play for educational purposes" and "play" are different, this presentation examined the meaning of genuine play and its role in education.

### Infants are interested in humans

- Analysis of infants' behavior toward television

Masako Tanimura

This presentation was based on a study of infants from 3 to 24 months in 1987 and their reaction to TV. Given the high interest in both China and Japan in the influence of the mass media on infants, it drew many questions from the audience.





# The Sixth Child Science Exchange Program in East Asia

## Coordinating Preschool and Elementary School

### — The Relation between Equality of Education and Quality

◆ November 23-24, 2010

◆ China Women's University, Beijing, China



#### *Speakers and Presenters:*

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

**Jiaxiong Zhu** (Professor, East China Normal University)

**Yoichi Sakakihara** (Professor, Ochanomizu University)

**Xiaoxia Feng** (Professor, Beijing Normal University)

**Kiyomi Akita** (Professor, The University of Tokyo)

**Ping Zou** (Director, Dadi Early-Childhood Education Center, Beijing)

**Yan Zhang** (Professor, Beijing Normal University)

**Lian Wang** (Associate Professor, China Women's University)

**Nianli Zhou** (Associate Professor, East China Normal University)

**Fang Wan** (Professor, Beijing Normal University)

\* In order of presentation; titles and affiliations as of November 2010

Child Research Net (CRN) and China Women's University co-hosted this series of seven lectures, two workshops, a public symposium with parents and teachers and the Good Toy Exhibition, which was attended by nearly 1500 people.

#### Day 1

#### **Heredity and Culture: Two Forms of Information that Affect Child Development**

**Noboru Kobayashi**

Genetic and cultural information both affect child development and growth. Genetic information evolves over a long span of time compared with the faster pace of cultural information. When designing future education, it is important to consider these characteristics of both information and their mechanisms.

#### **Discussion of the Transition from Kindergarten to Elementary School**

**Jiaxiong Zhu**

From 1990-1994, UNICEF and China's Ministry of Education conducted joint research on the transition from preschool to elementary school, which resulted in curriculum reform in both preschool and elementary school. Today, after twenty years, what issues remain? Professor Zhu stressed equality of education and equal access to educational resources.

#### **The First Graders' Problem and Developmental Disorders**

**Yoichi Sakakihara**

What is the cause of the "First Graders' Problem" in Japanese education today, which can make the transition to first grade so difficult? How does the present situation differ from the past? This talk considered the relation between the "first graders' problem," "children who show unusual behavior," and "developmental disorders."

#### **Equality of Opportunity in Compulsory Education and Preparation for Entering School**

**Xiaoxia Feng**

Equal opportunity in compulsory education is a major issue in China today, but research indicates that unequal access to preschool education results in disparity in school preparation and later academic performance. Professor Feng stressed the need for measures at the preschool stage.





## The Cultural Transition from Early Childhood to Childhood Education

– The Experience of Children, Parents, and Teachers

Kiyomi Akita

How do children, parents, and teachers experience the transition from preschool to elementary school culture? This presentation introduced case studies on the approach of national and regional governments and preschools, differences, current issues, and actual programs in effect.

## Workshop 1

### Sharing Resources, Coordinating the Transition from Preschool to Elementary School, and Helping Preschoolers Better Adapt to Elementary School

This workshop, led by Ping Zou, Director, Dadi Early-Childhood Education Center in Beijing, introduced research on kindergarten models that integrate preschool and elementary education and help children make this important transition.

## Day 2

### Can Urban Cities Provide Basic Preschool Education to Migrant Children?

– Public Education is One Option to Achieve Equality in Education

Yan Zhang

As workers migrate to cities, the demand for preschool education is growing. With the government unable to adequately respond, unofficial preschools are springing up. NPOs are proposed as a third way to equal education. Together, parents, children, and teachers can provide education for migrant preschoolers.

## Survey of Educational Expectations of Parents with Migrant Children and Current Education: Cases of Beijing and Surrounding Villages

Lian Wang

One goal of equal education is quality preschool education for migrant children. It is necessary to consider their parents' situation and provide support that will also improve the educational environment at home.

