



The 6th World Congress of the International Toy Research Association

**July 26th and 30th, 2011
Bursa, TÜRKİYE**

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PREFACE

Dear participants of the congress,

We are full of pride and happiness to organize International Toy Research Association (ITRA) 6th World Toys Congress, which is organizing once in three years, in Bursa - Turkey

Great interest of scientists, trainers and designers, which are study on Toys and Learning in Different Cultures, almost every continent and from 24 countries including Turkey, is become happy and motivated us.

This year, as done before, we have invite specialist lecturers and choose original abstracts which are parallel with the theme of the congress.

The aim of this congress is to create a center for sharing information and experience between scientists from all over the world. We also think that, it is a great opportunity for ITRA competent and members to observe Turkey, Bursa and many studies about this topic.

We would like to thank you all corporations, companies and people who contributed to organize 6th ITRA World Toys Congress. We also would like to thank you to the organizing company, Burkon PCO and members of the organizing committee to exhibit self-dicipline and self-sacrifice.

Lastly, we would like to thank you to all our friends, who spend efforts for three years to organize incredible congress.

Best Regards,

Prof. Dr. Handan Asûde BAŞAL
President of Congress Organizing Committee

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PROGRAM AT

27 July 2011				28 July 2011			
Sessions Hour	Hall A	Hall B	Hall C	Sessions Hour	Hall A	Hall B	Hall C
08:30 19:00	REGISTRATION			09:00 10:30 I. Session	LEARNING WITH TOYS AS A METHOD	LEARNING WITH TOYS, LEARNING ABOUT TOYS IN DIFFERENT CULTURES	LEARNING WITH TOYS AS A METHOD
09:00 10:30	OPENING CEREMONY KEYNOTE ADDRESS						
10:30 11:00	Coffee Break			10:30 11:00	Coffee Break and Poster Session	Coffee Break and Poster Session	Coffee Break and Poster Session
11:00 12:30 I. Session	TOYS AND TOY DESIGN IN EDUCATIONAL PROGRAMS	TOYS IN THE GLOBAL MARKETPLACE	LEARNING WITH TOYS, LEARNING ABOUT TOYS IN DIFFERENT CULTURES	11:00 12:30	WORKSHOP		
				12:30 13:30	LUNCH		
12:30 13:30	LUNCH			13:30 15:00	ITRA - BTHA PRIZE PRESENTATIONS		
13:30 15:00 II. Session	TOYS AND TOY DESIGN IN EDUCATIONAL PROGRAMS	TOYS, PLAY, AND GENDER	LEARNING WITH TOYS AS A METHOD	15:00 15:30	Coffee Break	Coffee Break and Poster Session	Coffee Break and Poster Session
15:00 15:30	Coffee Break	Coffee Break and Poster Session	Coffee Break and Poster Session	15:30 17:00 III. Session	SYMPOSIUM	SYMPOSIUM	SYMPOSIUM
15:30 17:00 III. Session	TOYS AND TOY DESIGN IN EDUCATIONAL PROGRAMS	TOY SAFETY	LEARNING WITH TOYS AS A METHOD	17:00 24:00	Visit to Zeytinbağı Village (Trilye Village) Tour and Gala Dinner		
17:00 19:00	FREE TIME						
20:00	COCKTAIL						

A GLANCE

29 July 2011				30 July 2011
Sessions Hour	Hall A	Hall B	Hall C	
09:00 10:30 I. Session	TOYS, PLAY, AND GENDER	LEARNING WITH TOYS, LEARNING ABOUT TOYS IN DIFFERENT CULTURES	TURKISH SESSION ABOUT TOYS	
10:30 11:00	Coffee Break and Poster Session	Coffee Break and Poster Session	Coffee Break and Poster Session	
11:00 12:30 II. Session	LEARNING WITH TOYS AS A METHOD	LEARNING WITH TOYS, LEARNING ABOUT TOYS IN DIFFERENT CULTURES	TURKISH SESSION ABOUT TOYS	
12:30 13:30	LUNCH			
13:30 14:30	Traditional Turkish Shadow-Puppet Theatre Nevzat Çiftçi Master Puppeteer			
14:30 15:30	Closing Ceremony and ITRA General Meeting			
15:30 16:30	ITRA Board Meeting			
17:00	City Tour and Dinner			
				<p>Checkout</p> <p>TOY MUSEUM TOUR in ISTANBUL BURSA AND CUMALIKIZIK TOUR</p>

SCIENTIFIC PROGRAMME

27 July 2011			
Sessions Hour	Hall A	Hall B	Hall C
08:30 – 19:00	REGISTRATION		
09:00 - 10:30	OPENING CEREMONY CHAIR: Dr. Cleo Gougoulis KEYNOTE ADDRESS Prof. Dr. Peter K. Smith, Goldsmiths College, University of London, UK Prof. Dr. Berka Özdoğan University Of Ankara, TURKEY		
10:30 – 11:00	Coffee Break		

Sessions Hour	Hall A	Hall B	Hall C
11:00 – 12:30 I. Session	TOYS AND TOY DESIGN IN EDUCATIONAL PROGRAMS CHAIR: Prof. Dr. Tizuko Morchida Kishimoto	TOYS IN THE GLOBAL MARKETPLACE CHAIR: Prof. Dr. Neslihan Dostoğlu	LEARNING WITH TOYS, LEARNING ABOUT TOYS IN DIFFERENT CULTURES CHAIR: Dr. Cleo Gougoulis
	The role of dramatic play props in young children's creativity-Enhancement Eleni Mellou	Electronic games for fun and learning aimed at young children in the Greek market. Evangelia Kourti and Alexandra Androussou	Learning to/from Play in Social Media: Playthings as Tools for Learning and Creativity in Adult Life. Katriina Heljakka
	The story of Khilona: Constructing the world view of the toy makers of Benares. Koumudi Patil and Uday A. Athavankar	Changeability Theme in Toy Design Belkis Ece Şahin and Neslihan Dostoğlu	Games inside literary books for children from the textual game to the inter-textual and from the inter-textual to the inter-picture book Meni Kanatsouli
	Analyzing Teachers' Perceptions Towards The Role That The Toys Play In Enhancing Child Development In South Eastern Turkey Kevser Koc, Filiz Shine Edizer	"Dear Santa..." The reflection of TV toys on Santa's letters Kampaki Athanasia	Toys and learning in Brazilian Toy libraries Tizuko Morchida Kishimoto
12:30 – 13:30	Lunch		

Sessions Hour	Hall A	Hall B	Hall C
13:30 – 15:00 II. Session	TOYS AND TOY DESIGN IN EDUCATIONAL PROGRAMS CHAIR: Dr. Gayatri Menon	TOYS, PLAY, AND GENDER CHAIR: Prof. Dr. Balambal Ramasmavy	LEARNING WITH TOYS AS A METHOD CHAIR: Assist. Prof. Dr. Dimitris Gouscos
	Playing with Design - Preparing Designers for the Global Market Vicki Thomas Friedemann Schaber Toys for the boys, and girls Randle Turner and Ajom Khan Parental affection, metacommunication and digital play Sébastien Hock-koon	Playing a matter of context Maria Angela Barbato Carneiro and Edilene Modesto DE Souza The Toys And Play Universe Of The Maputo Children Madalena Cunhal and Vaz Saraiva Toy Libraries and schools: Board games in class in French-speaking Belgium. Situation and Specificities Michel Van Langendonckt	Social Games, Social Play, Social Toys: Exploring differences and similarities. Alexandra Nakou and Dimitris Gouscos Construction Toys as a Source of Knowledge on Innovation Artemis Yagou Game employed in a methodological fashion Paola Masuelli - Maria Carla Rizzolo
15:00 – 15:30	Coffee Break	Coffee Break and Poster Session Educational interventions using computer games for people with special educational needs Vaia Manoli and Eirini Chaidi	Coffee Break and Poster Session The toy as tool to enhance [the] emotional tonus of the sick child. Bianca Tornyoova

Sessions Hour	Hall A	Hall B	Hall C
15:30-17:00 II. Session	TOYS AND TOY DESIGN IN EDUCATIONAL PROGRAMS CHAIR: Prof. Dr. Belma Tuğrul	TOY SAFETY CHAIR: Prof. Dr. Suna Taneli	LEARNING WITH TOYS AS A METHOD CHAIR: Prof. Dr. Ibrahim Sabatin
	Space organization taxonomy and diegetic qualities: from the board games to the video games Giorgos Papakonstantinou	Preoperative toy preference in children as compared to surgical parameters and trait anxiety in patients and their parents. – Preliminary Results Yesim Taneli, Sukran Kaynar, Dincer Yilmaz, Dilara Kizilcay, Hasan Dogruyol, Suna Taneli	Teachers attitudes towards Using Toys in Teaching the English Language at Elementary Schools in Hebron Ibrahim Sabatin
	The Necessity Of Inter-Disciplinary Studies In Toy Design C. Pinar Budakoglu	Protecting Children from Unsafe Toys: the Case of Greece Vassiliki Riga & Effrosyni Katsikonouri	Marappachi in South Indian Culture V.Balambal Ramaswamy
	Preferences Of 5-Year-Old Preschool Children Related To Different Types Of Play Materials Based On Personal Constructs Ezgi Ozan & Naz Börekçi	The “Toy Factory Workers” Project Belma Tuğrul, Dilek Erol Sahillioğlu	Designing toys for multidimensional learning Gayatri Menon
17:00 -19:00	Free Time		
20:00	Cocktail		

28 July 2011			
Sessions Hour	Hall A	Hall B	Hall C
09:00 - 10:30 I. Session	<p>LEARNING WITH TOYS AS A METHOD CHAIR: Siegfried Zoels</p>	<p>LEARNING WITH TOYS, LEARNING ABOUT TOYS IN DIFFERENT CULTURES CHAIR: Prof. Dr. Jean-Pierre Rossie</p>	<p>LEARNING WITH TOYS AS A METHOD CHAIR: Assoc. Prof. Dr. Bianca Tornyoova</p>
	<p>Effect of inorganic forms in constructor sets to enhance interactive creative play and learning Aravind S. S. Muthusamy</p> <p>Toys and moral education: Empowering socially vulnerable children through the use of open-ended toys. Carramillo-Going; Brambilla Beatriz Borges; Avoglia Hilda Rose Capelão</p> <p>Some Of The Opportunities Of The Computer, Especially For Youngsters With Special Needs Siegfried Zoels</p>	<p>Relevance of Traditional Toys in Current Preschool Setting Nitya Ramaswami</p> <p>Local Toys in the Global Market: An Evaluation of Toys in Istanbul Toy Market Avşar Gürpınar</p> <p>Toys, learning and development: using North African toys and games locally and in a multicultural context. Jean-Pierre ROSSIE</p>	<p>Kindergarten Children's Learning of Science Concepts: Comparisons of Teaching Science through Play with Traditional Method Mizrap Bulunuz, Handan Asûde Başal, Meral Taner Derman, Sibel Meriç, Güzde Çelik</p> <p>Balloons, Papers and Pet Bottles Like Toys in Aerodynamics: Reflections And Investigations about the Playful in Practice and Teaching Beatriz Picolo-Gimenes, Luana Carramillo-Going, Vivili Maria Silva-Gomes</p> <p>Playing and learning with puppets. The puppet theatre in "Free Greece" (1943-1944) Maria Velioti-Georgopoulos</p>

Sessions Hour			
10:30– 11:00	Coffee Break and Poster Session Sets of Games for Education for Sustainable Development Galena Ivanova	Coffee Break and Poster Session Toy-book in assistance in literature training Rumyana Tankova	Coffee Break and Poster Session The play of social roles of make-believe and inclusion of children in social and cultural world. Gislaine Rossler Rodrigues Gobbo and Maria do Carmo Monteiro Kobayashi
11:00 –12:30	WORKSHOP Hall A Workshop on teaching/learning science through toys Olga S. Jarrett and Mizrap Bulunuz		
12:30 –13:30	Lunch		
13:30-15:00	ITRA-BTHA PRIZE PRESENTATIONS CHAIRS: Prof. Dr. Jeffrey Goldstein, Ms Natasha Crookes (Director of Communications, BTHA) Toying with the World Children, Virtual Pets and the Value of Mobility. Minna Ruckenstein Infants' Preferences for Toys, Colours, and Shapes: Sex Differences and Similarities Vasanti Jadva		
15:00-15:30	Coffee Break and Poster Session Toy For The Unborn Baby: Post-Natal Benefits Ahmed Tageldin Abdelhalfiz, Jihan Abdelmonaim Muhamad and Kotoz Ahmed	Coffee Break and Poster Session Technical Toys and Playthings: Informal Science Education in Science Museums. Peeranut Kanhadilok	Coffee Break and Poster Session From girl's play to the Christmas Bazaar. Constructing, instructing and reconstructing traditional children's toys in a day Centre for the Elderly Despina Paspala

Sessions Hour	Hall A	Hall B	Hall C
15:30 -17:00 III. Session	<p>SYMPOSIUM CHAIR Lieselotte Van Leeuwen Found in Translation: Social Science as a tool for idea development in design for play. Lieselotte van Leeuwen, Mathieu Gielen, Rémi Leclerc, Asli Deniz Özakar</p>	<p>SYMPOSIUM CHAIR Nanuk Pramudyawati Benthik: One of Indonesian traditional toys, its benefits for children's growth and development as Indonesian Cultural Heritage Nunuk Pramudyawati, Gunawan Adi ardana, Nisa Praditya</p>	<p>SYMPOSIUM CHAIR Suzy Seriff "To Market, To Market, To Buy a Folk Toy: Buying and Selling Handmade Toys in Machine-Made Times" Suzy Seriff, Sudarshan Khanna, Jean Pierre Rossie, Cleo Gougoulis</p>
17:00	17:00-24:00 Visit to Zeytinbağı Village (Trilye Village) Tour and Gala Dinner		

29 July 2011

Sessions Hour	Hall A	Hall B	Hall C
	<p>TOYS, PLAY, AND GENDER CHAIR: Assoc. Prof. Dr. Olga Jarrett</p>	<p>LEARNING WITH TOYS, LEARNING ABOUT TOYS IN DIFFERENT CULTURES CHAIR: Prof. Dr. Gilles Brougere</p>	<p>TURKISH SESSION ABOUT TOYS (Simultaneous English Translation) CHAIR: Prof. Dr. Handan Asûde Başal</p>
09:00 - 10:30 I. Session	<p>Toy play of Moroccan children influenced by TV contents: Analysis based on ethnographic observation and communication theories Luisa Magalhães and Jean-Pierre Rossie</p> <p>Superpowers, emotions, and the princess stereotype Alexandra Ferreira, Sébastien Hockkoon</p> <p>Gender Oriented Toys Learning: Curricular Reflections and Real World Implications Athar Hussain, Muhammad Saeed Shahid</p>	<p>Toys and the rhetoric of education Gilles Brougere</p> <p>Ludic objects from the nikei community brought to Brazil in the twentieth century: games, toys, Mukashi Banashis - old japanese folktales and songs – doyou Maria do Carmo Monteiro Kobayashi Tizuko Morchida Kishimoto</p> <p>Learning with Toys: Traditional Toys and Museum Education Ceren Karadeniz, Zekiye Çildir</p>	<p>An intercultural comparison of the universal history of play and toys. Nalan Kuru Turasli</p> <p>The State of Playgrounds in Province of Bursa Researching Parents and Children's Views On Playground Equipment Handan Asûde Başal, K. Secil Kaymaz and Yakup Ozdemir</p> <p>Determination of the Aggression Levels of the Children Who Go to Fourth And Fifth Grade According To Their Toy Choices Handan Asûde Basal, Meral T. Derman and Pinar B. Kahraman</p> <p>Studying The Effects of Toy Choices Of Children Who Are In Preschool Period On Their Language Development Zeynep Hacıoğlu</p>

10:30 – 11:00	<p>Coffee Break and Poster Session Dristi- A play device for inclusive education of children with partial vision in the kindergarten age group Anupama Naomi Joseph</p>	<p>Coffee Break and Poster Session A Less Gendered Type of Toy Collections: Scandinavian Design Çinar Narter, Selin Üst</p>	<p>Coffee Break and Poster Session Usage Of The Baby Doll Model With Multiple Facial Expressions In Enhancing Emotional Intelligence Murat Çırpan</p>
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Sessions Hour	Hall A	Hall B	Hall C
11:00 –12:30 II. Session	<p>LEARNING WITH TOYS AS A METHOD CHAIR: Miriam Morante</p>	<p>LEARNING WITH TOYS, LEARNING ABOUT TOYS IN DIFFERENT CULTURES CHAIR: Prof. Dr. Jeffrey Goldstein</p>	<p>TURKISH SESSION ABOUT TOYS (Simultaneous English Translation) CHAIR: Assist. Prof. Dr. Nimet Haşil Korkmaz</p>
	<p>Learning with toys :parental strategies in French Children's books (1780-1880). Michael Manson</p> <p>"Sociable" ": A Motivating platform for elderly networking, mental reinforcement and social interaction. Miriam Morante</p> <p>Games and toys of the original Indian populations in America: Research and integration in the school curriculum and in local development Stela Maris Ferrarese Cappetini</p>	<p>The Board Game Konkkaronkka as a Learning Method Päivi Marjanen Ilkka Mönkkönen</p> <p>European educational toys and games from the Benaki Museum Collection, inspired from the period of the Ottoman Rule in Greece and the Greek War of Independence (1821-1828). Maria Argyriadi</p> <p>Antique Toys: Inheriting memories and ways of Playing Magdalena Molina Montero</p>	<p>A Practice Example In Kindergardens: "Toy Day" Handan Asüde Basal and Elvan Şahin Zeteroğlu</p> <p>A Comparison Of Toys And Games Preferences Of 5-6 Year-Old Preschool Children To Toys And Games Recommended By Teachers Handan Asüde Basal, Pinar B. Kahraman and Meral T. Derman</p> <p>Comparison Of Preschool And Elementary Education Teacher Candidates' Knowledge And Practices With Regard To Toy Selection Gönül Onur Sezer</p> <p>Parents Attitudes To Children's Toy Play (In Bursa) Nimet Haşil Korkmaz and Tülay Şener</p>

Sessions Hour	
12:30 – 13:30	Lunch
13:30 – 14:30	Traditional Turkish Shadow-Puppet Theatre Nevzat Çiftçi Master Puppeteer Hall A
14:30 – 15:30	Closing Ceremony and ITRA General Meeting Hall A
15:30 – 16:30	ITRA Board Meeting
17:00	City Tour and Dinner

30 July 2011

Checkout

**6. ITRA WORLD CONGRESS
ORAL PRESENTATIONS**

The role of play props in young children's creativity enhancement during free and tutored dramatic play.

