ENGLISH ABSTRACT

“The Development of an Integrative Learning Package via Media for the Enhancement of Imaginal Sensibilities: A Study on Teaching Material Development for Workshops and Learning Designs in Art Museums”

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Symposium: The relationships between Handicap, Media, Art, Education and Their Expansions

A Media Art Workshop was held for physically handicapped children at Gunma Prefectural Asahi School for Children with Special Needs. “Visualization of communication,” “expansion and conversion of their physicality and senses” and “picture playing” were the main themes of the workshop. We examined the purpose and method of the workshop through handicapped children’s art experiences. We viewed that media can supplement or expand various kinds of difficulties as an apparatus of art. Also, we learned that handicaps awake the community (where people communicate).

52 Practical Study on Workshop II: Ano-toki Ano-basho Iro-zukan@Chirumyuu

This paper summarizes the report and design process of said workshop. First, we found potential problems in the workshop by creating a pre-workshop for college students. Then, we held the actual workshop for schoolchildren in the summer and fall of 2004. Although “color” was the main subject of the workshop, it was not an intellectual study about colors. We regarded communication amongst coworkers as most important. Based on this idea, participants collected colors from their surroundings and created their color books. The goal was to have participants create their own “color senses” and to become sensitive to colors through manipulating the colors that they collected and gathering information about those colors.

69 Practical Study on Workshop III: Asahi de Art 2004

Following 2003, a Media Art workshop was held for physically handicapped children at Gunma Prefectural Asahi School for Children with Special Needs. The theme of this workshop was “Asahi de Art is a base of various kinds of light.” We had created three workshops as follows: Toshio Iwai and Yasuhiro Suzuki’s “Birthday Party for Light and Colors: Mysterious Experience through Light and Colors” ; Toshifumi Kariyado’s “Can Light Come from behind? Let’s Play in Reverse Time!” ; and Yuka Sato and Yuriko Ohki’s “Plans for Dabbling the Pleasure: Tracking Communication.” Children sufficiently experienced “an unusual experience of the world with and without colors caused by various light sources,” “opposite directions of time,” and “visualization of communication.”

90 Blanket Symposium: New Expression and Learning in the Era of Information and Media: The Methods and Evaluation of the Workshop

To summarize the 2002-2004 Grants-in-Aid for Scientific Research (B) (1) “The Development of an Integrative Learning Package via Media for the Enhancement of Imaginal Sensibilities: A Study on Teaching Material Development for Workshops and Learning Designs in Art Museums,” a panel discussion was held. Based on “Asahi de Art 2003” and “Ano-toki Ano-
bashi Iro-zukan@Chirumyuu,” the researchers discussed issues such as “effectiveness of media art in expressive learning by handicapped children,” “advantages and disadvantages found in the workshop,” “cross-point of Art Education, environmental design for learning, and learning though workshop.” It was concluded that the workshop was effective as a means of learning in the Information Media Era.

123 Kinichi Fukamoto, Evaluation of the Workshop “Ano-toki Ano-bashi Iro-zukan@Chirumyuu” Transcript of “Ano-toki Ano-bashi Iro-zukan@Chirumyuu”

For evaluation of the workshop in the children’s museum, we considered the educational meaning of experience in art museums and educational strategies. It was pointed out that Museum Education is based on the organization-oriented educational theory, and it respects narrative experience. It was also indicated that educational strategies facilitate the participants’ cognitive and social development. Additionally, we evaluated the workshop by using the transcripts of the facilitators and the participants (children), and considered the characteristics between them and the results.

Articles

168 Toshifumi Abe, Japanese Visual Culture and the Possibility of Mural Expression

I illustrate about Japanese cultural based expression of visual culture and The Kids guerunica Project. My main concern is traditional expression’s difference between East and West. Especially, perspective concept is very differ from western world in Japan. For example, western perspective has only one view point. These many view point or moving view point have not only visual art but also composing music and making garden. In these consequence, Japanese art gave many factor of 20’s western arts especially its perspective. So Picasso’s cubism has his own time and space expression ways. Crimt or Syabanna are too. In western world, especially in United State, visual culture’s influence is regarded as bad side especially those result bring lack of decision ability. But I rerecognized about Japanese visual culture and its good point.

And mural painting has his own tradition of expressions. Especially, in children’s expression, these are many significant difference. I express about those many children’s mural concepts and workshops. I will find the meanings of visual culture of children

176 Toshiro Naoe, Art Collections and Art Museums Used as Learning Media, plus an Art Exhibition Plan: A study on Workshops in Higher Education Curricula

This essay shows the examples of the workshops ran in higher education curricula. The author has engaged the topic “play, gaming, seeing, making - development and delivery of art appreciation programs using card games.” In case 1, the author experiments with the use of graphic design works in the university’s art collection. In various graduate and undergraduate courses, groups of students and the lecturer cooperated in the making of “collaboration games” which was a of reinterpretation process of the design works. In case 2 of teacher training classes, several new games for basic critical studies were introduced. In case 3, the introductory program for teacher training in the university of art and design created a workshop for the proposal of new art exhibitions for education was conducted as cooperative learning in groups. In case 4, “a desktop exhibition method” as a form of students’ presentation of their own research was tested. Through these cases, the use of art collections, gallery spaces and exhibition planning as well as the workshop style learning in the cooperation of learners were examined.

184 Amane Miyano, “Learning” in Information media society

The aim of this study is to view what kind of learning styles we should organize in the
modern era where conventional education systems and communities have been changed. More specifically, comparing the workshop (as a means of learning) with conventional learning in school, we specified the characteristics of the workshop and considered what learning in the Information Era should be. As a result, it was found that the workshop is exactly the same as what the learning in Information and Media Era should have been, since the organization of the workshop shows respect for the "relevance" of the self and the other, and instruments (including media and bodies).

Masaaki Yoshinaga, Naotichi Horigome,Kazumi Mogi, Cell Phones, Media and Workshops: A Case Study on Handicapped Children

We had a fine arts class which utilized various functions of a cellular phone for the students of a special education school. This class was conducted from the viewpoint of a media literacy to be achieved, media use ability, or media expression ability by the students. The cellular phones were very attractive for them and they participated in the class activities. It was very useful for us to utilize a cellular phone as an educational tool because it has many functions such as a TV phone, TV conference, and a camera function. There was a particular focus on the expression activity that used the video shooting function of the cellular phone. We considered that it is important to utilize a cellular phone as an educational tool for handicapped children.

Yoshitomo Morioka, Media Art and Human Development: On Duncan Chapman’s Sound Workshop

This paper discusses human development concerning two points: education for handicapped children, and the possibilities and characteristics of Media Art in facilitating disabled people’s expressive activities. We introduce media workshops held by Duncan Chapman et al, and analyze them in terms of technology, thought, and systems (i.e., what kind of implication do the workshops have by involving conventional Arts Therapy and Rehabilitation Engineering).

Research Presentation
Research Organization and Research Costs
Researchers and Contributors
Postscript
English Abstract