## Workshop 2

### On the Equality of Preschool Education

– A child development survey, targeting 1,000 children aged 37 to 48 months in the Hunan Province, China

Nianli Zhou

This survey indicated clear gaps between urban and rural areas in child development, particularly in linguistic, cognitive, and physical skills as well as the effect of family economic and educational background. Min Zou, China's Women's University, and Lina Shi, East China Normal University, reported on "A Survey on Migrant Children" and "Integrated Education for Children with Disabilities," respectively, and discussed equality in education from various perspectives.

## Public Symposium on Child Raising

At this public symposium for parents and preschool teachers, Professors Fang Wan and Jiaxiong Zhu lectured on food education and early childhood development, respectively. Professor Yoichi Sakakihara joined the lively question-answer session as parents asked about early education and health issues.



# The Seventh Child Science Exchange Program in East Asia

## What is High-Quality Early Childhood Education?

### — Child-Caring Design

◆October 21-22, 2011

◆Zhengzhou Infant Normal School, Zhengzhou, China



#### *Speakers and Presenters:*

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

**Jiaxiong Zhu** (Professor, East China Normal University)

**Yoichi Sakakihara** (Deputy Director, CRN; Professor, Ochanomizu University)

**Xiangying Liu** (currently on the faculty of Fukuyama City University)

**Chihiro Tada** (Director, Tokyo Toy Museum)

**Liuling Zhang** (Director, the Kindergarten attached to Zhengzhou Infant Normal School)

**Fang-Hua Hsiao** (Asia University, Taiwan)

\* In order of presentation; titles and affiliations as of October 2011

### Day 1

#### **Child-Caring Design (CCD)**

**Noboru Kobayashi**

Child Caring Design (CCD) considers the design of activities, materials, and objects from the perspective of the child. The evolution of the brain shows that experiencing the joy of living is important for development of the mind and body. This perspective is central to Child Science.

#### **Preschool Education in China and Japan: Similarities and Differences**

**Jiaxiong Zhu**

While both systems value autonomy and play, there are a number of differences due to cultural factors. In Japan, proper etiquette is stressed and teachers rarely intervene in children's quarrels. In China, learning a particular skill, bilingual education, and good daily habits are stressed.

#### **What is High-Quality Child Care?**

**Yoichi Sakakihara**

The results of a cohort study by NICHD in the U.S. and a QOL survey conducted in four Asian countries by Professor Sakakihara provide new insight into the nature of high-quality childcare.







## Day 2

### Considering High-Quality Education: Current State and Future Issues of Preschool Education in Japan

**Xiangying Liu**

This presentation viewed the Japanese childcare system from the perspective of a Chinese specialist based on her personal experience with preschool and teaching at university in Japan.

### The Function of Toys in Preschool Education and Child Development

**Chihiro Tada**

Good toys are essential “nutrients” for the healthy development of the mind and body, and selection according to the child’s level of development is important. Images of the Tokyo Toy Museum and children playing in the aftermath of the earthquake made for a persuasive argument.

### Equal Access to Education for all Children to Lead a Happy Life

**Liuling Zhang**

The Convention on the Rights of the Child guarantees children’s rights and one of these is equal access to education. A number of unique efforts are now underway at kindergartens in Zhengzhou, China.

### The Design of Educational Activities and Motor Development in Children

**Fang-Hua Hsiao**

Motor development is an important consideration in the design of educational activities. Holding a pen and writing clearly and correctly were examples used to analyze the relation between motor development and design.

Many kindergarten directors in Henan Province attended the conference, and discussions were very conscious of the importance of preschool education, in line with recent policies of the Chinese government. Both Japanese and Chinese participants had much to learn from each other. CRN will continue to focus on Child Science to resolve the problems of children.





# The Eighth Child Science Exchange Program in East Asia

## Child Science of Play and Learning

◆September 22- 23, 2012

◆National Taipei University of Education, Taipei



### *Speakers and Presenters:*

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

**Jiaxiong Zhu** (Professor Emeritus, East China Normal University)

**Yoichi Sakakihara** (Deputy Director, CRN; Professor, Graduate School, Ochanomizu University)

**Haung-Tsung Kuo** (Division Chief of Developmental and Behavior Pediatrics of China Medical University Hospital)

**Lee-Fong Wong** (Professor, National Taipei University of Education)

**Chihiro Tada** (Director, Art Education Institute)

**Shih-Tsung Chang** (Professor, National Taipei University of Education)

**Ping-Lin Fan** (Professor, National Taipei University of Education)

\* In order of presentation; titles and affiliations as of September 2012

The Eighth Child Science Exchange Program in East Asia took up the theme “Child Science of Play and Learning.” Over a period of two days, researchers and professionals discussed the relationship between child development and play and the role of toys in play from viewpoints that included medicine, developmental psychology, education, engineering, and architecture. A symposium on child care was held for parents, and questions and answers were exchanged between researchers and parents to address the pressing issues of child care today.