Eleni Mellou

School Adviser for preschool teachers in Greece

Abstract

Dramatic Play (DP) is children's play, which involves movement and is played by one or more children, whenever and wherever they feel comfortable and familiar with the environment. It takes place when the children interact with the environment, they get impressed by something, they use their imagination, they transform themselves into living or not, real or imaginary, as it becomes apparent from their verbal or moving reproduction of their ideas in their role. It has no beginning and no end, no development and no highlight, because the children change very often their hypothesis and their theme. DP can be distinguished in free and tutored play (Mellou, 1996).

The children who get involved in DP, free or tutored, develop their creativity more than those who do not. This relationship is based on the theory that supports that the children interacting with their environment use their imagination and their ability to modify anything they can find in it and to create new things or activities and finally new environments that are creative environments (Mellou, 1993, 1994, 1995).

As the research suggests, the degree of realism and structure in toys that are available to the children, affect their creativity (Pulaski, 1973, Fein, 1975, Mellou, 1993, Smith, 2010). Also, an important factor that is linked with the materials that children use in DP and seems to have a big influence in their development of creativity, are the objects of play that the children create on their own (Vince-Bakonyi, 1969, Gougoulis, 2000). In this paper we will use the terms specific and non-specific defined props to refer to structured and unstructured toys. The biggest part of the available research supports the view

that non-specific defined props are those that help most the development of children's creativity. Nevertheless, the structure or not of the objects of play, is always dependent on the age of the children. The smaller the age, the more they are dependent on the structure of the objects of play (Singer & Singer, 1990).

The hypothetical question in the research to be presented in this paper was: Does it really matter what kind of objects of play children will use to further develop their creativity? The qualitative and quantitative research, that took place among 147 children in an urban district of Athens, found that children need both types of objects of play, structured and unstructured, in the development of their creativity. In this paper, we will present some of the details of this research.

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Gougoulis, C. (2000). To Viomichaniko Paichnidi: Chriseis kai Christes (Industrial Toys: Users and Uses), in Gougoulis, C. and Kouria, A. (eds), *Paidi kai Paichnidi sti Neolliniki Koinonia: 19os kai 20os Aionas* (Children's Play in Modern Greek Society: 19th and 20th Centuries). Athens: Kastaniotis Publishers and Foundation for Research in Childhood "Spyros Doxiadis, pp. 371-416.

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Smith, P.K. (2010). *Children and Play*, (Chapters 7, 8). Oxford: Wiley-Blackwell, pp 124-168.

Vince-Bakonyi, A. (1969). Self-made toys in children's games. *International Journal of Early Childhood*, 1, 15-18.

The story of Khilona: Constructing the world view of the toy makers of Benares.

Koumudi Patil and Uday A. Athavankar

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Abstract

This paper is an attempt to build the world view of a vernacular community—the wooden toy makers of Benaras, India in order to understand the framework of craft thinking that leads to designerly decisions through which artefacts are designed, consumed or museumified.

Though the manufacturing details of most such communities are well archived, the much needed information on the ‘standards, rules and guidelines’ on the design and use of these artefacts has been largely left aside. Lee (2004) similarly observes that most topics in cultural design are still only limited to identifying aesthetic stereotypes such as shape or colour. Worldview is the frame of rules, beliefs and customs that are reflected in the design decisions of practitioners, the extent of possible deviation from the prototype category and culturally sensitive features that aid in recognition of the practice.

Unlike the former understandings of the worldview as ‘World picture’ or ‘picture of the world’ (Naugle, 2002) this paper has attempted to consider it as a constellation of nodes. The nodes are connected with each other through links making it a horizontal rather than a vertical system. Nodes are ideas, practices or views that intersect to influence the view of the community in consideration. These links of interconnected ideas often form patterns that change as links break, transform or die. This changing pattern of the constellation of links reflects the changing worldview over time.

The world view of toy makers of *Benaras* was formed by focus group discussions, observations made at the *Karkhanas* and the existing literature survey.

The nodes that formed the constellation of the *Benarsi Khilona* were mostly practices that operated in close proximity to the toy cluster. But with the expansion of the market these nodes are as far flung as the clients in Mumbai or the Russian practice of making nested dolls. The nodes of practice that belong to the constellation showed a higher sense of acceptability amongst the artisans of the cluster or the local users of *Benaras*.

Apart from historical, oral and museumised remains of the artefacts the understanding of changing linguistic meanings led to an understanding of a '*Khilona*' as different from the ludic meaning of the English word 'toy'. This cultural meaning of toys as extended to rituals and ceremonies, their seasonality, local craftsmanship of materials found close by, and their role in value education broadens the definition of *Benarasi Khilonas* from ludic experience alone to a cultural representation.

A local understanding of categorisation on the basis of meaning, manufacturing and use became apparent during the conversations with the artisans. The fuzzy boundaries of these categories were revealed as interesting spaces for innovation. These categories are continuously evolving, are added upon or eliminated as the world view changes.

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Analyzing Teachers' Perceptions Towards The Role That The Toys Play In Enhancing Child Development In South Eastern Turkey

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Toys have a special place in children's lives and they are the main components of children play. Research suggests that a rich environment with developmentally appropriate materials including toys enhances specific brain connections which in turn lead to learning and cognition (Copple and Bredekamp, 2009; Goldstein, 1994).

Due to the importance of toys in children's lives, choosing developmentally and culturally appropriate toys for children becomes crucial for adults around them. There are many qualities that parents and educators may consider while searching for special toys for children.

The child care centers are supposed to employ toys that are appropriate for their intended users. In Turkey, toys in public and private preschools are selected by child care directors and classroom teachers. In this case, their view of toys plays a critical role in children's access to particular toys.

The study we are in the process of conducting aims to find out teachers' perceptions towards toys and their usefulness in enhancing young children's development. One of the reasons why we choose to conduct the study is due to its location. The study is being conducted in south eastern Turkey where people tend to retain their ethnic identity and traditional cultural ways of life. According to Local Department of Education, a large percentage of early childhood educators employed in this area do not have a degree from a higher educational institution. Therefore, their perceptions would be expected to

yield a different result from someone who has completed a four year college education. Their perceptions may also reflect their cultural identity.

The study is qualitative in nature and the data collection will be conducted through observations, interviews and a survey with open-ended questions. Teachers from ten different institutions will be invited to participate. The data will be triangulated. The analysis of the data will be through emerging patterns and coding of specific data.

The results will help us to evaluate the teachers' perceptions which in turn will help us evaluate the preschool program in this area. Our hope is that eventually we can have the preschool programs in this area follow a developmentally appropriate curriculum.

References

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Electronic games for fun and learning aimed at young children in the Greek market.

Evangelia Kourti and Alexandra Androussou

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In recent years growing emphasis is given to the importance of learning at home. In this context, parents invest increasingly in educational resources to be used at home and the market increasingly targets their educational aspirations by providing educational materials designed for domestic use. Usually such educational material combines play and fun in the learning process in order to persuade children to use it in their leisure time. In this sense, one can argue that it belongs to the niche market of learning toys that began from the 1900s onwards. In recent years, this hybrid game genre (education and entertainment / edutainment) can be described as a place that asks children to enjoy what they learn through a combination of many media (text, images, sound, animation and video).

In this paper is presented a case study analysis taken from a more extensive research project investigating «Edutainment material aimed at young children in the Greek market». More precisely it reports the results of a body of research concerning edutainment software (applications that possess the allure of electronic games while achieving educational goals) aimed at children 4-8 years old, as it is one of the quickest growing sectors in the children's software field.

Our analysis draws on a corpus of 80 titles of edutainment software aimed at young children, produced in Greece or imported. The games/activities proposed were categorised according to their goals, obstacles, resources, rewards, penalties and information proposed (Pearce, 2002). Special attention was also given to the genre of the edutainment software, the graphics of the games/activities, as well the differences between Greek and imported software.

The aim is not only to present information on the expansion of this market in Greece but also to underline the educational potential of this kind of software that exemplifies both the growing “curricularization” of learning in the home and the growing commercial influence on the lives of very young children. In this sense, we will discuss the advantages and disadvantages that this informal learning might bring to the formal instructional process but also the influence of formal education on the pedagogical conception of these electronic games, in order to see how Education is colonising entertainment and the leisure time of children.

Changeability Theme in Toy Design

Belkis Ece Şahin and Neslihan Dostođlu

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The current toy industry offers children new toys based on different design concepts almost daily. Toys, newly introduced to the global market, are advertised to the children, who are regarded as the target consumer group, through media, and quickly gain popularity. This study assumes that changeability has become a basic concept in the design of a variety of toys in recent years. Changeability can be defined as the structure of a toy having the liability to change according to the wishes of a child. Toys incorporating various changeable elements can be observed to enjoy significant popularity among both girls and boys, at present. Different toys such as dolls whose hair color changes when wet, balls whose surfaces change as they are thrown up, cars that change color when they are in contact with water, balls that convert into a robot when flung, etc. can be characterized as toys whose design is based on the concept of changeability.

The purpose of this study is to evaluate the effects of the changeability feature in toys, which has emerged as a design theme in toy industry in recent years, on child development. In this context, after a general discussion of the role of changeability in child development, the presence of the changeability theme in toys throughout history shall be analyzed through literature research, and the effects of toys with such features on child development shall be evaluated. Furthermore, children will be interviewed by means of visual presentation of toys in order to see their attitude towards toys with changeability features. The outcomes of these interviews will be evaluated together with literature research findings. This study is expected to be useful for related parties in the fields of both design and child development through its description of the attitude towards the changeability concept, which is implemented in various toys, from children's viewpoint and in relation to its importance from the developmental perspective.

“Dear Santa...” The reflection of TV toys on Santa’s letters

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Children imitate the world around them so they want to become everything they admire, get everything television shows, especially toys. These behaviors arise more often at Christmas. Desire is the main theme this time of the year because everyone expresses wishes for gifts. On holidays, especially Christmas there are large consumption rates, where materialism dominates and contributes to the socialization of children who tend to become self-indulgent and reliable customers.

During holidays children tend to ask anything that comes into their mind without limitations, because Santa can bring it. Every year in Lapland millions of letters are sent to Santa Claus, and they do not include only lists of items, but incorporating specific brands. This happens because, under the Santa’s cover, parents buy whatever their child wants without thinking of the cost. Similarly, ads aim to increase sales on the holiday season, urging consumers to buy products.

Consumer behaviors are associated with the fulfillment of individual desires and fantasies. These attitudes are becoming established at a very early age, so advertisement aims at young children in order to awake children’s consumerism. To enhance this effect, known and loved heroes of children, especially cartoons, are chosen to advertise a variety of products.

Under this framework, the aim of this study is to see whether children are affected by advertisements in the choice of the game that will request as a gift from Santa Claus.

To achieve this goal, in November of 2008 we held initial individual interviews with 157 children of three age groups, 6,8 and 10 years old, enrolled in

kindergartens and primary schools in Volos and Nea Moudania of Halkidiki. The interviews aimed to explore the original intention and, to some extent at least unaffected by the media, wishes of the children. After nearly 40 days, children were asked to write a letter to Saint Claus, which would indicate their preferred gift. Meanwhile, at this time elapsed between the interviews and the collection of letters, the ads were monitored and recorded during children's programs of private and public (not cable) channels nationwide.

The data shows that the impact of advertising is crucial, especially for younger children than older. More specifically younger children tend to change their initial choices in the letter of Santa Claus to most advertised toys.

Learning to/from Play in Social Media: Playthings as Tools for Learning and Creativity in Adult Life.

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Learning to/from Play in Social Media Playthings as Tools for Learning and Creativity in Adult Life. It is noteworthy to point out, how often toys are defined solely as objects related to childhood, and not as playthings for all ages. In the age of social media adult play activities have, however, become more visible. The meanings attached and developed around toys expand purposely by the means of visual and communicational possibilities on the internet. The internet may thus be seen as a focal and meeting point for toy hobbyists alike. This study aims to challenge previous viewpoints taken in theories of toys and play by arguing that toys also play a part in adult pastimes. Moreover, adult play in social media is explored through the lens of creativity. The ongoing in digital play spaces come to depict how adults approach, bond with and manipulate contemporary playthings. Photographic play seems to be one of the most popular activities in new media, but functions of e.g. doll fans such as collecting, customizing, creative play, communication and channelling sales exemplify forms of playful behaviour. This development means that a growing number of adults have found toys as recreational objects, but also as tools for learning which enhance creativity and expand the toy hobby also into areas such as sewing, decorating and displaying. The study thus challenges the conception from theory, that playing with toys first and foremost means solitary play by pointing out adults as active and social players, whose playful behaviour, seen especially in social media, results in development of different skills and forms of self-expression. Keywords: Toy, play, internet, social media, creativity, self-expression, narratives

Games inside literary books for children from the textual game to the inter-textual and from the inter-textual to the inter-picture book

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According to Vygotsky, pre-school children are geared towards learning socially acceptable behaviors and achieving control of their impulses. Games can play an important role in helping children find solutions to difficult situations. The two basic characteristics of game playing i.e. the creation of fantasy situations and the presence of rules constitute the hard and fast plot framework in a great many books for young children. In fact, in many theories regarding child readership (reception theory, reader response theory), the young reader is defined and examined as the reader-player. According to Appleyard, *a basic issue for children at this age is whether or not they will learn to trust the world in its fullness.. As they develop intellectually and emotionally there are different roles that can be learned. One is to play, and especially to be the kind of player who can separate fact from fantasy and still trust the world of fantasy.* Children of this age are caught between reality and fantasy, literal meanings and metaphorical ones. Examples: *I want my yo-yo* by Tony Ross and *My father* by Anthony Browne as well as others.

Children often symbolically resort to games in their effort not only to acquire skills but to also limit their fears and insecurities as well as to build communication channels with their own peers or with adults. The game of assuming roles in children's books can help small readers, through role model association, to talk about their own experiences and difficulties. Examples: *I want o be a hero* by Francesca Alexopoulou or *I want to be a cowgirl* (text written by Jeanne Wills, illustrated by Tony Ross).

Literature as a constructed world of fantasy is a game in itself. In many cases, the game itself is the sought goal. Its aim is to turn the attention of the reader

to the play of texts, how they interact and what their inter-textual relationship is. It encourages the young reader to use his old store of knowledge in a new context, to compare plots and ideologies of stories and, more importantly, it makes them laugh. Examples: *The three small wolves* by Eugenios Trivizas and *Prince Cinders* by Babette Cole.

In children's illustrated books, the inter-textual game is transported to the relationship between illustrations and text, particularly with older illustrations and figural representations. Examples: *Les tableaux de Marcel* by Anthony Browne, *Ooh-la-la (Max in love)* by Maira Kalman and others.

Whether the elements of the game constitute a way of structuring the literary narration or whether they are used to determine the relationships between texts and their illustrations, games are an inextricable part of books and provide valuable help in the socialization process of young children and their initiation into adult life.

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Toys and learning in Brazilian Toy Libraries

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Based on the fact that toy libraries spread according to the cultural specificities of each country, the paper presents the research findings of a study carried out in the years 2008-2009 on the practice of toy usage toys within these spaces in Brazil. Research methodology included sources such as sites of toy libraries 300 questionnaires for childhood centers and phone surveys, among others.

The analysis of the typology and functions of the toy library was done with the help of international literature (Moore, 1995; Björch-Åkesson; Brodin, 1991; Juul, 1984; Roscous, 1997; Kapellaka, 1992; Misurcova, 1986; Mayfield, 1988; Yawkey, 1985, Powell, Seaton, 2007, Stone, 1983).

From the amount of 565 toy libraries located, 212 in laboratories and centers of development/research were analyzed which offer playful spaces for children and development/research for adults and 98 schools that use toys for pedagogical use or a less structured play. The lack of work with the families and the little loan of toys is the characteristic of toy libraries in Brazil. Another specificity is the great volume of toy libraries in the centers of teacher development and didactic laboratories and the research that develop professionals in childhood education, primary school, physical education, tourism, psychology. Toy libraries outside schools used toys for free and creative play, and promoted the notion of informal learning, while those in school contexts viewed toys as pedagogical means and used them for [formal] learning.

Playing with Design – Preparing Designers for the Global Market

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Inspiring and encouraging creativity in the young, nurturing imagination and enthraling them in the global world of possibilities is our task as parents and educators. We use stories to encourage children to play and use toys to help them recreate imaginary worlds and to generate new ideas. We draw on our own cultural heritage and experience and rediscover for ourselves the worlds of fairy tales and superheroes. As lecturers at a British University we are using this child's world of imagination - created through drawing and play, illustration and toy making - to teach not only design but also a wide range of skills that should enable students to find new opportunities in global markets.

Live client projects with manufacturers and distributors of toys and games have benefited students, charities and the UK market. The firms and organisations involved have been drawn from the community surrounding the university, the UK and overseas. Instilling the notion of playful creativity gives students' design work the ability to cross the boundaries that exist between generations and cultures. Using three case studies of our work with Sue Ryder (designing doll's houses) John Crane Toys (wooden toys) and the Santander Bank (picture books and toys), we will exemplify relevant student learning by tackling key skills and issues such as ethics, quality, sustainability, cultural diversity, intellectual property, and visual literacy.

The case studies demonstrate that design students get timely exposure to resource management and the global market, considering the particular manufacturing processes and distribution networks associated with the production of books, toys and games. We captured the learning through feedback and mapped the client interaction and situated learning with factory visits and attending trade fairs. We reviewed the collaboration with partners, drawing from expertise residing within the University. Toy design

provides insights for communities of practice ranging from education and child development, knowledge and brand management, to regulators of conformity and safety standards.

The joint paper will illustrate our playful approach to designing and how the process has affected not only what we teach but also our plans for further research and collaboration. The paper concludes with a discussion of our experience about the value of designing for play at degree and postgraduate level.

Toys for the boys, and girls

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This paper considers toy design as a project within a Product Design degree programme delivered in the UK. The authors will discuss, through the use of case studies, how live client “toy projects” have been instrumental in furthering design learning. The case studies identified will compare and contrast a number of live client projects, this approach has been operating for some ten years within the Design Division at the University of Northampton, with live industrial design projects which enhance certain aspects of the undergraduate design curriculum. The authors and undergraduate students have been actively involved in numerous live projects, which have benefitted UK industry supplying toys and games. One such industrial live design project is a spin-off from a Knowledge Transfer Partnership with John Crane Ltd (KTP – a UK Government funded initiative, tasked with embedding design capability within a knowledge seeking Company), which has the intention of developing new concept designs within the toy industry. The paper discusses what happens in both a Design led KTP, and a more traditional live client undergraduate (UG) design project, it describes the student experience and the outcomes for the companies involved. In the second case study the design brief was created by a UK Charity which is also a toy distribution company. The design brief was developed in conjunction with the senior management of the company, to develop a new range of toys, and as such crosses over traditional disciplinary borders: Engineering, Art and also Business. In particular, the paper will aim to investigate the interdisciplinary aspects of these kinds of live projects, and relates them to the design pedagogy of situated learning. Concluding, the authors explore the impact of toy design, student learning for employability, the effectiveness of UG learning with commercial clients setting the brief and being involved in formative and summative review points, leading to potential commercialization.

