

Research Conference with Dr. Olsson

We will conduct the following educational research conference with Dr. Olsson, the 2023 invited researcher of Rikkyo University. The members of the "Special Interest Group on Posthumanism in Education" will talk their studies in progress. We look forward to your participation. A farewell party will be held after the meeting. We look forward to seeing you there.

Date: 14:00-17:00 , Oct. 27, 2023

Room: Bldg. 12, B1, Conference Rooms 3 and 4, Ikebukuro campus, Rikkyo University

https://www.rikkyo.ac.jp/access/ikebukuro/qo9edr00000001gl-att/img-campusmap_ike.pdf

Chair: Hiroaki Ishiguro (Rikkyo University)

Discussant: Liselott Mariett Olsson, Associate Professor in Pedagogy, Department of Childhood, Education and Society, Malmö University, Sweden

Supported by the Invited Visiting Scholar Program of Rikkyo University

Jointly sponsored by Grant-in-Aid for Scientific Research (B) 20H01662, "Exploring childcare practices that listen to children's voices: Ensuring children's rights through documentation" (Leading researcher: Yoshie Shiraishi)

To register for the event by October 22nd, please click on the link <https://forms.gle/KMXLPbBSM1ShyeCK7>

Schedule

14:00 Participants' self-introduction

14:10 Short report (20 min.)

Self-Introduction and Research Overview: Possibilities for alternative forms of education as seen through school-community partnerships

Ayaka NAKANO (Research Fellow of the Japan Society for the Promotion of Science (PD))

In this report, the presenter will begin with a brief self-introduction. Specifically, I will explain the research I conducted when I stayed abroad, the outreach activities I am currently conducting as PD, and talk about the field of collaborative activities between schools and local communities that I am involved in on a daily basis. Then, after grasping the characteristics of school-community partnership activities in terms of emergence, the line of flight and duration of activities that can be captured from the field practices, I would like to briefly share the results of my fieldwork regarding practices to guarantee educational equity. Finally, I will indicate the limitations of the activities, practices, and analysis addressed in this report.

14:35

Practice of ECE teacher training in diversity education

Sachiko Uchida (Department of Child Education, Takasaki University of Health and Welfare)

My concern is to develop ECE teacher's training programs in multicultural education. I organize the research site called "Multicultural Playshop" collaborating with ECE facilities where Brazilian people manage. The purpose of the practice is to deconstruct student's typical ideas about diversity and to help them create an environment that has pluralistic meaning-making. In the meaning of this practice, art is helpful mediation to connect people in various cultural and linguistic background. I have conducted arts-based workshop collaborating with artists since last year. Firstly, I had visualized how ideas about diversity students already have through drawing activity. Secondly, students participated a few music workshops with Brazilian children, teachers, and Japanese musician. After workshops, they discussed what children experienced and how we can understand the notion of diversity through these experiences. I am going to show a part of this practice.

15:00

“Let’s try to fly like a superhero ! ”

Yoshie Shiraishi (Emeritus Professor, Aichi Shukutoku University) with 17 children (3–5-year-old) and two teachers, Akatsuki nursery school in Nagoya.

I will show the short video and some pictures that children (3–5-year-old) are trying to fly like a superhero. I hope to discuss about this practice together with participants. This activity started at the end of July in this year. Children want to fly like a superhero, jumped into the pool with holding a balloon in their hand, putting pinwheel on the cap, or turning the electric fan from their back. And in the room, they tried to jump up from the mini trampoline or jump down to the floor imitating to flying of a favorite hero.

At the beginning of September, they had a reflection time about their activity. They gradually couldn't control their wants of challenging to fly, and some of them started to jump from the chair. The teacher decided to follow their wants and prepared the gym mats and the vaulting boxes. After that children challenged to fly again, that is, leaped down to the mat from the vaulting boxes. Some of them leaped down at the same time they released an inflated balloon. The class teachers said that they are not sure whether they continue this activity as their project or not and it might be dependent on the ideas from children.

15:25 Break (15 min.)

15:40 Reports (30 min.)

Exploring of physical expression

Anna Matsuo (A doctoral student in Child Studies at Ochanomizu University)

The project I would like to discuss at the session has been initiated by a child's interest towards the motions of ballet and teachers' questions about what it means for children to express something with their bodies. A four-year-old child called Hanae saw the ballet Swan Lake on holiday with her family. She told her friends and teachers at the childcare centre about her experience and enjoyed representing the features of the ballet with her body in motion. Inspired by her movements, the children began to explore expressing something with their bodies. I was one of the teacher who involved in this project. For a long time, my colleagues and I had considered children's expression to be important. However, it was particularly difficult for us to engage in physical expression. Therefore, we decided to explore with the children their interest towards the motions of ballet and our questions about physical expression together. I would like to share three clips and some photographs to discuss what has emerged in the process of the project. The first clip is the starting point, when Hanae and the three children started moving with the music of Swan Lake for the first time. A couple of weeks later, the girls wanted to show their performance to the class. The second clip shows when they performed in front of the whole class. The last clip, taken four months later, documents what happened when the girls came across an icy patch of ground by chance.

These events happened a year ago, and I have only just started analyzing this project and do not know what conclusions it will lead to. Therefore, I hope that you will feel free to share your impressions and thoughts on these videos.

16:15

Children, light and water

Sachiko Asai (the University of Tokyo) ,Sachiko Nozawa (the University of Tokyo)

We want to explore two situations where three-year-olds encounter water shadow using the concept of “affect”. Watch a one-minute video of events involving five children, a teacher, an acrylic stand, a white cloth, water and a flashlight. We talk about and exchange what we have found in the video.

16:50 Closing remarks