### Day 1

#### **On Child Science: An Approach to Preventing and Resolving Children’s Issues**

**Noboru Kobayashi**

Dr. Kobayashi explained that Child Science - a comprehensive, interdisciplinary approach to children’s issues - is what we need today.

Experiencing the joy of play is important for the physical and psychological development of children, a concept that also received much attention in the Taiwanese media.

#### **Do Children Play or Do We Make Them Play?**

**Jiaxiong Zhu**

How should we incorporate “play” in early childhood education? Dr. Zhu introduced new perspectives on this important question of common interest throughout Asia.

#### **Thematic session 1**

##### **Doctors Look at Child Development and Toys**

This session featured two doctors from Japan and Taiwan: Dr. Yoichi Sakakihara on “Child Development and Toys” and Dr. Haung-Tsung Kuo on “Parent-Child Play and Child Development.” This was followed by a lively discussion inspired by the results of experiments and clinical practice.

##### **Teaching, Learning and Playing in Kindergarten in Taiwan and Japan: A Comparative Study**

**Lee-Fong Wong**

Can differences in kindergarten education between Taiwan and Japan be attributed to different views on how to raise children? With scenes of kindergartens and lively children in Taiwan and Japan, this presentation was based on a comparative analysis.







## Day 2

### Thematic session 2 Toys and Child Development

Mr. Chihiro Tada gave an exciting workshop-style presentation on “Children’s Toys and Play,” using actual toys. Dr. Shih-Tsung Chang spoke on “From Toy to Learning Tool; From Education to Edu-tainment - New Directions in Play Research and Application” and explained how in a society with a declining birthrate, “play” and “toys” become socially significant from the perspective of “daily prevention over rehabilitation.” He defined “learning tool” as an object or media combining both educational effect and freedom of play.

### Using Multimode Interactive Design in Education Ping-Lin Fan

Dr. Fan proposed possibilities for the application of digital technology in early childhood education.



### Public Symposium on Child-rearing

At the public symposium for parents held in the afternoon, presenters on both days summarized their lectures and answered questions. Questions from the nearly 100 parents in attendance reflected concerns of the digital age: how to discipline children, how to choose toys that are good for children, and whether an iPad or computer game was better for children than traditional toys, etc.

The short two-day conference was an invaluable experience, bringing together specialists from Japan, mainland China, and Taiwan, child-care professionals, teachers, and students, and parents. We learned that, as neighboring countries in East Asia, we face social issues that are both similar and different.

Once again, we realized the important role of the Program in stimulating and helping us to see the issues clearly and find ways to resolve them based on discussions with specialists, teachers, and parents.





# The Ninth Child Science Exchange Program in East Asia

## Playful Pedagogy — Child Science of Play and Learning

### — The Second ECEC Research Conference

◆October 26- 27, 2013

◆Mita Campus, Keio University, Tokyo



#### *Speakers and Presenters:*

**Noboru Kobayashi** (Honorary Director, CRN; Professor Emeritus, The University of Tokyo)

**Yoichi Sakakihara** (Director, CRN; Professor, Graduate School of Ochanomizu University)

**Kiyomi Akita** (Professor, Graduate School of Education, The University of Tokyo)

**Jiaxiong Zhu** (Professor Emeritus, East China Normal University)

**Shih-Tsung Chang** (Professor, National Taipei University of Education)

**Nianli Zhou** (Professor, East China Normal University)

**Lee-Fong Wong** (Professor, National Taipei University of Education)

**Reiko Irie** (Professor, Kyoritsu Women's University)

**Nobuyuki Ueda** (Professor, Doshisha Women's College of Liberal Arts)

\* In order of presentation; titles and affiliations as of September 2013

The two-day program held on Oct 26-27, 2013, focused on the concepts of early childhood education and care, Playful Pedagogy and Guided Play, with productive discussion among nine researchers from Japan, China and Taiwan.