Affection, metacommunication and digital play

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According to Zimmerman (2002), video games “suffer from cinema envy” and “need to find their own form of expression, capitalizing on their unique properties”. In order to make video games “more emotionally involving” Noyle (2006) gives this piece of advice: “show, don’t tell”. Bateson’s metacommunication (1980), which refers to an *act* that *tells* something, is a possible way to say without words.

Animal Crossing Tragedy is a Korean short comic telling the story of children and their affective relation to their disabled mother by playing *Animal Crossing*. A (video) game is not only an *object*; it also involves *play* and *rules* (Brougère, 2005). Nevertheless, play “emerges from the functioning of the rules” while being also limited by them (Salen and Zimmerman, 2005). People may show affection with many different kinds of act. But if it happened in *Animal Crossing*, it means that its rules allowed a (disable) person to express affection through play.

By studying carefully the story and the game, we will try to understand which of its mechanisms (or rules) made such an expression possible. Our objective is to highlight the affordances of video games to convey affection through digital play. These affordances will be examined regarding engagement, particularly in the case of disabled players.

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Playing a matter of context

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Abstract:

Assuming that the toy is an important mediating instrument that expresses culture but its actual meaning is attributed by the child, we were invited by a certain toy factory to investigate a particular line of products that were to be imported. Our objective was to explore how children interacted with that particular line of toys, what skills they developed and up to what extent those toys could improve learning. Such investigation was made in the form of a qualitative research with exploratory aspects. We adopted direct and structured observation, with a record made by one of one of the researchers, as a procedure, and the footage of the children while playing with the questioned material, as resource. Two criteria were determined for the choice of the material to be used; which were the toys that could better serve the children's interests and its availability. Twenty-four children were selected, both boys and girls, between the ages 3 and 3 and 6 months, from two different educational units, a public and a private one. The observation made possible to elaborate the following analysis categories: experimentation and exploration of the objects, involvement level, toy usage, cooperation, affectivity, oral language, learning and relationship with adults. The results showed how symbolic play is characteristic of the studied age range. They also showed that the activity satisfies the children's basic needs and that play with the particular toys was not limited to the reproduction of known situations, but also created new ones. Little difference was observed between the two groups of children, while the ones from the private school tended to hold back, those from de public school were more autonomous and capable of better sharing the material with their mates.

Key-words: toys, children, culture, mediation, learning

The Toys And Play Universe Of The Maputo Children

Madalena Cunhal and Vaz Saraiva

*A 12 minutes Film preceded by a short introduction (5-8 minutes)
Director, Museu do brinquedo, Seia (Seia Toy Museum), Portugal*

Abstract

The action of playing is part of the human condition. It is undeniable that children play, regardless of culture, civilization or ethnic group, the existence of favorable or unfavorable conditions. They play even in war situations. Toys, games and objects universal, free and spontaneous activities are present in the culture of all peoples. However, in Western culture with the demands of modern life, children are limited due to such factors as the pace of life of parents with the consequent lack of time, dialogue, away from the workplace and stress, lack of access to outdoor spaces into gardens exist and function of small houses; the excess hours that children spend in school, the excess of extra-curricular activities, the super protection on the one hand and the super abandonment on the other; isolation; virtual games and television.

In other cultures nevertheless, we found that children, whether they live in social and economic conditions less favorable, they still have time and space for this activity, free and spontaneous - the entertainment, and imagination and creativity to build their own toys. With their roots in local culture, the toys built by African children are an example of cultural identity and they are indeed a real challenge to the imagination.

At a time when computer games abound in the world it is important to become acquainted with the toys that are part of life for these children. The wire small cars, the rag dolls, balls made from waste materials, are the desired companions of these children.

The present study is the result of the collaboration that the Cultural Area

of Seia's Toy's Museum and the Embassy of the Republic of Mozambique in Lisbon have been establishing. In this way, after a revision of the literature centred in the importance of the game for the child, of the universe of the playing activity, of the reasons why children play and the places where they do it, we proceeded to an ethnographic research in the region of Maputo, by means of a participative observation. Therefore, a non-experimental, essentially descriptive methodology was adopted, since its principal finality consists in the characterization of the action of playing and toys of children of different age groups, in kindergartens, in schools, in the street and in the familiar environment of Maputo.

Toy Libraries and schools: Board games in class in French-speaking Belgium. Situation and Specificities

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The goal of this communication is formulating hypotheses about the role and place given to games (and especially board games) in the classes of the Belgian French Community (F.C). It is meant to compare the legal framework with the teaching practices. The study is based on the official texts and programmes and on the different elements of surveys made between 2004 and 2011 by toy-librarians in the F.C. and some Brussels' teachers concerning the objectives, equipment, and coaching of games in class, at school and in toy libraries. This research was conducted under the care of the *LuCIFER**, recently built (2010), fruit of the collaboration between the pedagogical part of the Haute Ecole de Bruxelles (HEB), the Association of the F.C. toy libraries (LUDO) and the Laboratory of Research in mathematics and social sciences of the Université Libre de Bruxelles (ULB-Matsch). This research was also made with the cooperation of the game library sector of the French-speaking Ministry of Culture of The Brussels Capital Region (COCOF).

The freedom of initiative, organisation and teaching methods in the educational system is one of the founding pillars of the Belgian State. The official programme of the FC, which is notably remarkable about the importance given to games in kindergartens (Brougère, 1997,2005) actually concerns less than 10 % of the toddlers' school population (likewise at primary school), mainly registered in free (40%) and subsidized official schools(50 % communes and provinces) (CRISP, 2003; F.C., 2010). This freedom in the Belgian schoolsystem widely explains why it is the most non-egalitarian one among all the countries of the OCDE (Pisa surveys 2000-2009), but on the other hand, it offers an interesting laboratory of innovating teaching techniques, and it is so diversified that it is hardly possible to make a synthesis of it. In this survey, a few examples of pilot studies of games in kindergartens (3-6), primary school

(6-12) and secondary schools will be reviewed.

According to the missions-decree (F.C., 1997), each of the countless school managements have to publish their educational and pedagogical project, and their lessons schedule. The FC checks their adequacy with the mastering of the competence bases which must be common at 12 and 18, end of school obligation in Belgium. Games seem not to take less importance in the French -speaking community than in Flanders but overall the bases and most programmes are shorter and less precise in the F.C. (Hirtt, 2008). The importance of games varies from central in the pedagogical and sometimes educational project for a limited number of children (registered in schools ruled by the F.C. or more often in small non-confessional or private schools, believing in the new-school concept), to simple formal mention, which is too vague to be efficient (schools of Brussels City, and even more in free confessionnal and private schools). Moreover the place given to games diminishes drastically at primary school.

The quality and frequency of the links between schools and toy libraries also varies, as well as the origin and goals of toy libraries. Globally, the educational project comes ahead, before recreation except in socially and culturally heterogenous suburbs, where socialization and social integration prevail. The primary function of recreation (pointlessness of games) mainly comes first in privileged areas. Concretely, it means that game libraries are visited by privileged kids and their families, but also by more and more adults and teachers on Wednesday and Saturday afternoons. According to their financial means and public support (space, staff), they go to schools or welcome a maximum of schoolgroups by appointment, mostly in the mornings; but one third of toylibraries can't afford it. In the FC, game libraries are recognized (culture and permanent education) rather than well-known or supported, excepted by the Brussels' aggressive politics. Timid or unexisting at the start, spontaneous requests from schools have been developing lately, and paid private game libraries are emerging. Monogame-clubs (scrabble, chess) remain seldom requested.

More than the programmes, the game items used show the contrasting situations according to the study level. At school (not in game libraries) boardgames and coached game activities appear earlier and earlier in

kindergartens (3-4) to the detriment of other toys and free games. At primary school, and even more at secondary school, when games take place, the use of boardgames or role-playing remains anecdotic compared with teaching game support with quantifiable educational results. Finally, even when computing tools are available, multimedia games are considered as inadequate as well at school as for schoolgroups in game libraries, even where “serious (still experimental) games” are concerned.

The officialisation of the teacher’ (Socrates’ oath, FC, 2002) and toy librarian’s educational first duty, the approach through competences and multicultural tools (Missions’decree, 1997; Van Lint, 2006), the mostly favorable programmes contrast with the timidity of most practices in the F.C. Broader surveys on a larger scale should confirm our conclusions about Brussels’ region : beyond the variety of situations, games in class seem to be more encouraged and recognized than practiced, because of a lack of financial means (time, space, tools), and the lack of training of teachers and game librarians (“masterisation” of the studies being still to come in the FC).

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Social Games, Social Play, Social Toys: Exploring Differences and Similarities

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For the last decades, and with an increasing and continuous presence, we have new technological artifacts and digital media available for education, entertainment, communication, interaction, fun and play. The internet and the world-wide web, in its evolution to Web 2.0, becomes an everyday life utility for more and more socio-economic, cultural and age groups, including adolescents and children.

Some years ago, children amused themselves with simple toys of dolls or cars. Still, there are practically not many “simple toys” left in our times. Little by little, these “old” toys are being abandoned for the sake of more and more complicated contraptions. Children of all ages spend a lot of time engrossed in the latest action-packed video console, computer games and recently social games, played on online social networks. The safety and overall integrity of these new games has already raised discussions and skepticism; as a result, the relation between online social games and children’s development is quite under question.

This paper presents an investigation into the phenomenon of social gaming, as well as an attempt to identify its placement not only along the lines of technological development but also on the grounds of the inner human need for play.

In order to better understand the way that online social gaming has evolved, we need to identify and discuss relationships between social games and more traditional forms of online games, such as casual games and MMOGs. As a preliminary review shows, social games can be seen as a natural offspring of these preceding game genres, combining some of their most attractive characteristics.

Still, playing social games cannot be explained merely in terms of technological fashion and media buzz. The experience of playing games such as *Frontierville* and many others, making friends and exchanging gifts in online homesteads which we build and look after on our own, has something of the fun of our childhood. On this premise, the paper will attempt to depart on a second perspective, investigating social games as a new terrain for play – play together with others, play with the objects and the world around us, in cozy and intimate environments, thus offering an experience of safe and innocent fun. Seen this way, and given the cross-cultural spread of the internet and online social networks, social games could be investigated from the perspective of socio-cultural play.

Last but not least, an integral part of social gaming has to do with exchanging and manipulating virtual objects, from tools and utility goods to clothes and jewels, from animals and plants to houses and farms, undertaking a multitude of missions and roles; yet this is again somehow reminiscent of children's symbolic play, when anything can be converted to everything, and all roles and stories are just one thought away. Could this mean that new social games are more similar to old toys than we usually think? This is one more question that we will attempt to embark upon.

All in all this paper presents an attempt, grounded on the authors own relationship with social games as well as on selected literature around digital games, play and toys, to face social games as a new terrain of human play. Although results will more or less be those of a first approach to the issues outlined above, it is the authors' belief that the agenda about social games is indeed interesting and worth discussing.

Keywords

Social games, social networks, casual games, MMOGs, socio-cultural play, social toys, digital toys

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Conference sub-theme: Learning with Toys

Construction toys as a source of knowledge on innovation

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Construction toys afford numerous opportunities to play and support our ability to recreate the architectural and technological environment. They demonstrate in an exemplary way the relationship between technology, architecture and games.¹

Toy design in general expresses assumptions and changing ideas about the nature as well as the needs of childhood.¹ It is interesting to note that, in ancient Greek, *παίδι* (play) has the same root as *παιδεία* (education); Plato encouraged parents to let their children play because thus they would help create better future citizens.² In a similar vein, it has been argued that the play-based pedagogical innovations by Friedrich Froebel contributed to an educational system that was “a catalyst in exploding the cultural past and restructuring the resulting intellectual panoply with a new worldview” and thus directly influenced the advent of modernism.³ In a recent article, building blocks designed by Henry Cole in the 1840s are described as “props that served a variety of pedagogical perspectives”, items that “rendered tangible a rational system, but they also encouraged the imagination by their absence of details or specific associations”.⁴ The aforementioned examples support the idea that new knowledge may be conveyed through the use of innovative playthings.

In this context, the paper examines construction toys from a historical perspective and discusses their role as agents of knowledge and innovation. The main focus will be the building and construction kits in the collection of the Deutsches Museum, Munich. The paper also explores the ways in which construction toys may provide the basis for the development of educational activities for the public understanding of the changing cultures of technology, design and innovation.

Endnotes

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Game employed in a methodological fashion

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The Laboratorio Città Sostenibile and the Centro per la Cultura Ludica, collaborated to create the participated planning SmiG of the SmiG exhibition space involving over 100 children, at a Primary school in Turin. The objective of the work carried out with these children was to analyse how they perceive and live museum spaces. The particular aspect of this work was the fact that the children were given: -The responsibility of envisaging and representing the characteristics that an exhibition for children should have. -The possibility to express their ideas, through games, by putting themselves in the roles of architect and project manager. Games were employed in a methodological fashion during these workshops in which the children were presented with: Initially, the opportunity to discover and analyse some traditionally Italian improvised toys; Then, the possibility to play at creating a museum for these waste material made toys. The children's creations and reflections shed light on the fact that their principle means of learning is playing. According to their indications, the ideal museum: Includes spaces where they can play with, build and re-elaborate the objects on display. -Must give them the chance to understand through contact. Must not have the most delicate pieces within their reach. Favour image-based communication over texts. Present simple and efficient texts. The results of these workshops were elaborated by a team of architects, pedagogists, teachers, who used them at the SmiG's first ever exhibition: ***Rêves d'Enfants, Growing up, playing from Morocco to here***; an exhibition of over 200 toys, hand-made by Moroccan children from waste materials, which have been donated by the anthropologist Jean-Pierre Rossie. The exhibition will be mounted in such a way as to create a path along which the displayed objects are placed into their natural social and physical contexts using photos and set backdrops that will also be used to link them to the wider culture of play. This exhibition space has been designed to be a place of discovery and knowledge through play, of interaction and exchange and to be experienced using all the senses. It provides many opportunities to re-visit

and revise the themes touched upon. The exhibition has been supplemented with plaques, some which explain how the toy can be built at home, and others that deepen the visitor's knowledge of some aspects of everyday life and certain festivities. La Responsabile Maria Carla Rizzolo ARCHITETO *Paola Masuelli*

Space organization taxonomy and diegetic qualities: from the board games to the video games

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In board games design, space structure organizes and enables programmatic rules and restrictions of the playing procedure. The programmatic context (how the game is played) and the material spatial character are continuously interplaying. In their historic evolution, board games developed different space organization models (linear, circular, knot networks, etc), hierarchical or not, that supported both the aesthetic and diegetic qualities.

We can distinguish three different space types in board games:

The diegetic space, organized on abstract metaphoric models

The specific representation space of the diegetic model

The specific trajectoire of a player, based on strategic and random procedures

In certain occasions, board games have a fourth space, the physical space of communication and negotiation between the players themselves.

In the evolution from board to video games, we find again many of the above spatial characteristics and diegetic patterns with the addition of narrative qualities and techniques coming from the representation arts domain (theatre, cinema, television).

Dealing with video game space organization, we have to deal with new issues such as the player's/ spectator positioning and point of view, sound and image relations and on-screen and off-screen space relation. This latter is crucial for the player's spatial orientation and the development of the diegetic patterns.

The actual composition of the video game screen space is the result of the integration of different media types in multiple layers and electronic windows. The combination of the media types is a consciously constructed aspect of the aesthetic of the space organization. The organizations of active areas or spots, on the surface of the screen contribute in the emergence of a new communication and navigation codification, thus enabling new educational possibilities.

The Necessity Of Inter-Disciplinary Studies In Toy Design

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In the paper, the relationship between the lack of well known “trademark” toy companies in Turkey and the problem of design is being questioned. The paper aimed to point out the necessity of working with pedagogical consultants in a process that includes observation of and communication with children in order to succeed in designing toys, accordingly the importance of inter-disciplinary studies in this field is intended.

Explaining the success story, the structure and the design organisation of the LEGO company that has been on the market for more than 50 years and has won the title of “Toy of the century” along with many other design awards, is considered to be helpful to exemplify the study; consequently the aim of the paper is to bring out the necessities that lead to success, the multi-discipline in designing process, reflection of the feedbacks of customers on products, the cooperative approach of LEGO company that survived the electronical game era by using the marketing and advertisement strategies, its cooperation with educators and consumers (children) in almost all the stages from the initial idea to product; by using the company resources and interviews with LEGO Education design team.

In Turkey, where even in kindergartens – the first step of education and playing – toys have just recently taken place, the steps for improvement such as R&D, being nourished with various disciplines, cooperation with universities should be presented to the most basic need of children – playing – as well the good quality playing material; and the contributions of educators and designers should be evaluated on the path to the product with related research and appropriate marketing strategies.

Preferences Of 5-Year-Old Preschool Children Related To Different Types Of Play Materials Based On Personal Constructs

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This paper presents a study conducted with ten 5-year-old preschool children in order to identify the important design attributes of two types of play materials by gathering children's own evaluation criteria. The study is based on semi-structured interviews adopted from repertory grid studies during which children are asked to evaluate four types of construction play materials and four types of metallophones. Based on the data gathered through interviews, preferences and evaluation criteria of children and the reasons behind their preferences are tried to be identified.

Findings of the study showed that, the important product attributes for children related to construction play materials were method of construction, form of the pieces, color, size, types of pieces, types of constructions, ease of construction and material. While evaluating metallophones, children considered color, placement of the keys, sound, being in the open-being closed, form, size, storage of the mallets, weight, size of the mallets, form of the keys, coding, number of the mallets, number of keys, height and material. In the study, the relationships between children's evaluation criteria for each product group are analyzed and the evaluation criteria related to two types of play materials are compared. The study also includes recommendations for design of these two types of play materials and evaluation of methodology.

Keywords: Toy Design, Preschool Education, Play Materials, Toys, Personal Constructs

Preoperative toy preference in children as compared to surgical parameters and trait anxiety in patients and their parents. – Preliminary Results

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Background: Play, not only is of profound importance for a healthy development but also has preventive and therapeutic properties.

Aim: Toy preference in children before pediatric surgery as compared to surgical parameters and trait anxiety level of patients and their parents was investigated.

Method: 31 consecutive cases (21 boys, 10 girls) between ages 5-13 years were included. Mean age was $8;3\pm 2;3$ years (boys: $8;0\pm 2;4$ years, girls: $8;8\pm 2;1$ years; $p>0.05$). Participants chose from three sets of toys: Medical equipment, Cubes or Soft animals. A behavioral observation form, a questionnaire and the STAI Trait Anxiety Inventory were applied. IRB approval was obtained. Nonparametric tests were performed with SPSS (significance level $p<0.05$).

Results:

1- Preoperative preference for medical equipment over cubes or soft animals did not differ by gender ($p>0.05$).

2- Preferring medical equipment over cubes or soft animals did not differ significantly for the following surgical parameters: whether the child knew that it would be operated, whether the parents had spoken about the

procedure with the child, time from play to surgery (<1hour or >1hour), whether postoperatively the child asked for the toy or not, whether it was a general/abdominal surgery or an urinary tract surgery, first ever operation or not, first operation or reoperation and whether general or local anesthesia was planned (for all $p>0.05$).

3- Preoperative toy preference did not differ significantly by anxiety level, but some trends emerged: For patients preoperatively preferring soft animals, lower trait anxiety was seen in patients and also in their mothers when compared to those preferring medical equipment or cubes ($p>0.05$). Patients preoperatively preferring cubes had lower paternal trait anxiety than those preferring soft animals or medical equipment ($p>0.05$). In patients with preoperative preference for medical toys, trait anxiety level of patients and their parents ranked second when compared to those preferring cubes or soft animals, a certain trend could not be shown ($p>0.05$).

Conclusion: Preoperative toy preference seems to be modified by level of trait anxiety of the patient and parent rather than by surgical parameters. Further studies are needed.

Protecting Children from Unsafe Toys: the Case of Greece

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The field of the protection of children from unsafe toys, both on the part of the European Union (EU) and its member-states, is a relatively new one. In effect, the EU's concerns were first expressed in the late 1980s, culminating in the early 21st century, when special emphasis was placed on the protection of the consumer through the implementation of the EU's RAPEX Rapid Alert System for all dangerous consumer products, a system which has been enforced in Greece for the past six years. In the research presented here, we have used the method of content analysis on the legal texts of the EU and the Greek state, on the contents of RAPEX, and on the sanctions imposed on the offenders (toy manufacturers), in order to explore the care taken on a European level towards protecting children from unsafe toys. The frequency with which they appear, the type and origin of unsafe toys, and the sanctions imposed by the Greek state offer important information on the hazards to the safety and health of young children. The results of this study show the most common hazard to children's safety to be the poor or defective construction of a toy, which may cause the child to suffer an injury to its vision or hearing, or to swallow a small part of the toy and choke to death. Moreover, one of the greatest hazards to children's health involves the toy's composition, which may cause the child to inhale toxic fumes or to suffer electrocution. The ever-increasing hazards inherent in contemporary industrial toys – because of the surge in their production over recent years – and the influx of toys from countries outside the EU, are borne out by the significant rise in the percentage of sanctions imposed by the Greek state over the past few years. Indeed, hazards such as substandard construction or the fraudulent use of the EU sign hold first place in the list of sanctions, proving that the violations are deliberate. Nevertheless, the rise in the number of administrative sanctions has not resulted in a decrease in violations, a fact which should make the Greek

state consider whether these offences, which are currently being prosecuted under the civil and administrative code, should be treated as violations of the penal code and, as misdemeanors, be punishable by imprisonment.

The “Toy Factory Workers” Project

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Play, considered as wasted time by most adults, is in fact the most natural learning environment for the child, and is a most serious activity at all ages. During the preparation of child to life, play also tells mothers, fathers and educators how child interprets life. Children spend a substantial part of the day playing games. And more often than not, the play thing is a toy. The play materials are just as important as the play to the child's development. Parents and educators should provide the child with the appropriate materials at all stages of development and at all ages. Today's vast industry of toy making feeds a market of many toys and similar materials which may or may not have an educational purpose or function. “Toy Factory Workers” project intends to enable families to spend quality time with their children, and to make parents participants in the production of toys alongside their children. Twenty parents who participated on a voluntary basis were involved in the project. Within the framework of the project, a seminar on the importance of play was offered to the parents, as well as a workshop on the manufacturing of educational toys. In the first place, the views of the parents on play and toys were asked in a preliminary survey. The post-project survey sought to understand the views of parents on play and toys, and the differences among the results of both surveys were interpreted under the light of the literature. It is intended to have those parents to serve as voluntary educators for other groups of parents, in the name of extending and widening the impact of the project.

Teachers attitudes towards using toys in teaching the English Language at elementary schools in Hebron Area

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Toys can break the routine of drills, create a climate of fun by changing the monotonous rhythm of the class. Moreover they can reveal general patterns of culture. So toys work against fear and frustration with language and also increase the students' awareness of language aspects and linguistic abilities.

Kopple(1995) confirmed that using toys, to supplement traditional classroom lessons, can help to increase interest, motivation and retention, in addition to improve reasoning skills. So, toys have many advantages in learning English, it give an opportunity to participate in an active way without being obvious to the others they have made a decision to do so. And it also develops students' abilities. Throughout the toys, it offer pupils an opportunity to vary conditions of the activity in accordance with the needs of the group. Therefore, this study aims at investigating the attitudes of basic school teachers towards using toys in teaching. Besides, it aimed at investigating the role of gender, qualification and years of experience on teachers attitudes toward using toys in teaching English language in classroom.

The population of the study consists of all basic school teachers in the north district of Hebron. The number of population is 21 male and female teachers – 8 were male teachers and 13 female teachers. The researcher used a questionnaire.

The questionnaire consists of two parts. The first part consists of items concerning gender, qualification and years of experience. The second part consists of 15 items concerning the value of using toys in teaching regarding both teachers and students.

This study aims at testing the following hypotheses:

1-There are no statistically significant differences at $\alpha \geq 0.05$ between teachers attitudes toward using toys in teaching English language at schools in the south of Hebron due gender.

2-There are no statistically significant differences at $\alpha \geq 0.05$ between teachers attitudes toward using toys in teaching English language at schools in the south of Hebron due to qualification.

3-There are no statistically significant differences at $\alpha \geq 0.05$ between teachers attitudes toward using toys in teaching English language at schools in the south of Hebron due to experience.

The results of the study revealed the following:

1- there were significant differences at $\alpha \geq 0.05$ between teachers attitudes toward using toys in teaching English language at schools in the South of Hebron according to the gender. Female means were more than 3.91 with a standard deviation of 0.49, while male means were 3.81 with a standard deviation 0.49 their male.

2- there were no significant differences at $\alpha \geq 0.05$ between teachers attitudes toward using toys in teaching English language at schools in the South of Hebron due to qualification.

3- there were no significant differences at $\alpha \geq 0.05$ between teachers attitudes toward using toys in teaching English language at schools in the South of Hebron due to experience.

In the light of the results of the study, the researcher recommended the following:

1-holding workshops for basic school teachers concerning the significance of using toys in teaching in class.

2-encouraging teachers to perform activities based on using toys.

Marappachi in South Indian Culture

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Toys are the inseparable friends of children. They play a major role in the development of child's mind. In modern days we see even teenagers, especially girls, have the toys with them till they go to sleep. Barbie dolls are globally popular and girls are happy to have them as their companions. Different kinds of toys are available to suit the economic condition of the children. A deeper study on toys reveals that they could be used as a teaching material to educate the children on various matters.

The present study is on *Marappachi*, a kind of wooden doll, used in South India as toy by children in their childhood even before the plastic and synthetic toys were available. They decorate the *marappachis* according to their taste and even celebrate the marriage of the *marappachis* which reveal their custom and practice.

Apart from that, the *marappachis* generally used in pairs, are used in *Dasara (Kolu)*, a nine day festival to invoke the grace of Goddesses in South India. As they are plain wooden dolls of different sizes, they could be dressed according to the theme. Elders at home should educate the children about the festival and how to decorate the *marappachis* in different ways.

Some Tamil communities celebrate symbolic wedding of the *marappachi* dolls. The involvement of children in these rituals will make them know their culture and heritage. As there is no examination or home work associated with these learning, they very casually learn matters related to culture.

A pair of *marappachi* dolls is given to the South Indian bride at the time of her marriage. It is preserved and handed over to youngsters. There is medicinal aspect related to *marappachi*.

In schools, competitions could be held in decorating the *marappachis*. Group

work and projects could be given to students. *Marappachis* are found even Pollack's Toy museum in London.

This paper deals with *marappachi* as a toy and a tool for interesting and playful learning of the culture and socio-economic factors associated with *marappachi*.

Designing toys for multidimensional learning

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The paper investigates the multidimensional nature of learning in different cultures and the challenges of designing toys for the same.

Traditional societies place a lot of emphasis on material culture and the transmission of cultural artifacts from one generation to another often in the form of toys. The conventional education system is primarily based on cognitive learning whereas traditional societies give a lot of importance to physical, sensory, social-emotional development of the child. This might also explain the reason as to why a large majority of educational toys in the market cater to cognitive development whereas toys found in traditional societies are often developed and consumed internally and cater to the overall development of the child in order to help the child learn things which will help the child adapt/integrate with the adult world in that community.

In the global market of educational toys, educational toys are seen to be generic in nature and catering to specific developmental parameters. The argument of designing toys which go beyond conventional education and cognitive learning to a more broad based, culturally appropriate/ culturally sensitive toys will be put forth with the help of case studies and examples. Toys designed with a holistic approach to learning are more accepted, bind different generations together and consider the specific needs/aspirations of the child.

The argument is taken further to consider inclusive learning in the mainstream education for children. More than 30% of India's population consists of children below 12 years. The wide disparities between the learning needs of the children and the need for toys in the context pose a challenge by itself. Inclusive education poses many challenges. Education is a means of

empowerment to children with different needs and abilities. The context of inclusive education considers not only children with different physical, sensory and mental challenges but also children from marginalized societies. Toys which are designed for the overall development of the child can be particularly good in bringing together children with different abilities and cultural needs/aspirations and provide a good source of learning. Examples of work

done by the Toy and Game design department at the National Institute of Design will be discussed and elaborated to get a better understanding of the same. The paper will also discuss the future role of such toys in meeting the challenges of inclusive learning in mainstream educational system in India.

Effect of inorganic forms in constructor sets to enhance interactive creative play and learning

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This study presents a new approach of introducing random inorganic forms in erector or construction kits to instigate intrinsic motivation in children to enhance creativity and learning. Even though construction kits contain generic elements, in the form of blocks, the adherence of these kits to basic forms and stiff linking methods between the elements makes the expression and practice of creativity stifled and linear. In the case of focussed construction kits that would enable building of recognized forms like a bridge or a giant wheel, the elements are very obvious and can be used only by grown up kids. The proposed approach, aims at having a mixture of random, flat, inorganic shapes and organic forms only restricted to cuboids with stacking as the means of construction. The reduced affordance and random shapes enables the children to express their imagination and thoughts uninhibitedly. Easy achievement of goals is seen to have enhanced the engagement time of the kid in play with these kits as compared the generic building blocks. The flat random shapes were witnessed to have been used as puzzles or mediums of expression by kids of varied echelons of society. Since the elements do not conform to any specific form, they do not have any societal leanings. It also has been found to alleviate the distress of learning in mentally challenged kids who are time and again subjected to tools made of basic forms. The results of this approach have been very encouraging in group play with adult interventions. A structured approach to problem solving in group play was easily emphasised and practiced. Simplicity of the inorganic forms and use of natural materials can make it easily manufacturable and an affordable tool for all the world's kids.

Toys and moral education: Empowering socially vulnerable children through the use of open -ended toys.

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Playing is an expression of the ability to live creatively, when there is an interaction among the bodily dimensions, symbolic and moral development of personality. In this perspective this work observed and analyzed a group of children that had as its goal, through playing, reflect and construct with toys the perception of themselves and the other one. The subjects were 10 children aged between 6 and 8 years old joining the group residents of communities in a situation of social and economic vulnerability of ABCD – SP (Brazil). Children living in situations of vulnerability, often being deprived not only of material resources, but also experiences that promote the construction of autonomy, of moral education, dealing with personal differences and the strengthening of affective ties between people. Using toys not structured like clay, scrap, ink, parts for mounting and mass of modeling for completion of the work. Through thinking these children began spontaneously build themselves with the material available and assembling parts from dolls symbolizing colleagues. As a result the children discussed gender differentiation and roles of men and women, ethnic and cultural aspects, as we mention. Children of fair skin used to model mass and children of black skin clay. From the experience with the group it was possible to identify the possibilities of playing to promote the construction of identity through reflection and materialization of the group's perception about who they were and about who the other children were. This work has secured that the children could play, create and reflect on themselves and about each other.

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Some Of The Opportunities Of The Computer, Especially For Youngsters With Special Needs

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Everything around us can be a Toy, including of course technical products. Children learn and master these through Play. If we investigate these childish strategies seriously, it will be possible for us to help the children and to discover hidden talents.

Working and playing with computers are interesting activities for all young people, and that includes of course those who have a mental handicap. However, young people with special needs develop individual strategies and personal interests on the basis of their specific capabilities. It is our task to support them and give them assistance and also challenges. The high level of motivation as well as a targeted support of such young people with mental handicap can lead to some amazing results. They can often achieve much more than we might initially give them credit for. We must simply be flexible and prepared to meet them at the level of their own capacities and their own self-developed methodologies. Then we will discover what skills and capabilities they have, which can initially be used for play but can then possibly be developed even for professional activity.

In the modern office world many different skills are demanded. As well as the reading and writing of documents the intuitive ability to use modern media and technology is also increasingly necessary. Young men and women with specific limitations can also find a useful role here.

In the lecture examples of such play-oriented journeys of discovery will be presented, which young people who cannot read or write have nevertheless achieved on their computers.

Relevance of Traditional Toys in Current Preschool Setting

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The study will be conducted in 3 preschools across Mumbai city. The objective is to study the relevance of traditional Indian toys in today's preschool set up. This research will aim to study the play preferences of preschool children when exposed to a range of traditional toys, puppets vis-à-vis contemporary toys. It will also aim to study peer influence in the selection of and interaction with toys during free play session. The research will also include the study of children's responses to traditional toys vis-à-vis contemporary toys as teaching aids. The research would also try to explore how children use the traditional toys to construct their own meaning. The study would be based on observation and anecdotal records of the children when they are in the preschool setup. The observation would be conducted thrice a week for a period of four weeks, to note a pattern in the children's behavior, response and interaction with the toys. We will present preliminary results; implications of the findings will be discussed post that any suggestions for further analysis of the data from our filed work will be appreciated.

Local Toys in the Global Market: An Evaluation of Toys in Istanbul Toy Market

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Turkey has a long and complicated past of its toys and toy design. First instances of systematic production of toys can be dated back to as early as eighteenth century. In Istanbul, in the district of Eyüp, handmade toys were produced from waste and excess materials and sold in small shops. Also related to the imperial importance of the district, Eyüp became an important gathering and socialization place. Toys produced here were also bought and sold by street vendors at other regions, thus diffusing to a wider geography during the Ottoman empire. Today, Tahtakale district in Eminönü possesses a similar function with being not the only but one center for display and marketing of various kinds of toys. Different from big toy companies in Turkey, toys here are designed by non-designers by giving more importance to recent trends rather than psychological or pedagogical concerns, while being produced in cheap labour overseas countries like China or Hong Kong and sold in Tahtakale. This paper looks at different type of toys which are sold in Tahtakale in means of carriers of cultural meanings and examples of product differentiation. A contextual mapping of the area regarding a new categorization of toys is structured for a better understanding of the toy network here and its design, manufacturing, marketing and consumption characteristics.

Toys, learning and development: using North African toys and games locally and in a multicultural context.

Jean-Pierre Rossie

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Having served as a social worker in the past, I often feel the need to find practical applications for the results of my anthropological investigations. In this lecture I shall discuss several educational and socio-cultural activities that are based on my fieldwork on Saharan and North African children's toy and play cultures. A PowerPoint presentation will be used to illustrate the activities mentioned below.

My first attempt, titled "the world at play: intercultural education through toys and play", for which I used the results of my fieldwork among the Ghib in the Tunisian Sahara, took place in 1989 in the last year of a Flemish preschool. The basic approach was to show Flemish children a series of slides representing the reality of Ghib children's daily lives as well as the interpretation of this reality in their play and toy making activities. After the Flemish children had seen and commented on the slides, I asked them to look for some advantages of living in the desert and some disadvantages of living where they grow up as well as for some inconveniences of life in the desert and some pleasant aspects of life in their homes. This experiment was followed by interventions in different grades of primary schools in my hometown Ghent. When starting fieldwork in Morocco in 1992 this project came to a halt.

As the results of these activities in the classroom were positive, I got convinced of the necessity to link an intercultural approach to play, into which my research fits, to a playful approach to the intercultural. However, it took until the ITRA congress in Nafplion in 2008 before I developed another approach namely children's workshops in a more informal environment. After the workshops in Nafplion, I conducted similar workshops in Italy (2009) and in

Argentina (2010). These creativity workshops based on Moroccan children's toy making activities start with a PowerPoint presentation showing dolls, masks and eventually other toys recently made by Moroccan children.

I shall also refer to two museums, in France and in Italy, and to a centre for global education in Great Britain that use North African children's play and toy-making activities for intercultural or global education.

Finally, I shall present two activities in Morocco based on local toys and games. The first is a cultural week on Moroccan children's toys and games in a youth centre in Safi on the Atlantic coast. The second is a proposal to use Amazigh (Berber) children's toy and play culture for the development of Amazigh culture and language in Morocco.

Kindergarten Children's Learning of Science Concepts: Comparisons of Teaching Science through Play with Traditional Method

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The purpose of this study is to investigate kindergarten children's learning of science concepts, comparing teaching through play with traditional methods of teaching. Among the science concepts suggested by the Turkish National Preschool Education Program, the following science concepts are selected to teach in kindergarten classrooms: colors, living-nonliving things, gravity, magnets, existence of air and air related phenomena, light, sound, static electricity, floating and sinking, and the phases of matter. These concepts will be taught through play by integrating scientific toys such as paper helicopters, toy parachutes, balls, color spinners, tops, magnetic toys, balloons, knock down clown, and twirly flying propeller rotor toys. Most of these scientific toys are available in the child's community for children to play at home. However, many children do not have these toys at home so they can be used as learning tools at school. For this purpose, the research team made collection and brought them to school to integrate teaching science concepts. The research will be conducted in a public kindergarten classroom. In the experimental group there are 14 children: 6 girls and 8 boys. In the control group, there are 14 children: 6 girls and 8 boys. Data collection tools will be pre-post semi-structured interviews and videotapes of teaching the listed concepts above. Student answers to interview questions will be analyzed qualitatively and quantitatively. The findings and implications will be discussed.