#### Day 1

##### **“Joie de Vivre” through Bio-Emotinemics**

**Noboru Kobayashi**

Through demonstrated cases based on brain science, Professor Kobayashi lectured on how the emotion of joy is essential for children's development. He emphasized the importance of love and care by guardians and teachers in filling children's hearts with joy.

##### **What is the Aim of Playful Pedagogy?**

**Yoichi Sakakihara**

Professor Sakakihara presented Guided play as an

important method in implementing “Playful Pedagogy.” He positioned Guided play between “direct instruction” and “free play,” the two methods used in early childhood education. As its feature, Professor Sakakihara explained that while Guided play respects children's independence, the involvement of teachers is also considered important for establishing goals and environments that stimulate children's curiosity and inquiring spirit. Introducing the results of early childhood education and developmental psychology research carried out by American researchers, he emphasized the effectiveness of Guided play in children's development. He also mentioned how the benefits of traditional Japanese play-centered childcare are being widely recognized globally and encouraged guardians in the audience to be more confident in their child raising.

##### **Preschool Teachers Foster Play: Diversity of Learning that Anticipates Growth**

**Kiyomi Akita**

Professor Akita emphasized the importance of incorporating play into early childhood education. She started off by defining the role of the guardian in Guided play as “choosing the educational element for the child from the play he/she is experiencing.” Then explained that guardians need to be flexible toward children by varying the educational goals according to each child's surroundings.







## Between Play and Education: Understanding Guided Play

**Zhu Jiaxiong**

Professor Zhu also talked about how creating a balance between play and learning is indispensable for a child's healthy development. The importance of Guided play was also emphasized. Using building blocks as an example, Professor Zhu stated that in many cases when a child playing alone is compared with one playing with a guardian, the latter builds better and this in turn adds to a sense of accomplishment and awareness.

## Playful Pedagogy in Learning Sites: Designing Play Equipment and Toys

**Shih-Tsung Chang**

The creator of the term "Edu-tainment," coined from "education" and "entertainment," Professor Chang explained how to put this into action. Introducing interactive museum exhibitions where visitors can touch the articles, he also carried out a mini workshop showing the participants how to fold a moving origami bird to emphasize the joy of "Edu-tainment."

## Day 2

### Symposium 1 : On the Scene From East Asia

Researchers from China, Taiwan and Japan gave us insights into the current early childhood education scene in the respective countries and the concomitant challenges. Professor Zhou of China and Professor Wong of Taiwan stressed the importance of spreading Guided play as an educational method to promote development in children's social skills and autonomy. Professor Irie of Japan pointed out the gap between the ideal image of teachers and the actual childcare, and emphasized the need for on-the-job training

for prospective teachers as well as further practical training for in-service teachers.

### The Vision of Playful Learning

**Nobuyuki Ueda**

"The inspiring and exciting feeling children experience when they are totally absorbed is the very proto-experience of learning, which is essential for the physical and mental development of children," explained Professor Ueda, an advocate of Playful Learning. He illustrated various forms of Playful Learning, such as learning through cooperative creation or dialogue, and learning that develops by directing enthusiasm towards a specific target.

### Symposium 2 :

The program closed with an overall discussion by Professor Chang, Professor Ueda, Professor Zhu, Professor Zhou, and Professor Irie, with Professor Sakakihara serving as the moderator, followed by a Q&A session with the audience. The discussion focused on how to fully enhance Guided play, which led to an enthusiastic exchange of views. "It is essential for the teachers to face and enthusiastically deal with children on a day-to-day basis, observing each child carefully, in order to closely respond to their needs and feelings," commented Professor Zhu. Both panelists and the audience endorsed this conclusion; it was an agreement that transcended not only national boundaries but also the professional positions of researcher and teacher.

Medical scholars, developmental psychologists, designers and many others took advantage of the two days to discuss play and learning from their respective standpoints. CRN will continue to offer programs supporting child development.