Balloons, Papers and Pet Bottles Like Toys in Aerodynamics: Reflections And Investigations about the Playful in Practice and Teaching

Beatriz Picolo-Gimenes, Luana Carramillo-Going and Vivilí Maria Silva-Gomes

**Catholic University of Santos, Brazil.*

**Faculty Anchieta, S. Bernardo do Campo, Brazil.*

Physical concepts are understood by children aged between six and seven years when you worked on in the classroom through playful experiences; their level of thought is transitioning from preoperative period to the logical individual operations and the use of toys of Brazilian culture promotes the construction of knowledge, curiosity and fun.

Training teachers continually to work with students that age, using flying toys as a resource for learning and understanding of physical concepts related to aerodynamics and, that may establish relationships with other flying objects.

Experiments with balloons, paper and plastic bottles with ethnomathematics approach. Were conducted five experiments: the air underlies and sustains us (balloons); the air exists and resists (sheet-paper); the air moves itself, moves and balances (balloons); the air presses and raises (strips-paper); and, the air presses and approaches (plastic bottles). End. Overflow initial balloons with their feet.

Toys allowed that the physical concepts: force of gravity, gravity, weight, center of mass, wind strength, buoyancy, air resistance, traction, movement and balance were understood by the participants.

Concl.: Learning became creative and entertaining, promoted the construction of knowledge about aerodynamics, broadened the conditions of pedagogical

practice knowledge and helped in the didactic process with simple cultural toys. These toys have instigated the imagination and desires common to humanity, as the dream of experiencing the open airspace, containing things that cannot be contained, the invisible to the eye and it was possible to feel it, touch it, reaching new horizons; perceive it as another.

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Playing and learning with puppets. The puppet theatre in “Free Greece” (1943-1944)

Maria Velioti-Georgopoulos

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This paper focuses on a puppet theatre troupe which performed from September 1943 to the end of 1944 in “Free Greece”, i.e. the part of central mountainous Greece which was under the control of the resistance groups fighting against Nazi occupation.

The main protagonist of the performances was the puppeteer Nikos Akiloglou (1914/15-2005) assisted by artists and educationalists. He was performing in September 1943 when he was called by the Resistance to “Free Greece” where he remained until the end of 1944, after which he returned to Athens following the liberation of Greece from the Nazis. His audience consisted of children of primary and nursery schools and their teachers, resistance groups and the students of the Educational Academy which had been established in “Free Greece”.

The premise of the paper is the close relationship between puppet theatre and play, since the spectacle is based on puppets can be seen as toys animated by the puppeteer. In that way he “plays” by the double meaning of the term – both recreational and theatrical. Nikos Akiloglou himself when referring to a puppet theatre performance of the aforementioned period called it “a very Greek game” or “a game for children”.

The paper relies on research in progress which is based on oral interviews, archival and material documents. It aims mainly to explore the educational aspects of these puppet performances both for children and adults (resistance fighters and teachers).

Toy play of Moroccan children influenced by TV contents: Analysis based on ethnographic observation and communication theories

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The purpose of this paper is to develop an interdisciplinary analysis referring to a theoretical framework based on a combined approach of socio-cultural anthropology and communication sciences. It intends to relate Moroccan children's toy making and play activities to their TV viewing. Authors will provide an analysis of the collected material, related to its context, following a communicative perspective about play narratives and TV broadcasting.

The registers of child toy play come from ethnographic fieldwork. Data on these toy making and play activities inspired by watching TV were obtained through participant observation. The chosen examples reflect a difference in the sex of the toy makers and players and in the play themes which rely on narrative schemes of travel and conflict.

The first playgroup consisted of five girls, seven to eight living in a few houses close to each other and often playing together. In October 2007 they used plastic dolls they dress themselves as "female tourists visiting Morocco". Their play relates to a Moroccan TV series showing European tourists having a holiday in Morocco. The second example comes from a group of four boys, six to ten, playing in August 2009 "Gendarmes and hashish smugglers" for which they made toy police cars. This play started after viewing an episode of a series called "Great Moroccan criminals".

The presented analysis consists of the initial endeavours of an interdisciplinary effort to research upon the influence of TV programs on non-western children's toys and play. So far, communication research has largely been focused on urban Euro-American children and contents and on the communicator

perspective (*The International Handbook of Children, Media and Culture*, part 3 'Cultures and Contexts' (2008: 213-389). In *African Media, African children* one reads: "There is an urgent need for the agenda to become open to non-Western thoughts and intercultural approaches to a much higher degree than is the case at present" (2008: 15).

The originality of this research lies in the use of the perspective of Moroccan children as active receivers of TV contents. TV certainly becomes more and more important in the socialization and education of children and youngsters of non-western societies. In this context one should also stress the responsibility of proposing (imposing) inadequate foreign TV programs to children living in non-consumerist communities all over the world.

It is our major goal to discuss data obtained by ethnographic fieldwork to initiate a path of research that will allow for the mapping and interpreting of children's pretend play inspired by TV viewing.

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Superpowers, emotions, and the princess stereotype

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Announced in 2004, Super Princess Peach was seen as an inversion of the kidnapped princess cliché. Indeed, Princess Peach has to save Mario and Luigi. After the game was released in western countries, it was charged with sexism. Peach has always been a perfect example of the princess stereotype. The problem, in this game, is that her powers are not physical. She uses her emotions to fight her enemies.

One may consider that toys and games do not work the way reality does. According to Brougère (2003), Barbie has very long legs because they are easier for girls to hold on to while playing. However, her legginess also helps form the “Barbie stereotype” of a perfectly-proportioned woman. Thus, even if it is not the creator’s purpose, Barbie may reinforce a normative model of femininity (Butler, 2006). These views may both be applied to Super Princess Peach.

Gonzalo Frasca (2006) has tried to combine the two visions. He studied the game regarding both game design and gender representation matters, before concluding: “Peach should be allowed to have some fun without being portrayed as a mood swinger”. Our purpose here is to push his reflexion further. First, we will relate these powers to the story and the game design. Then we will compare the game to other fictional universes relating power to emotion. Finally, we will question the context in which this game may be considered sexist.

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Gender Oriented Toys Learning: Curricular Reflections and Real World Implications

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Children toys bring a new concept change in the learning process in early years of the children. Identification and selection of toys depends on socio-cultural backgrounds. Toys from everyday life prove an instant source of learning for the preschool children and how such toys are represented in kindergarten curriculum of Pakistani society. The study focused on the availability of toys in real world scenario and representation of those toys in curriculum. A sample of 65 parents of 3-6 year old children was interviewed. Some toys of daily routine life were selected. The toys were also differentiated gender-wise and contents for the toys were assembled. The kindergarten curriculum of 3-6 year old children was analyzed and was found more representative of boys' toys rather than girls'. Moreover, toys depicted in the contents of the curriculum did not reflect the true social norms for the children. It was suggested that contents related to real world toys might be incorporated to kindergarten curriculum and equal gender representation might be given in curriculum contents.

Toys and the rhetoric of education

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Toy is mainly an object addressed to children. It must persuade children or parents who is its addressee. To mean this, to analyse this kind of communication, which specify the toy, we can use the notion of rhetoric. For me rhetoric is the way the toy means who is the recipient, how the object seduce, catch and capture the consumer and/or the user, child or the adult but for the child. This way of addressing is not only for the toy, but for the goods for children. But there is not only one rhetoric, there is different means to address an object to the children. The main way today is to make the object fun, mainly in relationship with children mass culture, that is rhetoric of fun. But it is not the only one neither the first. An other way is to connect children with education or development. The toy or other goods for children are seen as educational tools, that means it is for children and only for them. Historically it was perhaps the first way to transform an object to address it to children, via adult. It is clear for the children's book, the first ones were educational, and progressively they change to propose more fantasy, less education, more fun, less serious. Cross (1997) shows the transformation of the American toy from educational tool to fun objects. But if rhetoric of education became less central and important for the toys, it steel perpetuates mainly for the younger children who are more dependant from the adult's choice. The communication has the objective to show the rhetoric of education in some contemporary toys and analyses education more as a discourse, an image than a reality. Education is an argument to seduce and capture the parents. It is a way to show the relationship with children, to perform education as an image of the children's life. But the importance of fun in the contemporary children's culture has for effect a lot of mix between rhetoric of education and rhetoric of fun. What is the room for rhetoric of education? How it is developed in the globalized toy?

Ludic objects from the nikei community brought to Brazil in the twentieth century: games, toys, Mukashi Banashis - old japanese folktales and songs – doyos

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The transmission of culture from older to younger generations, occurs in many ways, including ludic objects. Cultural productions are characteristic of a people and a time, which may be the bridge to get to know a culture. Our research focuses on the ludic objects that were brought by Japanese immigrants to Brazil. The difficulties in traveling across oceans have imposed tough travel restrictions, such as lack of space for belongings. So, what playful objects came with children? Our research sought to investigate the playful objects that Japanese children brought to Brazil. To answer to such, additional surveys we conducted and concomitant surveys of theoretical and field research. The first one took place among several sources (books, articles, films, photographs, official documents of Brazil and Japan). The second one (field) involved the members of Rodin kai club for the elderly, men and women between 60 and 90 years of Japan-Brazilian Cultural Association of Bauru. During four years (2007-2010), we approach the studied group, participating in monthly meetings of Rodin kai, moments in which they answered to a list of questions that made up a questionnaire or an interview (in Portuguese or Japanese). The results showed a unique richness and diversity of playful objects brought here, in their aims, the materials, the uses, among others. Of those toys (dolls, juggling, cat's cradle, teruteru Bozu, tako, koma, etc.), Games (undokai, jan ken pon, cards, etc.) songs and children's literature in Japan, which transmit the customs, characteristics, principles most dear to these people. However, such objects, given the physical conditions of space on ships and financial state of the families that came here, were in their memories, here

those toys were recreated and adapted to the existing materials. Today many factors contribute to the oblivion of these cultural objects, industrialized entertainment objects, intercultural marriages, being restricted to transmission mostly by students of Japanese language schools. We can only stress that the Mukashi cited by survey participants, in their entirety, dealt with the history who spoke on - Japanese feeling of gratitude and eternal debt to the emperor, the nature, the elders, teachers and others.

Learning with Toys: Traditional Toys and Museum Education

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The history of the toys is as old as the history of human beings. Since ancient times, toys are the witness of their own era. Toys which are usually made by adults to entertain kids reflect the features of economic, social and cultural characteristics in their period. That's why, toys are the documents which offer the direct opportunity to determine the history of societies and childhood. Today, toy museums are rapidly opened which gather the toys –as historical-social and cultural product and children' belongigns- with children and community; share results of the social, political and cultural researches and introduce the toys and their background. Toy Museums, collect toys which are about to extinct in the process of rapid change and industrialization; repair, care, conservate and exhibit them and also do the researches in the history of industrialization, education and culture. Toy Museums reflect the most out of children's culture that is why, their collections are to often used for training purposes. The functions of toy museums are to gain awareness of history to children, to help how to establish the relationship between the generations and to emphasize the importance of toys in child development. That is why, education in the museum will be effective to emphasize these functions. In this study the museum education process which will aim to gain historical and cultural awareness to children will be stated. This education process will include the comperation of traditional toys and modern toys which are from the collection of Ankara University Faculty of Educational Sciences Toy Museum. It will also include the determination of the differences and the similarities between them. Traditional toys are produced and traditionally played by the community, reflects the local features and have the features linked with children's games. In museum education process there will be 5 different student groups with 10 people and their teachers are as working groups. Education will be planned and applied with three steps: before the museum, in the museum and after the museum.

Keywords: Museum, toy, museum education, toy museum.

An intercultural comparison of the universal history of play and toys

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The history of playing & toys is as old as the history of humanity. From the beginning of humanity until today, wherever children exist, so do mention of playing and of toys.

In every period of history, play has been a common language between cultures. Contemporary civilization has taken big steps in understanding and assessing the importance of play.

The statement that playing is old as the earliest humans is proven by archaeological reports and historical documents. Today, there have been a number of historical documents and archaeological discoveries that show lots of well-known games, that modern children are familiar with. In excavations, made in Ancient Egypt, the toys founded in the ruins that belong to Hellenistic Era, enlighten us to the social life of the era.

Another historical example can be found in the painting *Kinderspiele - Children's Games* (1560) by iconic 16th century Flemish painter Pieter Bruegel.

In this iconic painting, more than 90 children's games and toys were displayed. There is lots of historical information about *Kinderspiele* to be found in the Art History Museum, of Vienna. Some researches claim this painting is a visual encyclopaedia of children's games and work on identifying those games.

Neil Postman pointed out the importance of the work of the researchers (1995) and he says Bruegel's very famous act is "disappearance of childhood"; it includes a lot of information about the ages children's games; because there are no any written referances about the jargon of children indicates before

the 17th century. (Aries:1962-42; Akt. Postman; 1995,32) "World with toys/toys of the world " in Onur's (2002) book describing the historical development of the toy and 16th Century Europe, the piece is from a variety of toys are also included in the objects.

In the same way that sheds light on life in the Ottoman lifestyle, there are various works of art and research. These works depicted in the painting and work with the results of games and toys, many of Brugel's painting are correlated the played children's games and toys used with Muslim society during the Ottoman Period in Anatolia. For example, Uysal (2006) toy samples of Anatolia by the historical, social and cultural dimensions to examine and toy culture wiped out memories of a long-term study was done to stop it in many regions of Anatolia, combed for fourteen years, as a result was about 800 toy samples. Examples of these toys are summarized total of sixteen categories. Of these, the game playing house ware, toys infancy, pinwheel, rotating and so on. toys, ball games, ball games and toys such as games and toys to play Brugel'in depicted in the table have shown very similar. Similarly, the Directorate of National Palaces Museum (2006) created by the "Ottoman Palace Games and Toys" exhibition featuring thousands of toys in a similar attention between objects.

There are also some similarities to games. For example, the presence of Anatolia, known since ancient times and played with the bones of small animals in the head, "Aşık Oyunu/Lover Game", the Europe of the period and the piece is played quite often a factor that has been encountered in the first place.

Also draws attention to cultural differences, however. For example, the piece is described and various studies reported in the period was played in Europe "Baptism Regiment Game, Bonfire for the Feast of St. John"; Muslim culture, there are some games not included. However, 16 of the Ottoman society Century enters the well-known "Karagoz-Hacivat" games like shadow that games not seen in the Europe of the period. However, the traditional Turkish hand-made toys are among the "die-cut inlaid wooden cradles, cloth dolls, made of walnut shell pıtır" culture has such a number of different toys are also available.

Country to country, nation to nation, differences in play and games can be seen, but the similarities between them are much more numerous. Play is a very valuable tool which allows children of different languages and cultures to communicate and form a connection.

Therefore, the main goal of this research is to place attention on the historical adventure of play. It is this reason, that more than 90 children's games are depicted in Bruegel's painting. Even now in 2011, Turkish children are playing the games that were depicted in Kinderspiele; even though the painting was created 451 years ago and 2500km away from Turkey.

This research is composed of 2 parts.

A detailed list and definition of the children's games and toys shown in Bruegel's painting will be done and their modern equivalents will be noted.

Once the games are listed, a questionnaire aimed at observation of today's children playing and toys will be written. 100 pre-school teachers will perform the observation with children from a range of socio-economic backgrounds.

The teachers will observe how many of the games depicted in the painting are continued by children today. Then after careful observation, the games and toys shown in Bruegel's painting will be compared with the modern games and toys used in Turkey.

Research results emphasise the historical relevance of children's playing and toys.

The State of Playgrounds in Province of Bursa Researching Parents and Children's Views On Playground Equipment

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The qualities and quantities of the current playgrounds to answer a child's physical, cognitive and social needs to be insufficient has been confirmed by many educationists. (Yılmaz ve Bulut, 2003; Bal, 2005). In urban areas playgrounds of which all sides are surrounded and which are separated from the nature have been planned. (Özgüner vd., 2007). People being in charge of these facilities in order to make more profit tend to restrict open areas in terms of quality and quantity; therefore this manner affects a child's creativity. . Present situations of toys in playgrounds and views of families about them throughout Turkey are intended to make suggestions by as a case study in Bursa. The samples of this search compose of children at the age of 5 or 6 playing in these grounds who are randomly selected in the Centre of Bursa province and its district towns and also students aged from 7 to 12 attending primary schools.) (Preschool children, 25 girls, 25 boys all aged 5 or 6: 25 girls and 25 boys going to primary schools totally 100 children will be the samples. This search will be carried out in 10 large playgrounds in Bursa Municipality; 20 in Nilufer Municipality, Bursa Province and 10 in Yildirim Municipality, Bursa Province.

As the final purpose of this search, findings containing statistical analysis of data gathered by means of data collecting device will be in this paper. Finding related to the sub-problems will respectively be taken into account and there will be comments dealing with each of them. Consequently, results obtained by this study and suggestions will be put forward.

Key Words: children playgrounds, outdoor toys, game and toys

Determination of the Aggression Levels of the Children Who Go to Fourth And Fifth Grade According To Their Toy Choices

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The general purpose of the research is to determine the aggression levels of the children who go to fourth and fifth grade according to their toy choices. Through this general purpose, it was researched if there is a difference between the aggression levels of the children who go to fourth and fifth grade according to their genders, their choice of toys, and according to their intention of using computer and internet. 92 girls and 122 boys, a total of 214 students who go to fourth and fifth grade in Bursa were taken into the scope of the research. Aggression Questionnaire, which was developed by řahin (2004), was used to determine the aggression levels, and the questionnaire form, which was developed by the researchers, was used to determine the toy choices of the children.

At the end of the research, it was determined that there is a difference of .01 at significance level between the aggression point averages of the girls and boys; there is a difference ($p=0,026$) of .05 at significance level between the aggression point averages of the ones who say that they like to play with the guns the most and the ones who don't; there is not a difference of .05 at significance level between the aggression point averages of the ones who say that they like the most to play with the house toys ($p=0,158$); with the construction toys ($p=0,618$); with imagination toys ($p=0,064$); with the toys which are played outside ($p=0,784$); with electronic toys ($p=0,462$) and the ones who don't.

It is seen that there is a difference of .01 at significance level between the aggression point averages of the children according to their intention of using the internet. According to the Turkey's HSD Test, which was made to see the source of the difference, it is seen that there is a difference ($p=.001$) between the aggression point averages of the children who use the internet just to play games and the children who use internet just to do homework.

Studying The Effects of Toy Choices Of Children Who Are In Preschool Period On Their Language Development

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The purpose of this study is to determine the influences of toy choices of children who are in preschool period on their language development according to their genders.

The sample of the study was formed of 120 children from five-six year old group, 58 of which are girls and 62 of which are boys.

In the research, "Peabody Drawing-Word Test" was used to survey the language development features of children, and a questionnaire which was prepared by the researchers was used to determine the "play and toy preferences" of the children.

Variance Analysis and t test will be used to determine the data obtained from Peabody Drawing-Word Test and Toy Choice Questionnaire which applied to children. In order to determine what the play and toy choices of the children are, the frequencies and the proportions will be shown as tables, the difference between the toy choices of the girls and the boys will be determined and the data obtained through this process will be interpreted.

Keywords: Toy choice, language development, play, toy

Learning with toys: parental strategies in French Children's books (1780-1880)

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Since John Locke, the educators try to use toys in pedagogical and educational purposes. With the beginning of children's literature, in the mid-eighteenth century, toys appear in the moral tales. Later, in the first years of nineteenth century, toys become the subjects of children's books. For this century, this kind of book takes an important place in children's literature. "Toys' stories" are in fact "educational stories". With an important corpus of books, we shall try to discover the various strategies that parents use in these books to educate and to teach their children, by using toys.

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“Sociable”: A Motivating platform for elderly networking, mental reinforcement and social interaction

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Summary:

During the ITRA Conference, AIJU would like to present the SOCIABLE project, an European study to help elderly people through playing with games adapted to new technologies.

The SOCIABLE project, a study that is been piloted with the participation of more than 350 senior citizens in 7 different pilot sites from 4 European countries. SOCIABLE is piloting a radically new ICT based approach for integrated support of mental activity, as well as boosting of social interaction for individuals that have been diagnosed to suffer from mild dementia. SOCIABLE is integrating human support and care services offered by care centres and specialized /expert operators (e.g.,geriatric psychiatrist, neurologist), with state-of-the-art ICT infrastructures and independent living technologies.

SOCIABLE is based on the idea that videogames and toys improve the capabilities of elderly people through playing. It is a project which attempts to integrate innovative platforms with traditional games and toys.

SOCIABLE is integrating, deploying and operating an innovative on-line service for assessing and reinforcing the mental state of the elderly through pleasant gaming activities for cognitive training, while at the same time boosting their social networking and activating their day-to-day interpersonal interactions.

Games and toys of the original Indian populations in America: Research and integration in the school curriculum and in local development

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Toys belong to children's cultures all over the world and the games in which they are used transmitted from one generation to the following one. This transmission of the play culture is an important aspect of the growing up of children since time immemorial long before the existence of toy industries and continues to be so in the present. Yet, among the original Indian populations of Abya Yala, nowadays called America, this intergenerational transmission was hampered and even interrupted since the invasion of their lands from 1492 onwards.

The household and extended family is the environment in which a child learns about and integrates the local culture among others the toys, games, songs, stories, etc. When this process is disrupted there is a real danger for identity problems and assimilation. It is clear that the sociocultural and educational integration of games and toys of original populations ameliorate the development of the self-esteem and identity formation of their children. Moreover, it may contribute to diminish and eliminate stereotypes and prejudices. So doing it is possible to promote a more positive attitude towards and a better understanding of the other. Therefore it is indicated to use games and toys in creating a multicultural and intercultural education.

To promote children's identity formation and to build a more intercultural society respecting different ethnic and national identities, one can get great profit from using a valuable aspect of the heritage of humanity, namely play and toy cultures. In 1989 I started my research on the games and toys of the original populations in South America with a project called "Recovery and pedagogic and communal integration of the ancestral games of the

original populations of America". I carried out this investigation in Argentina, Chile, Colombia, Guatemala, Mexico and Peru in collaboration with local communities and using written sources. In 2001 official agencies got interested in this topic. In 2007 I started the publication of the series "El Sembrador" (meaning the sower) to make available the information on this heritage and to stimulate its use in the preschool and primary school. In 2010 annual meeting of the ministries of the countries belonging to MERCOSUR planned the revision of the school curriculum and proposed to use games and toys of the original populations. At the same time UNASUR considered changing the curriculum of the preschool and primary school. Nowadays, in different countries of South America this heritage is being studied and projects to create a multicultural and intercultural education are developed.

The Board Game Konkkaronkka as a Learning Method

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In this paper, we introduce the board game Konkkaronkka, which was created through multiprofessional team work by a group of students of Laurea University of Applied Sciences. The board game Konkkaronkka was developed to support social and emotional learning of preschool aged children. The need for the game arose from the wishes of teachers who work with day care groups and collaborate with our institution.

A preliminary study, conducted by a group of students of Laurea, showed that the board game Konkkaronkka could be used to support children's social learning and emotional skills. They found out that children's social learning could be promoted through discussions stimulated by the questions the players had to answer and the tasks they had to perform in the course of the game. The players learnt new skills transferable to daily activities. They also learnt to express their emotions.

We found the results of the preliminary study encouraging. They also showed that there is a need for further studies on learning in peer groups. According to various researchers, children can learn social skills and empathy in peer relationships. In the day care groups, which are heterogeneous, the children can also be taught to see and accept differences. In order to find out, how the board game can promote children's learning in peer groups, we collected material for a further study by observing 39 children playing the game in groups of 4-5 players. At the present stage, we have been assessing 10 game sessions, which were videoed in the autumn last year. The assessment takes place in two phases: (i) the initial phase, during which the players made acquaintance with the game by playing it for the first time, and (ii) the final phase, six weeks later in the last playing session. The children had had their weekly sessions with the board game Konkkaronkka during this six week period. The aim is to

find out how these playing sessions have affected children's learning in peer groups. The theoretical frame is based on McMillan's theory of peer groups and Verba's ideas of peer group learning.

The aim of this presentation is to show what kind of opportunities board games can offer for children's peer group learning. We also give examples of the kind of research we have been conducting in order to find out how board games can be used to support children's learning in general.

European educational toys and games from the Benaki Museum Collection, inspired from the period of the Ottoman Rule in Greece and the Greek War of Independence (1821-1828)

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In this paper I would like to focus on the production of a wide range of European children's educational toys and games, such as regional costume dolls, mechanical toys, board and paper games, toy theatres and so many others, that were manufactured in the context of a romantic and exotic interest of Western Europe in the Near East. I will especially focus on those toys portraying heroes and characters inspired from the period of Ottoman rule in Greece and the Greek War of Independence- a period that constituted for the European toy makers a rich source of inspiration. The romantic climate of the time, always in search of the exotic element of the East, composed for them, a colorful, fascinating – and fairly idealized-picture. All toys belong to the Toys and Childhood Department of the Benaki Museum, Greece.

The 18th and the 19th centuries constituted a great age for travel, certainly a heroic and romantic period in European's rediscovery of Greece. Toy makers participated in this movement by producing toys inspired historical works, most often the publications of European travelers. Many classically educated noblemen from Germany, France and England, who were accompanied by their tutor and a painter, chartered their own ships, in order to visit the Ionian Islands, the Peloponnese, Northern Greece, Athens and then the Aegean and Cycladic islands as part of the Grand Tour. Most of these travelers were particularly captured by the landscape, the antiquities, the people and their customs. Some continued their travels to the Near East, Asia Minor (today's Anatolia) Turkey and sometimes Egypt. The interest of some travelers mainly focused on the aspects of the everyday lives of the inhabitants in each place they visited, especially the upbringing methods and the everyday lives of

children within the family. A small number of European travelers were further interested in children's toys and games, most of which imitated in a simple way aspects of grown-up life.

During the 18th and 19th centuries, in the context of the aesthetic and literary movement of Orientalism, the upper classes in Europe developed an interest in regional costume dolls, which were considered as an educational toy offering children knowledge and entertainment. In order to satisfy and meet the customer's demand, European toy manufactures, dressed many of their dolls in traditional costumes of the various populations of the Ottoman Empire including Greeks and Turks. Peddlers were especially popular figures that appeared in the European doll markets of this period.

As the uprising of the Greeks against the Ottoman Rule developed into the War of Independence leading to the eventual formation of the Greek Nation State in 1830, a multitude of educational toys were manufactured in W. Europe with a wide variety of subjects, covering themes from the everyday lives of Greeks and other populations of the Ottoman Empire and particularly from the Greek War of Independence. In the beginning of the nineteenth century a great number of these toys existed in the hands of European and upper class Greek children. These were puzzles, board games such as the game of goose, card games, cut outs or paper dolls portraying Greeks and Turks, toy soldiers and tinsels. Optical games such as toy theaters and peep shows are another case in point. Among them, a 1830 optical peep show box, presenting *La fête du Bairam à Constantinople*. Toy theaters with revolutionary themes, aimed to familiarize the upper class children with the historical events of the time, through their reproduction in the form of theatrical performances.

The educational toys of this period, provided many generations with pleasure as well as with learning opportunities, as they contributed to the children's playful introduction into the School of Life, while they played at historical events of the world.

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Antique Toys: Inheriting Memories and Ways of Playing

Magdalena Molina Montero

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Toy museums and museums of childhood all have in common the fact that they house material culture related to childhood. These museums are often flagships in the new museography with its focus on new interpretation strategies and the revitalization of the museum revolving around the museum as a key part of the experience economy (Schulze, 1998). Notable examples such as the Children's Museum of Manhattan and the Tokyo toy museum provide enriching experiences and use play as a recurrent theme to engage the visitor and provide interactive exhibitions. Ralph Appelbaum goes further and states that the museography is not the last word but a continued conversation (Appelbaum, 1998: 3). In this conversation museums dedicated to childhood represent an opportunity to create a space of permanent intergenerational conversation because the very nature of the collection is based on a material culture which can bridge generations, in other words a toy is something children, adults and elderly can get excited about.

This article tells the story of the small and emerging university toy museum of the Universidad Politécnica de Valencia, Spain which wants to emerge from obscurity. Its very obscurity was a chance to begin to construct strategies based on the idea of building conversations including the visitors and engaging the potential public in the actual designing of the exposition and outreach strategies to breathe life into museum collections. The research to design the strategies was conducted through observing and evaluating the visitor experiences of elderly people with the toy collection of the University's toy museum in 2009. It formed part of a pilot scheme which aims to reorient the focus of the current museum, creating a base from where renewed interpretation resources will hopefully be created, outreach strategies developed in line with the expectations of visitors. These resources and strategies based on the pilot scheme described in this article could help

create as the Centre For Intergenerational Practice 's research concluded more cohesive communities and better understandings between generations.

The toy 's museums collection would be used as a device for storytelling and include older people in the learning environment of the museum.

In short the eventual outcome would be a constantly evolving resource integrated and relevant to the local community that can be applied to other small and emerging toy museums.

Key Words: revitalization, toy museum, outreach strategies, intergenerational, Valencia.

A Practice Example in Kindergardens: “Toy Day”

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The play and the toy are the first steps of education in a child’s life. When a child play with toys, he does a pretesting of real life. The toys are educational materials which support the development of the child, and it is seen that almost every child has at least one toy of his own, sometimes he makes his own toys. “Toy Day” practice is executed in many private or official kindergardens in Turkey. “Toy Day” is practiced for children to bring a toy of their own from their houses to the kindergarden and share it with the other children and play along.

The aim of this study is to determine how the “toy day” is perceived by children, teachers and mothers, and its effects on the children. Through this aim, 50 girls, 50 boys, a total of 100 children from 5-6 year old group who continue to kindergardens in Bursa and the mothers and the teachers of these children have been taken in the scope of the research. Children, teachers and mothers will be subject to questionnaires in line with the aim of the study. The data obtained from questionnaires will be evaluated and interpreted.

A Comparison of Toys and Games Preferences of 5-6 Year-Old Preschool Children to Toys and Games Recommended by Teachers

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The aim of the study is to determine the games and toys that 5-6 year old children who go to preschool educational institutions prefer to play during their leisure time activities and the toys and games that teachers recommend to the children. 39 girls, 34 boys, 73 5-6 year old children in total and 20 preschool teachers were taken into the scope of the study. The children were observed by the researchers for 5 weeks. It was tried to be determined which toys the children prefer to play and if the teachers orient children to any toy and interfere with their games. It was especially observed what the toys oriented by teachers are and why they interfere with the games of the children. As a result of the observation, it was seen that %24 of the children prefer to draw a picture, %15 play house and %15 prefer to watch TV instead of playing any game. The children who prefer to play house are all girls.

%15 of the children prefer to play with legos, %11 prefer wooden blocks and %6,6 of them prefer to play with house toys. In other words, it was determined that the children in the scope of the study play construction games and they build their own games.

It was seen that %87,2 of the teachers do not do orientations in anyway, but %12,8 do. When the toys were examined, it was seen that %23,3 of the teachers orient children to play with modeling clay, %20 orient to table games (i.e. puzzles, matching cards) and %13,3 orient children to draw a picture.

It was determined that %86 of the teachers do not interfere with the games of the children, %14 do. When the reasons were examined, it was determined that %32 of them warn children not to make noise, %21 want to increase the success of the children, and %14 warn them not to disturb each other.

Comparison of Preschool and Elementary Education Teacher Candidates' Knowledge and Practices with Regard to Toy Selection

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Games and toys play a great role in children's life in terms of physical and mental health. Toys are play tools which stimulate the five senses and emotions of the child, develop his/her evaluation and practicing skills, enrich his/her power of imagination, speed up his/her physical and mental development. In preschool period children show great interest in play tools. At this point, the biggest mission falling to teachers is to introduce suitable toys to the child who is receptive and ready to learn and to provide guidance.

While choosing toys, teachers should take into consideration the kind of the material to be chosen and whether it appeals to the developmental area of the child and choose toys suitable for the child's age and developmental level. For this reason, instead of showier and expensive toys falling short of meeting the needs of the child, those which are to exercise his/her muscles and enhance his/her initiative, power of imagination, problem solving skills and creativity should be preferred. Toys to be given to children should be preferred from simple level to difficult one. Children should feel successful at toys they play. While buying toys, those with security warning signs on should be preferred, and pieces or parts composing toys should be suitable for the age of the child and should not pose danger. According to the regulations prepared by the Ministry of Health and specifying the procedures and principles with regard to the design, production, marketing and distribution of toys and market surveillance and inspection, risk warnings concerning the use of toys and related safety measures have to be specified on labels on toys and/or packages and user's manuals so strikingly that users or nannies can see them easily. Both the insufficiency of precautions taken by toys manufacturers in accordance

with this regulation and teachers' and parents' not taking these warnings into consideration confront children in societies with a great risk.

The present study with descriptive quality aims to examine the preschool education and elementary education teacher candidates' knowledge and practices with regard to toy selection. In line with this purpose, the students studying at Uludag University Education Faculty Preschool Education and Elementary Education departments during the 2010–2011 teaching year were administered a questionnaire developed by the researcher. The sample of the study is composed of the first and the fourth year students receiving education at Uludag University Preschool Education and Elementary Education. The independent variables of the study are socio-demographic attributes introducing the teacher candidates, their departments and their class levels; the dependent variables are the teacher candidates' knowledge and practices with regard to toy selection. The criteria that teachers take into consideration in toy selection (toys should contribute to the development of children's abilities, mind and imagination, not support violence, include less danger (secure), be cleaned easily, be suitable for the gender and age of the child, their being expensive or cheap, their being beautiful, and the child's liking the toy) were prepared under the light of the related literature and the subjects were asked to choose one of the three alternatives, namely yes, no and sometimes. Statistical studies regarding the findings are in progress.

Key Words: Toy selection, teacher candidate.

Parents Attitudes to Children's Toy Play in Bursa

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This paper deals with the discussion of selected material from a research project on parental attitudes to children's play carried out in 2010-2011 among 612 parents with children in Bursa kindergartens. The main purpose of the study was to gain better awareness of how Turkish parents perceive children's play with and without toys. In the paper we will focus on the results concerning toy play. Participants were 429 mothers, 183 fathers of the 612 nursery children from 17 kindergartens in Bursa who responded to two questionnaires, which have the feature of completing each other, for one of their children aged between four and five. Educational and socio-economic backgrounds of parents were taken into account. The responses given by mothers and fathers for each play-related question were evaluated by using frequencies and percentages. Results showed that Turkish parents are directive and controlling playmates, and majority reflected traditional belief that play is for child not for adults and adults may involve in as a master. The results, when taken into account with together, made an interesting picture that mothers know what to do but somehow they are were incapable of doing so in practice . This is mostly because of the attitudes of parents toward play in general and toy play in particular.

Key-words: intergenerational play; toy play; parent perception.

SYMPOSIUM PRESENTATIONS

Found in Translation: Social Science as a tool for idea development in design for play.

Lieselotte van Leeuwen, Mathieu Gielen, Rémi Leclerc and Asli Deniz Özakar

Lieselotte van Leeuwen University of Sunderland, UK

When developing design ideas for play, designers try to understand intentions and motivations of children, their families and society from simply 'having fun' to communicating values, learning competencies and overcoming problems. Turning to social sciences for clarification and inspiration is an obvious step to take. However, only a very small proportion of potentially relevant social science research has become a ubiquitous source for designers of toys. One reason for this rather constrained use of social science concepts and methods lies in its lack of accessibility for design purposes. A 'translation' seems needed requiring close cooperation between designers and social scientists in order to make this body of research more readily usable for design purposes. The aim of the symposium is to discuss a project in which design students at Delft University of Technology developed design ideas for play based on two psychological concepts. Throughout the module the students were in a dialogue with their design mentor as well as with psychology researchers. The symposium provides a platform to share and discuss the results with the ITRA community with respect to three main aims:

to gain better understanding of criteria for the 'usability' of social science in design for play contexts

to discuss candidate concepts and methods from diverse social science disciplines which have been not or only partially used for play design purposes.

to share and discuss first results of a cooperation between students of design for play and researchers of psychology.

Papers:

Lieselotte van Leeuwen: Creating a Dialogue: What makes Psychological Concepts 'Usable' for Designers of Play?

Mathieu Gielen: Toy designers as amateur psychologists – the good, the bad and the use of it

Rémi Leclerc: Play, Toys, and Design Thinking: Using toy design as a means to acquire generic design thinking skills

Aslı Deniz Özakar: Competition and cooperation's effects on creativity in contextmapping activities with children

Creating a dialogue: What makes Psychological Concepts 'Usable' for Designers of Play?