# History of CRN

- 1996 Launches Japanese and English websites  
Symposium "Children in Today's Multi-media Society"
- 1997 Symposium "Children's Use of Multi-media to Make Friends"  
Dr. Jane Goodall lectures on "Chimpanzees and the Natural Environment"  
Dr. Jay Belsky lectures on "Child Development and Family Research"
- 1998 International Symposium "Evolution of Child Development in the Multi-media Environment"  
Dr. Jane Goodall lectures on "Chimpanzees and the Natural Environment"  
CRN website receives Silver Prize, Web Design Award
- 1999 Open round-table discussion "Classroom Disorder and Discipline"  
PLAYSHOP 1999 "PLAYFUL"
- 2000 Open round-table discussion "How do Children Learn Social Aptitude and Rules?"  
Inaugural Publication of "Child Research Net"  
PLAYSHOP 2000, "Feel the Media"  
CRN International Symposium 2000, "The Child Care Paradox: Choices in Children's Development"  
Publishes "Do Child Raising Methods Affect Development?"
- 2001 PLAYSHOP 2001 "Winter's Tale—Let's Make a Playful Story"  
Publishes CRN YEAR BOOK 2001  
Opens Nagayama Chi-kichi as a research center (~2002)  
Publishes "Nagayama Chi-kichi: Experimental Research in Playing and Learning"  
Sound Workshop (~2003)
- 2002 CRN training seminar for child care providers, "Thinking about the Quality of Day Care"  
Publishes CRN YEAR BOOK 2002  
PLAYSHOP 2002 "Let's Play in the Colorful Kingdom!"  
Establishes Research Group on Child Science (~2003)  
Media workshop hosted by CRN Children's Media Laboratory  
Plans for Chi-kichi radio station
- 2003 Publishes CRN YEAR BOOK 2003  
Publishes "Child Science Research Report 2002"  
Establishes the Japanese Society of Child Science  
Begins Koganei Media Kids Workshop (~2004)
- 2004 Publishes CRN YEAR BOOK 2004  
First Annual Conference of the Japanese Society of Child Science  
Establishes the Child Science Essay Contest  
Visits child research institutes in Beijing, China
- 2005 Launches Chinese-language website  
Publishes CRN YEAR BOOK 2005  
Second Annual Conference of the Japanese Society of Child Science  
Renewal of English-language website  
Dr. Kobayashi, CRN Director, lectures at the China Soong Ching Ling Foundation in Shanghai





**2006 Publishes CRN YEAR BOOK 2006**

Food Education session at children's health conference in Changchun, China  
Third Annual Conference of the Japanese Society of Child Science  
Dr. Kobayashi lectures at symposium hosted by the Chinese government in Shanghai

**2007 Publishes CRN 10th Anniversary YEAR BOOK**

CRN International Symposium for 10th Anniversary of CRN:  
"Children in Societies with a Declining Birthrate: The View of Child Science"  
Fourth Annual Conference of the Japanese Society of Child Science  
Inaugurates the First Child Science Exchange Program in East Asia, Shanghai, China  
First Child Science Exchange Program in East Asia and Good Toy Exhibition, Changsha, China

**2008 Renewal of Japanese-language website**

Second Child Science Exchange Program in East Asia, Tokyo, Japan  
**Inaugural issue of CRN Newsletter vol. 1 in Japanese, Chinese, and English**  
Fifth Annual Conference of the Japanese Society of Child Science  
Third Child Science Exchange Program in East Asia and Good Toy Exhibition in Hangzhou, China

**2009 Publishes CRN Newsletter vol. 2 in Japanese, Chinese, and English**

**Publishes "Report on Child Science Exchange Program in East Asia vol. 1" in Japanese, Chinese, and English**  
Fourth Child Science Exchange Program in East Asia, Tokyo, Japan  
Fifth Child Science Exchange Program in East Asia and Good Toy Exhibition in Shanghai, China  
Sixth Annual Conference of the Japanese Society of Child Science

**2010 Publishes CRN Newsletter vol.3 in Japanese, Chinese, English, and Korean**

**Publishes "Report on Child Science Exchange Program in East Asia vol. 2" in Japanese, Chinese, and English**  
Dr. Kobayashi, CRN Director, delivers a lecture at Chinju National University of Education, Chinju, South Korea  
Participates in the 11th Conference of the Pacific Early Childhood Education Research Association (PECERA); lecture by Dr. Kobayashi, CRN Director  
Renewal of Japanese-language website  
Seventh Annual Conference of the Japanese Society of Child Science

**Publishes CRN Newsletter vol. 4 in Japanese**

Sixth Child Science Exchange Program in East Asia and Good Toy Exhibition in Beijing, China