Lieselotte van Leeuwen

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The 2008 ITRA conference workshop on toy design education was the starting point for a project in which students of design for play developed design ideas on the basis of two psychological concepts: Winnicott's Transitional Object concept and Apter's Reversal Theory of Motivation. At four points during the 12 week module students engaged in a dialogue with psychologists in order to clarify the concepts as well as discuss design ideas in two iterations. The initial dialogue focused on the introduction of the concepts and enabled us to understand sources of misunderstanding as well as crucial points of interest for design students. The second phase comprised the application of the conceptual knowledge to design ideas for toys. The designs were discussed as a translation of aspects of the provided concepts into artefacts for play. The need to directly relate design to behaviour challenged students to give reasons for their design decisions in terms of the given concepts. Resulting changes in designs were often accompanied by changing insights in the concepts. The usability of psychological concepts seem to depend on two general expectations of students of design to find either a catalogue of age related changes in abilities and needs, or a more abstract behavioural domain or metaphor for playful interaction. A concept is seen as most useful if a behavioural domain (such as e.g. risk taking) is accompanied by a systematic description of developmental change or interpersonal variability. Only rarely does psychological literature provide this combination in a suitably complete and accessibly formulated way. In order to create useful resources for students it is important to meet both needs and decide what type of concept and presentation of it does inspire new creative ideas for play. The dialogue we had in this project as well as the design results are presented as a starting point for discussion.

Toy designers as amateur psychologists – the good, the bad and the use of it

Mathieu Gielen

Delft University of Technology, NL

The history of the design profession is characterized by continuing development of diverse specializations, each borrowing from related fields of expertise. Toy design, either as a specialization within design for leisure or design for learning and development, relies heavily on knowledge from the social sciences. This implies that toy designers must acquire at least a basic understanding of the perspectives, concepts and professional language of these sciences.

The value of mainstream theories nowadays is well recognized. In an effort to widen the scope of future toy designers, two lesser-known psychological concepts (Winnicott's Transitional objects and Apter's Reversal theory) were introduced in a course of toy design at Delft University of Technology. In this paper, the outcomes are interpreted in two ways:

- quality of design ideas: did the theories make a contribution to the idea development, and do final designs reflect qualities corresponding the theories;
- appreciation and perceived value by participating students: how do these future designers appreciate the inclusion of these theories in their design thinking?

Advantages and limitations are discussed of these two theories and more generally of integrating less known psychological theories in designers' existing framework of thinking on play. The paper concludes with a reflection on continued exploration of the dialogue between psychologists and toy designers.

Play, Toys, and Design Thinking: Using Toy Design as a Means to Acquire Generic Design Thinking Skills

Rémi LECLERC

PolyPlay Lab, School of Design, The Hong Kong Polytechnic University, China

Consumer culture commentator Roland Barthes reminds us that “Objects are initiators; they are infinitely faster culture mediators than ideas, as powerful producers of fantasy than situations.” In that sense designers occupy a privileged vantage point from which to observe society – and shape it. If designers are agents in the generation of meaning, hence shaping the things to come, play’s relevance to design is apparent in the way designers shape culture. Huizinga contends that “Culture arises in the form of play; it is played from the very beginning. [...] Civilization is, in its earliest phases, played; it arises in and as play, and never leaves it.”, while design critic and educator Alexander Manu suggests that “Beyond its environmental imperative sustainable design will have to be engaging, challenging, rewarding, absorbing, non-frustrating, and of repeat experience value.” - as in play.

Designing requires the simultaneous application of diverse modes of thinking and making. An introductory Design Thinking course offered by The Hong Kong Polytechnic University School of Design to sub-degree (or novice) design students requires them to explore creativity and organize instrumental thinking, from the formulation of a hypothesis, or the identification of a situation and subsequent development of a design solution. Central to it is the use of play and toy design as means to foster best design learning practices. Through a creative development of a proposition and its subsequent development and testing, the fundamental design skills of analysis and synthesis are demonstrated over the course of a project development.

As early as 1901 toy historian Léo Clarétie declared “The toy industry embraces in whimsicality and fantasy the best of all crafts combined.” This finds resonance in the growing number of voices in recent years supporting the integration of play with design as a means to nurture best practices.

This paper will describe how, beyond the links one can easily observe between play and design activities, toy design is used in a tertiary design education environment to foster better design thinking learning practices in Hong Kong's cultural context.

Competition and Cooperation's Effects on Creativity in Contextmapping Activities with Children

Aslı Deniz Özakar

Delft University of Technology, NL

Recently developed co-design methods ask for users' creative outcomes all through the design process. Designers are familiar with the creative process but users are not. The heuristic tasks given to users should reveal their creativity and harness it for high-quality outcomes. Context mapping is a new co-design method following the same need as others; the method involves generative sessions in which users are asked to create artifacts communicating their needs and dreams about future products. Children are taking part in these processes and their involvement requires an understanding about their needs and abilities. Context mapping with children has many aspects yet to be discovered, one of which is harnessing children's creativity during generative sessions. This forms the basis for this research. The paper describes an empirical study, formed from six sessions aiming to find an answer to the effects of cooperation and competition on children's creativity during context mapping sessions in regard to gender differences. The findings show that competition is a motivating element and has positive impacts on children's creativity, it increases children's motivation towards context mapping tasks and the outcomes of the sessions are more appropriate to the expectations of the task.

Benthik: One of Indonesian traditional toys, its benefits for children's growth and development as Indonesian Cultural Heritage

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³Nisa PRADITYA

¹Psychologist, Head of Indonesia Toys Center and Research, Indonesia

²Toy's Designer

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Overview

Many kinds of traditional games or toys become rare and some extinct because nowadays children more interested in watching television, playing videogame, or playing online game in the internet. Besides, there are still many kinds of traditional games or toys that very interesting and useful for children growth and development. One of traditional games we would like to present to the world is Benthik. Benthik is one of traditional games using tools in Indonesia. Now, Benthik not played as often as 70 years ago.

The aims of this presentation are:

To introduce one of Indonesian Toys as one of Indonesian Culture Heritage

To present in psychologically and pedagogically that Benthik is very complete games for human concept (affective, cognitive, and Psychomotor).

To present that Benthik can be useful for Emotion therapy.

To introduce one of Eco-Friendly toys from Indonesia.

To present another usefulness of Benthik for children growth and development.

To present one of entertainment way without wasting money but still joyful and interesting.

Benthik is one kind of games from Indonesia. Benthik is one games that using tools as the mean of playing. Since more than 70 years ago, Benthik have been known as one of interesting game and become one of favorite games for children in Indonesia, especially for Javanese. It have been proven by a record from *Baoesatra Djawa by W.J.S. Poerwadarminta* (Javanese Language Dictionary) which is published in 1939 in Weltevreden Batavia or now known as Jakarta. At pages 41 in first column it stated that Benthik means one kind of games. Nobody knows who was the exactly creator of this ind of game. But, people in Java believes that benthik have been played since kingdom as the center of governance in Indonesia in 18th century. Benthik have another name for another places in Java, but have the same meaning, like Gatrik, Patil Lele, Ketok Lele, or Tak Kadal.

Proposed speakers (15 minutes each turn)

Dra. Nunuk Pramudyawati, Psi. (Psychologist, Head of Indonesia Toys Center and Research, Indonesia)

“Benthik: The history of Benthik an Indonesian Culture Heritage.”

This presentation will tell about the history of Benthik, and how Benthik as one of Indonesian Traditional Games can be classified into Indonesian Culture Heritage.

Gunawan Adi Ardana (Toy's Designer)

“Benthik: what is actually Benthik?”

As a toy's designer, he will present the tools and how to play this game. He also would like to present a modification model of Benthik, so it would be more interesting because this modification model is eco-friendly and easy to make.

Abstract: Benthik can be played individually with three or more persons (more person more attractive) or divided into two groups consist of three to six person. When the first group get the turn, the second one have to waiting for

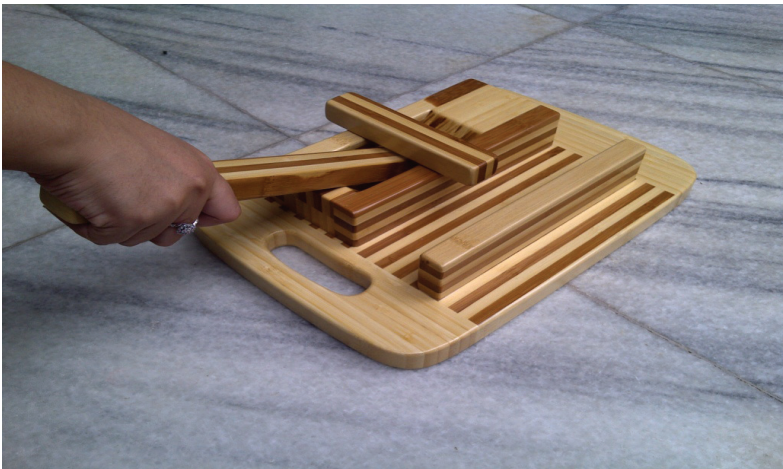
its turn by become like a keeper. If it's played individually when the first person play, the others have to wait and become a keeper. The turn is determined by "hompimpah" or "suit" (another kind of game) . It use two pieces of sticks in different length, the short one approx. 10 cm and the long one approx. 30 cm. Children in village usually use branch of tree, or broken bamboo. Before starting the game children have to dig up the ground so it formed a hole in lengthwise direction (7-10 cm). The hole is used as fulcrum for the small stick.

Overall, this game consists of three steps. First step group or individual who get the turn put the short stick above the hole, then use the long stick to throw the short stick as far as possible. If another group or another person can catch the sort stick, the first person or first group was failed. For person or group that catch the stick can get scores, for examples, if you catch with two hands you get 10 scores, with right hand 25 points, and with left hand 50 points. If nobody can catch the stick, someone who's become a keeper have to throw the short stick to the long stick that have been put in crossed way above the hole. If it gets hit, the first person is failed. If it's not hit the long stick so the first person who gets the turn can continue to the second step. If he failed it's time to change the turn. In the second step, person in turn has to throw the short stick before its beaten using the long stick and fly as far as possible. If the stick can be catch by other, the player is failed, in the other way, if the stick can't be catch one of the keepers has to throw the short stick into the hole, if it's into the hole; the score of first person is deleted. But, if the short stick can be beaten by first player with the long stick, so the first player score is getting higher, and can continue to the next step. In the third step, person in turn has to put the stick diagonally where one of the ends of the stick is in the hole, but the other is in the land surface. Person in turn has to hit the end (in the surface) so it can levitate then its strike by the long stick as far as possible and can't be catch. If the player can't strike the stick in two times so the player failed. Person in turn can beat the stick more than one times the score can be multiplied with how many times he can beat and the distance from the hole. More times in beating the stick person can be a winner.

Benthik can be modified so it don't need hole that dig up in land. Benthik also eco-friendly toys because it can be made from unused thing like branch, or bamboo. Here is the example of modified benthik tools that more interesting and made from bamboo, because Indonesia is tropical country so there are so many kinds of bamboo that can be used and eco-friendly. So will easily to

make it into mass product. This product has compliance with SNI.ISO.8124 about The Safety of Toys. Here are the pictures and this toy consist of a board consist of hole, and two sticks in different length.





Dra. Nunuk Pramudyawati, Psi. (Psychologist, Head of Indonesia Toys Center and Research, Indonesia)

“Benthik: learn with play. Interesting, educating, and healthy.”

As a psychologist of development, she would like to present some benefits of Benthik from pedagogic aspect. Because not only as the media of playing but also the media of learning. From many theories of pedagogy, playing game is an effective way to learn something like learning how to socialization. Here are some pedagogical advantages of Benthik:

Excellent for developing hand-eye coordination and motor skills

Teach spatial relationships and distance estimation

Outdoor play

Stimulating abilities in visual tracking, timing, decision

Exceptionally exciting educational tools for the development of perceptual, cognitive, and academic skills

Children enhance gross motor skills and learn cooperation and teamwork while performing Benthik.

Perfect for gymnastic and exercise

Simple and fun as entertainment for children

Math and logic : multiplying and adding

Sportivity

Teach children in reward and punishment

Emotion controlling

Etc. (complete benefit will be presented while presenting)

Nisa Praditya (Student of Psychology Faculty, University of Indonesia, Indonesia)

“Benthik: one way psychological therapy (Play therapy).”

As student of Psychology, she will present that Benthik can be used as therapy tools for special needs children, social interference, and self esteem problem. Will be present the result of observation and research from inclusion school with special need children that using Benthik as one way of therapy.

“To Market, To Market, To Buy a Folk Toy: Buying and Selling Handmade Toys in Machine-Made Times”

Suzy Seriff, Sudarshan Khanna, Jean Pierre Rossie, Cleo Gougoulis

Suzanne Seriff, USA, Sudarshan Khanna, India, Cku Gayoula, Greece, Discussant: Jean Pierre Rossie, Belgium

A child in Morocco hands over his wire toy truck to a blond haired tourist for a wad of bills and a ready smile; a sixth generation toymaker from a lacquer-producing village in India readies a shipment of rattles for sale at an elite international art market; a researcher in Argentina “rescues” the designs for the ancestral games of the native peoples to transform them into gift items for sale to benefit the indigenous communities; and a festival toymaker from Mexico works around the clock so that his ephemeral toys will be ready for sale, not to the children flocking the streets during Easter, but to the museum curator who will buy them for her exhibit. Throughout the world, traditional toymakers are finding new ways to sustain their craft through the sale of their toys—not to neighborhood children—but to collectors, tourists, curators and dealers in a global art marketplace.

This symposium brings together an international team of toy scholars to discuss some of the theoretical, moral, and practical implications of this fundamental shift in the marketing and sale of traditional toys for global consumers. The research is based on first hand fieldwork with toymakers in Morocco, India, Argentina, and Mexico who have all experienced fundamental shifts in the meaning, marketing, and audience for which their toys are now made. This symposium expands on an earlier ITRA symposium (2008), by focusing, not on the production, but on the consumption of such handmade toys in the 21st c.. Scholars will explore what happens when simple toys such as wire vehicles, rag dolls, puzzles, tops, and games are made to be packaged and sold to national museums, education centers, commercial venues, and cultural heritage sites as works of art or cultural heritage or

national icons. Specific topics include questions of intellectual property rights (who owns the design of traditional toys), practical issues of quality control, pricing, mass production, and material supplies, ethical questions involving potential exploitation of indigenous skills and knowledge, economic issues raised by sale to an international art markets, and the cultural consequences of changing the design or meaning of a toy to fit a new audience outside the culture. After case studies by Seriff, Ferrarese and Khanna, Rossie will provide comments and lead a discussion on the advantages and challenges of such commercialization of handmade toys in today's world.

Paper Proposal: Traditional Toys in a Global Marketplace: An Introduction to the Issues

Suzanne Seriff, Ph.D

Once a year, tens of thousands of tourists, shoppers, and arts aficionados flock to the trendy town of Santa Fe, New Mexico, in the southwestern corner of the United States, to spend their money buying the “best of the best” of traditional textiles, rugs, ceramics, jewelry, wood carvings and other folk arts from around the world. Handmade folk toys are among the most popular items for sale, and children and adults alike make a bee line to the colorful toy booths where artists demonstrate their animated Indonesian shadow puppets, felt dolls from Uzbekistan, animated wooden toys from Venezuela, lacquered baby rattles from India, and beaded dolls from South Africa. In 2 ½ days, the 180 or so artists make close to two million dollars in sales, and toymakers bring home an entire year’s worth of income, and orders from dozens of retail shops throughout the United States for more orders than they can possibly fill. This paper examines this international Market as a case study to explore some of the complicated economic, social, practical, and moral issues that arise when handmade, locally meaningful toys are made in bulk, marketed en masse, and sold around the world at fancy folk art markets, shops, galleries and virtual sites on the internet. Drawing on oral histories and field research conducted with toymakers and buyers during her four years as head of the artisan selection committee for the Santa Fe International Folk Art Market, Seriff provides an introduction to the symposium by laying out some of the key issues facing both toymakers and vendors today. Specific topics of concern to both parties, and illuminated with case study examples, include questions of intellectual property rights (who owns the design of traditional toys?), practical issues of quality control, pricing, mass production, and material supplies, ethical questions involving potential exploitation of indigenous skills and knowledge, economic issues raised by sale to an international—and mostly “adult”—art market, the complex agencies of toymakers and marketers, middlemen and money-lending, and the cultural consequences of changing the design, meaning, or use of a toy to fit a new audience outside the culture. Seriff will also frame the symposium

in terms of recent scholarship (Grimes and Milgram 2000; Wilkinson-Weber 1999; Osmond 2001) in political economy and development studies, gender studies, anthropology of art, and material culture studies to understand the broader implications of theorizing the changing role and significance of handmade toys in machine-made times. Should handmade toys still be regarded as “alternatives” or “deviations” or even “resistance” in global capitalism, as long as an economic niche continues to exist for them? Should handmade toys be theorized as a “relic” of a bygone era? What can we learn when we think beyond prevailing frameworks for imagining traditional toys’ present and future?

Handmade Toys in Machine-Made Times

Sudarshan Khanna

Scenario in India Today

The situation for handmade folk and craft toys is different in India as follows:

- a) Despite massive decline in this sector for reasons of total neglect over the years, there are still thousands of local professionals and many communities working in different locations in India
- b) There have been many Govt and organitional schemes since more than 2 decades for supporting this sector such as providing them exhibition cum sales in big cities, emporium outlets and demonstration in other countries. This has helped some individuals , often temporally but has not helped the whole community and often created internal rivalry and undue competitions
- c) After long, the planners and policy makers have woken up and realize that this sector has many plus points and that industrial development is not the only path for development
- d) Patronizing by Govt , museums and market institutions can help but in a limited way,

In our experience, we felt that while creating and supporting new markets like for tourist/export can help the sector in some way, the long lasting development may come with the following inputs

- a) There is need to recognize that innovations and design development at local situations particularly in the culture and education sector, would greatly help both makers and users.
- b) That there is need for high quality professional training specifically for designers and managers in this sector. It is partially for this reason that we had started a Post graduate program for training toy designers in India some ten years ago.

c) That young people for the traditional toy making communities should have such possibilities for professional inputs, which at present, has not happened.

Last 20 years, we have some experience of innovating and developing handmade toys with the

Inspiration of heritage but in modern context. We would try to briefly share this experience.

Transforming toys to transmit cultural heritage: Gender, handicraft and cultural reproduction in a Greek Day Centre for the Elderly.

Cleo Gougoulis

Peloponnesian Folklore Foundation, Greece

Since the Birmingham School of cultural studies and Vygotsky's theory of learning made their imprint on material culture studies and childhood studies a number of ethnographies have focused on children's appropriation of adult culture in their play (e.g. Evaldsson 1993, Goldman 1998, Chin 2001), in various forms, including the resourceful reinterpretation of western commodities as raw materials in the construction of traditional toys or the scavenging of local material to produce indigenous versions of western commodities (Khanna 1983, Rossie 1993, 2005, Seriff 1996).