**2011 Publishes CRN Newsletter vol. 5 in Japanese, Chinese, and English**

**Publishes "Report on Child Science Exchange Program in East Asia vol. 3" in Japanese, Chinese, and English**  
**Publishes CRN Newsletter vol. 6 in Japanese, Chinese, and English**  
Eighth Annual Conference of the Japanese Society of Child Science  
Seventh Child Science Exchange Program in East Asia and Good Toy Exhibition in Zhengzhou, China

**2012 Publishes "Report on Child Science Exchange Program in East Asia vol.4" in Japanese, Chinese, and English**

Ninth Annual Conference of the Japanese Society of Child Science  
Eighth Child Science Exchange Program in East Asia in Taipei, Taiwan

**2013 Dr. Yoichi Sakakihara assumes Director, Dr. Noboru Kobayashi, former Director, assumes Honorary Director**

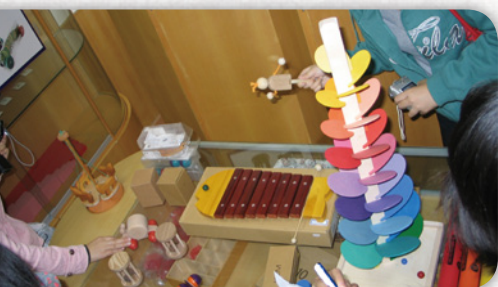
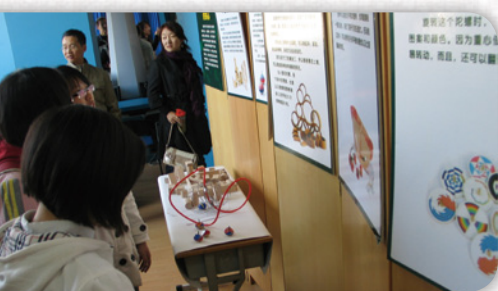
Launch of ECEC (Early Childhood Education and Care) research  
(Holds three conferences, publishes three newsletters)  
Ninth Child Science Exchange Program in East Asia in Tokyo, Japan  
Tenth Annual Conference of the Japanese Society of Child Science  
The Japanese Society of Child Science Tenth Anniversary International Symposium (co-hosted with the Japanese Society of Child Science)  
World Toy Summit (co-hosted with the NPO Japan Good Toy Association and the Japanese Society of Child Science)





# The Good Toy Exhibition

Children need good nutrition for healthy growth and development. However, they are not nourished by food alone, but also by play. Through play, children's physical and mental capacities grow, extending further into new areas of imagination where they also learn about themselves. Play imparts individuality, independence, and endurance. And toys are necessary for play. As adults, we need to select toys that will stimulate their senses and develop sensibility, imagination, and curiosity in line with their level of development.



The Good Toy Exhibition was organized by Chihiro Tada, Director of the Tokyo Toy Museum. A total of 50 toys, all of which had received Good Toy Award in Japan, were selected on the basis of how well they cultivated the mind and body in fostering the imagination, curiosity about nature and science, sensitivity to music and art, athletic ability, and communication skills. Held at the site of the Child Science Exchange Program in East Asia conference in China, it drew many students and teachers as well as children and their parents who later cited it as the most memorable and impressive event in a questionnaire. This underscores the broad interest in developing children's creativity and artistic sensibility.





# CRN Publications

## Report on the Child Science Exchange Program in East Asia

Reports can be downloaded at the CRN website.

<http://www.blog.crn.or.jp/about/publication.html#3> (Only in Japanese)

Selected lectures are posted on the English website.

<http://www.childresearch.net/events/exchange>



2008 vol. 1



2009 vol. 2



2010 vol. 3



2012 vol. 4



## The Child Science Exchange Program in East Asia

Date ● March 31, 2014

Publisher ● Child Research Net (CRN)  
c/o Benesse Corporation, 1-34, Ochiai, Tama-shi, Tokyo 206-8686, Japan

Editor ● Yoichi Sakakihara

Editorial Staff ● Aiping Liu, Junko Ogawa, Megumi Okada,  
Reiko Sakurai, Sachie Uchida

Design ● Hiroyuki Nakamura (Charlie's HOUSE)













Research Institute for Child Science

**CRN**

Child Research Net

Japanese

<http://www.crn.or.jp/>

English

<http://www.childresearch.net/>

Chinese

<http://www.crn.net.cn/>

Child Research Net is supported by Benesse Corporation.