Adults however, also re-interpret and re-appropriate children's culture. This is particularly evident in the case of the design and marketing of global toys, such as Pokemon or Power Rangers figures (Brougère 2005, 2008a, 2008b). Museums and other cultural and social institutions are further agents of re-interpretation of children's culture, where toys are recontextualized and transformed into manifestations of cultural heritage (Gougoulis and Karakatsani 2008).

In the last 20 years, in the context of a converging public interest in the revival of tradition and the empowerment of the elderly, a number of day care institutions for the elderly (KAPI) have been established throughout Greece, which seek –among other aims- to empower older people by highlighting their role as bearers of collective memory and tradition and by promoting programmes of intergenerational cultural transmission. (Vythoulka 1993). In the late 1980s traditional toy making was included in these programmes and exhibits of refashioned toys representing childhoods of the past were organized in the early 1990s aiming to highlight the value of crafted toys and their creators. Recently, one of the KAPI centres in a municipality of Piraeus with a particularly active group of women (staff and members of the KAPI)

incorporated the traditional toys programme in the Christmas festivities programme and started to use reconstructions of folk toys as ornamental mounts for daily tear-off calendars sold at the KAPI to the local community during the annual Christmas Festival.

Drawing on material from ongoing fieldwork in the KAPI based on informal interviews and participant observation, the paper will focus on the production, distribution and consumption of toys, as calendar ornaments, to discuss both the meaning attributed to traditional toys, handicraft skills and heritage by the women that are involved in their creation, transformation and circulation, and the social and cultural consequences of transforming toys into calendars. Framing the discussion within recent debates in economic anthropology, material culture studies and anthropological studies of gender and aging, the paper will further raise questions regarding the role of toys as representations of a past that is appropriated by the elderly members of the KAPI to reproduce and challenge gender and age hierarchies in order to resist their social marginalization in the present.

POSTER PRESENTATIONS

POSTER-1

Educational interventions using computer games for people with special educational needs

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Summary

Modern conditions require training to meet the particularities of each child. The Special Education (CIE) aims to provide students with identified disabilities and special educational needs integrated education, equal opportunities for full participation and contribution to society, independent living, economic self-sufficiency and autonomy (N.3699/02.10.2008). The purpose of the special education is to design and develop an alternative curriculum to help every student to overcome the special difficulties and the existence of inclusive schools where everyone belongs, supports and is supported by his peers and the other members of the school community.

Technologies of Information and Communication Technology (ICT) act as a catalyst affecting the structure of the school and essentially contributing to change and reform the educational system (Fytros, 2005). The games, as a particular aspect of ICT can be an excellent tool for education. Digital game-based learning is one of the most modern lines that appear in educational technology (Prensky, 2001, 2007).

The games are directly linked to the areas of training for people with special educational needs in line with the curriculum (APS) and the Integrated Framework for Interdisciplinary Studies Program (DEPPS). With this in mind educational interventions using computer games for people with special educational needs were organized. The aim of the intervention is to investigate the dynamics of digital games in learning for this group in the educational program, whether and how digital games can be a pleasant and effective way for these individuals, the degree of involvement and their response to this application. The main goal is for the application to have the nature of a free activity so that students participating do not feel pressure or fear of evaluation from the teacher, but have fun playing. The design of the intervention (Sandford et al., 2006), the sample selection and methods used, the reactions of participating pupils are also analysed in this paper. The implementation of the application as made in two special schools presented, listed the problems faced throughout the intervention are listed as well as the conclusions we arrived at. Although the intervention was limited, the conclusions reached confirm the initial assumptions about the use of digital games in education for people with special educational needs: The digital games work as a challenge, give a playful nature to the learning process, activate children but also highlight problems that teachers did not realize.

POSTER-2

The toy as a tool to enhance emotional tonus of the sick child

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The ill child needs not only adequate treatment and adherence to certain dietary and hygiene regimen, but care for his mental condition. Disease disrupts the balance between children's organism and its environment, which reflects in his emotional condition. It is oppressed by the illness, experiences fear from manipulations and is deprived in its everyday activity. In order to satisfy the need for activity and to enhance its emotional tonus it is necessary to provide comfortable and appropriate space to play and enough multiform toys.

The aim of the current presentation is to illuminate and outline the role of the play and toys in the comprehensive process of recovery of the sick child.

The children love to play even when they are ill. In this way is replaced the anxiety and is raised the activity, which reflects positively on the recovery. Most of all the play is spontaneous free activity without any external compulsion. It is major part from children's activity and it is our goal to employ the play as an approach to enhance their emotional tonus during illness. Any pedagogue, medical expert or a parent should be able to assess the personal interests and possibility to use different games and toys in the healing process.

Suitable tools are necessary for any human activity, including the games. This is how the toys appeared. These are objects which make the child happy and simultaneously aid its individual character development. The toy is a tool,

employed in the children's play. There is close connection between the play as activity and the relevant objects that the child uses to play with. The toy should be a function of the child's development and to correspond to its psyche. There should be paid equal attention to both natural kind of toys as well as the refined and modeled toys in order to stimulate the creative resources of children.

The selection of toys depends on the specific period of child's development. They are selected for sick children dependent on their health condition as well – the type of disorder, its course and duration, children's age, their desires and interests. Given the role of the toy for the whole personality development, there are posed certain requirements in this respect. It should develop the senso-motor system as basis of the cognitive, aesthetic, labor and physical activities. The aesthetic appearance of the toy includes its design, form, size and color. The toys and play materials should be safe, easy to clean and liable to disinfection as well.

The impact of each toy is complex and assists the specification of the perceptions and mental pictures, supports the adoption of sensory standards. Therefore the toy has diverse functions, directed to activity and personality development in children, which should be employed during the process of recovery.

POSTER-3

Sets of Games for Education for Sustainable Development

Galena Ivanova

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In Bulgaria's Support Program for Education for Sustainable Development it is stressed that application of that idea must incorporate the concept in all aspects of school and educational activities. On a contemporary level this is connected to making children more informed and sensitive about, and more involved in the economic, ecological and social changes that are taking place.

Incorporating the idea of sustainable development in kindergartens is a very important, but also a difficult task. Important – because little children are eager to learn, they are sensitive, and perceptive about anything new and what they learn when little will always be of their service and guidance throughout their lives. However, this task is difficult as little children can become aware of the complicated issue of sustainable development only if activities and methods suitable for their age are employed naturally in their everyday life. In addition, these activities and methods must raise children's awareness of eco-problems, contemporary values and positive behavior models for coping with present day challenges in their own school environment.

That is what motivates us to direct our efforts towards developing and incorporating games, through which the concept of sustainable development can be easily adopted by kindergartens as part of their educational activities.

We turned ourselves towards developing sets of games, because through them children's independence is stressed on and the children's emotional sphere

is stimulated, which lead to certain predisposition about the significance of personal involvement, which has a highly educational effect on children. All sets of games were designed in suitable look and were accepted quite well by both children and teachers in the kindergartens.

When playing, children expand and define more precisely their attitudes towards the objects and phenomena in the surrounding world in the context of social relations. This broadening of their cognitive and social experience in games is achieved by employing their own involvement and teamwork with their game partners.

The results from the research show us that sets of games contribute to building live, complicated, interdisciplinary knowledge about the world, in which children live, along with inclinations for preserving the harmony in it.

POSTER-4

Toy-book in assistance in literature training

Rumyana Tankova

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Toy-book in assistance in literature training Contemporary education is facing a serious problem – how to provoke interest in books. It is best to achieve this by means of a play. That is why the present material suggests an opportunity to introduce children to the book and make them feel comfortable with it through play activities. This is a toy-book for 10-12-year-old children called My Five Books. With its help it is possible to play five games of compiling a book. Each game puts the little schoolboy or schoolgirl in a different role: During the first game the child is a book designer. He or she has eight ready pages from a small book and a coloured cover. The child arranges the pages, numbering them correctly, then putting them into the cover and inscribing the cover. During the second game the child is a book author. The child has eight pages with illustrations where the text is missing. He or she is to compose the text to each of the pictures and write it down on the pages of his or her book. When the text is ready, the child cuts the cover and writes his or her name on it as the book author. During the third game the child is a book illustrator. He or she has pages with the text but there are no illustrations. The little schoolchild is to read the text and illustrate it with his or her pictures. When he or she is ready, the child is to cut the cover and write his or her name on it as the book illustrator. During the fourth game the little schoolchild is a book compiler. He or she has eight pages of a text from a fairytale and eight illustrations. In the process of the game the child cuts the illustrations, pasting them at the relevant positions onto the pages with text; then the child arranges them and puts them into the cover. During the fifth game the child is a collection compiler. He or she has eight pages with separate

jokes for children. The player decides in what sequence to arrange the jokes and depending on that he or she writes the contents of the collection he or she has complied. When the child is finished with the five games he or she cuts from the toy-book cover a cardboard folder where he or she can put the five books. This toy-book is on sale throughout the commercial sites in Bulgaria. Every teacher can use its model and make similar games for his or her schoolchildren.

POSTER-5

The play of social roles of make-believe and inclusion of children in social and cultural world

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The preschool children, from 3 to 6 years old, appropriates the cultural world in several ways, like the playing of make believe social roles, that enables them to mimic the experienced and observed relationships in their social group. Teaching work pointed to the need to investigate how children in this age group fall within the objective world by imitating adults. For this purpose we conducted a theoretical study and field observation of children in the action of “make believe” games using objects that replace their wishes immediately, in an early childhood education public school between 2008 and 2010. The transference of an action to the object refers to an idea that is not their own, changing it into a symbolic function. Those objects lose their real significance if disconnect with the immediate visual field. The child mind can abandon the concrete meaning of the object and point out an abstract idea, so the broom stick occupies a mediating element between the “horse” toy and the “horse” truth. This imaginative moment in the childhood, promotes changes in the children consciousness, because there is a break with the immediate perceptual field, which is designed for an action without the presence

of the object itself. The make-believe is constructed by the child with the mediation of the sign, it runs the game with cultural objects of his knowledge, for example, replicates its home and the tools that are part of it, their pets, the role of parents in the home and domestic tasks, autonomy and place of the members that family, the respect for each-other, an attitude towards the problem, the core values of their cultural context. At the end of the research the playing of roles in make-believe can favor the inclusion of children into the adult world as it is an effective action for the higher mental development, achieved in children's social and cultural tasks that occur during the ludic action, that allows the group autonomy on the basis of actions taken when imitates an adult and mimicry of the organization and of the real environment and in the volitional control of moments that demand the shifting of action and in the presence of a symbolic representation in the selection of objects to play.

Keywords: early childhood education, play social roles, pretend mediation

POSTER-6

Toy For The Unborn Baby: Post-Natal Benefits

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Studies of the human fetus denoted a complex behavioral pattern. This includes fetal memory, maternal environment/voice recognition and trainability. We introduced a special “toy device” that gives naturally derived sounds mimicking the fetal environment. The aim of this work was to test whether there is beneficial effect for this system on the child in his postnatal life

The system, named FTT (fetus training toy), was designed to produce three important elements of the maternal environment: 1) mother’s heart beats in a variable pattern, 2) placental blood flow sound pattern, and, 3) mother’s intestinal sounds. The system was given to 100 healthy pregnant mothers. It was applied with a belt on the mother’ abdomen from week 27 to the time of birth, and operated for 30 minute twice daily. Another 100 women served as controls. The borne infants were compared for their breast feeding performance, resting tendency, sleep patterns and baby-mother bonding in the first year of life, and for intellectual and physical activity in the subsequent year.

Babies of the FTT group gave better breast feeding performance, resting tendency and mother-infant bonding than the controls; there was no difference in sleep features. Also, FTT babies had better intellectual and

physical activity in the 2nd year. The difference was more prominent when the whole triad of maternal environment was used rather than any single item.

Fetal "toying" may be of beneficial effect on the child development after birth.

POSTER-7

Technical Toys and Playthings: Informal Science Education in Science Museums

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Technical Toys and Playthings: Informal Science Education in Science Museums. MissPeeranut Kanhadilok Abstract. This paper discusses the importance of toys and playthings in informal science education in science museums. The use of the technical toys and playthings, creating science activities and science learning for explore the foundations of science. Toys and playthings are one of the best ways for learning of science. Furthermore, they are very important for science museums' activities because they produce amusement and education for visitors. Two case studies are provide as evidance of the importance of toys and playthings in informal science education in two science museums. The first, the technical toys and playthings in the Science Museum, London. At the Launch Pad Gallery, visitors learn science knowledge by playing with hands-on and interactive exhibitions and gain more information from explainers. Also, in the playground, children learn with things, materials and about the world around them. The science computer games allow visitors to learn science more from the exhibitions and permit them to imagine to the future of science. The second case study, the technical science toys and traditional toys in the National Science Museum, Thailand, uses technical science toys and Thai traditional toys and interactive exhibitions for visitors' learning. They are separated into two types. 1. Playing and learning: Visitors learn scientific knowledge and gain science experiences from playing with the science toys, Thai traditional toys and interactive exhibitions. 2. Learning by doing: Visitors learn the process of how to construct toys and learn the science inside toys, Furthermore, they can collect the toys and toy's handbook to take home. Also, through Thai Traditional toys, visitors can learn Thai culture and Thai tradition technology.

POSTER-8

From girl's play to the Christmas Bazaar. Constructing, instructing and reconstructing traditional children's toys in a day Centre for the Elderly.

Despina Paspala

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Abstract

The poster will focus on the history, the construction and reconstruction process of a toy loom, one of the 12 traditional games and toys that have been included in the programme "Remaking the toys of my childhood" that has been operating since 1985 in the 1st KAPI (Day Centre for the Elderly) of the municipality of Nikaea, Piraeus, Greece.

This programme is one of the communication platforms for the Elderly run in the KAPI with the participation of the elementary school children of the Nikaea municipality as part of the umbrella programme "Intergenerational Contact and Interactive education".

Since the Christmas season of 2009-2010, the 12 toys and play material that were chosen out of the gamut of traditional toys and games representing the childhood years of the elderly members of the KAPI have been used to construct a calendar that is sold in the annual Christmas Bazaar of the KAPI.

The calendar is constructed by the members of the KAPH who meet up on a tight schedule on specific days and times set by the social workers and the

managerial staff of the KAPI during the fortnight preceding the Bazaar in a festive and nostalgic atmosphere, to construct the selected toy. Several generations are involved in the project, as local school children accompanied by their teachers visit the KAPI during their arts and crafts lesson and help in the construction of the toys to be transformed into the calendar. The 2010-2011 Christmas season programme involved the construction of a calendar attached on a tile-loom, a kind of toy loom which transforms a roof-tile into a loom for weaving dolls' accessories.

In the poster I first will present the informal learning processes occurring in the intergenerational play of my childhood years in a village of Northern Greece, where I used to spend my school holidays. I will specifically focus on how I was introduced by my grandmother into one of the popular girls' toys in the village: the tile-loom. The tile loom was used in the late 1960s –early 1970s by 8-14 year-old girls to construct bedding and carpets for doll and doll house play.

In the second part of the poster I will focus on the inclusion of the toy-loom of my childhood into the KAPI programme "Remaking the toys of my childhood" (1985-1990) that involved teaching local schoolchildren how to make hand made toys.

The last part of the poster will deal with the recent reconstruction of the tile-loom-as a decorative feature of the 2011 calendar sold during the Christmas Bazaar as part of the activities organized in the context of the programme "Intergenerational contact and interactive education" at the KAPI centre.

POSTER-9

Dristi- A play device for inclusive education of children with partial vision in the kindergarten age group

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The word "Dristi" in Hindi(Indian language) means "sight". Dristi is a play device which can be installed in the classroom which will aid children with partial vision to be educated in school with normal children. Partial vision is a term that denotes a level of vision that is 20/70 or worse and cannot be fully corrected with conventional glasses. Partial vision is not the same as blindness. Unlike a person who is blind, a person with low vision has some useful sight and can see high contrast or large shapes.

This play device made of plywood consisting of a circular box with light that can be adjusted for intensity. Hence the contrast required can be monitored. It consists of silhouette cut outs in the front. This contrast helps the children with partial vision to see the shapes easily. It can be used for story telling with characters, teaching alphabets or numbers depending on the requirement. Teachers can use it as a teaching and assessment tool. Usually teachers in the normal school have no idea about the requirements of the children with partial vision. This device helps them assess the child's level of vision in a playful manner and cater to their needs. All children love to play with silhouette and light hence making it a fun play and learn device for all children.

This device was developed in the blind peoples association, Ahmadabad, India. The device was designed so that it can be manufactured in the workshop of the association at a low cost.

POSTER-10

A Less Gender Type Toy Collection: Scandinavian Design

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Abstract

This paper will aim to explain differences between toy choices for girls and boys in Scandinavian countries that strongly emphasize gender equality. It is known that toy preferences of children reflect geographical features, social structures, cultural values and the socio-economic status of their countries. Since there is a traditional division of labor between women and men in society, girls and boys prefer toys according to traditionally feminine and masculine traits. Toys that represent the private sphere are owned by girls, and toys that represent the public sphere are preferred by boys.

The Scandinavian countries are reputable in their work and family policies that emphasize gender equality. According to research, these countries were perceived as the most egalitarian ones that have less gendered attitudes. From the view of Scandinavian culture; social structure, socio-economic status and cultural value have a strong effect of removing the notion of gender from toy and toy design.

This study is based on a survey of the literature on less gender type toy selections in Northdic countries. It will abstract the toy preferences of children through less gender role oriented countries. It also focused on dynamics and causes of the toy choices of Scandinavian children and the evolution of less gender type toys in Scandinavia peninsula.

Keywords: Scandinavian Design, Toy, Culture, Gender

POSTER-11

Usage Of The Baby Doll Model With Multiple Facial Expressions In Enhancing Emotinal Intelligence

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Emotional Intelligence (EI) is defined as the self-perceived ability to identify, assess, and control the emotions of oneself, of others, and of groups. Basically, it is managing emotions-the ability to regulate emotions in both ourselves and in others. For this reason, the emotionally intelligent people can harness emotions, even negative ones, and manage them to achieve intended goals. Thus, such people can sense, understand and react to others' emotions while comprehending social networks and this helps them to enrich life itself in all aspects. Emotional development includes various features of emotions such as laughter, crying, fear, anger, obstinance, jealousy and aggression. In this study, a baby doll model is developed for the children to express these various kinds of personal emotions. The baby doll model is a material used to enhance emotional intelligence by creating and replacing multiple facial expressions on a doll, and it can be done as shown in this poster step by step.

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