

Final Program



The 9th International Conference on
Interaction Design and Children

BARCELONA, Spain - June 9-12, 2010

IDC 2010 was organized in
cooperation with:



Organized by:



*Audiovisual University
Institute (IUA)*

Department of Communication

*Department of Information and
Communications Technologies*

With the support of:



PROGRAM AT A GLANCE

	Wed 9	Thr 10	Fri 11	Sat 12			
08:00	Registration & Welcome Coffee	Registration	Registration	Registration		08:00	
08:30						08:30	
09:00		Activity and fitness	Designing for and with children	Workshops @ UPF	Doctoral Consortium @ UPF	09:00	
09:30	09:30						
10:00	Welcome & General Information	Coffee Break	Coffee Break	Coffee Break		"More Than Demos" for General Public @ CosmoCaixa	
10:30	10:30						
11:00	Sociality and connectedness	Storytelling	Posters	Workshops @ UPF	Doctoral Consortium @ UPF		11:00
11:30							11:30
12:00							12:00
12:30	Lunch	Lunch	Lunch	Lunch	Lunch	12:30	
13:00						13:00	
13:30						13:30	
14:00	Designing Methods		Panel	Workshops @ UPF	Doctoral Consortium @ UPF	14:00	
14:30						14:30	
15:00						15:00	
15:30	Coffee Break	Transport to CosmoCaixa	Closing Remarks & IDC2011	Coffee Brk		15:30	
16:00	Learning through Play			Demos for IDC Attendees @ CosmoCaixa	Workshops @ UPF		16:00
16:30						16:30	
17:00		17:00					
17:30						17:30	
18:00						18:00	
18:30						18:30	
19:00	Transport to Restaurant	Keynote @ CosmoCaixa				19:00	
19:30			19:30				
20:00	Conference Dinner	Reception @ CosmoCaixa				20:00	
20:30			20:30				
21:00		Transport to UPF				21:00	
21:30			21:30				
22:00			22:00				
22:30					22:30		
23:00	Transport to UPF					23:00	
23:30		23:30					

FOREWORD

As in previous editions of IDC, the general goals of the 2010 conference have been to better understand children's needs, and how to design for them, by presenting and discussing the most innovative research in the field of interaction design for children, by exhibiting the most recent developments in design and design methodologies, and by gathering the leading minds in the field of interaction design for children.

In this specific edition we would like to especially promote the field of **full-body interaction**. According to health organizations, the current generations of children in the developed world will be the first to have a decrease in life expectancy with respect to our generation of middle-aged adults. The European Commission is especially worried about the rate of incidence of this lack of physical activity in European countries and is already defining policies and actions to try to compensate for this public health issue. Moreover, this lack of physical activity also carries the collateral effect of lack of social activity.

Some studies by the WHO have concluded that one of the main causes for this lack of physical activity is the intensive use of video-games and consoles, the Internet, chats, social networks, etc. This does not mean these technologies are unhealthy for our children per se, but uncontrolled use of these can lead to unhealthy sedentary lifestyles. On the other hand, it would be absolutely unreasonable to define policies to ban these technologies from our children being already a very important part of their culture.

It is therefore one of the duties of our interaction design and children community to find solutions that compensate for this lack of physical and social activity. Full-body, or embodied, interaction may be one solution by finding ways to converge interactive technologies with full-body activity from, for example, playground structures, sports, etc.; or by defining completely new full-body interactive experiences that may promote physical activity in our children while allowing them to play with their contemporary media.

Therefore, the very specific topic we have proposed to emphasize in IDC2010 has been:

**"Full-body Interaction for Children.
To enhance physical, mental and social well-being of Children"**

In other words, to propose interactive experiences that are conceived for full-body action. The difference of attitude, activities, socialization potential, collaboration opportunities, physical exercise, etc., that such interactive experiences provide with respect to desktop applications make them well worth the interest they generate. However, this is a somewhat unexplored field and it is important to give it a drive forward. Hopefully we will obtain healthier experiences for children through interactive media.

IDC is growing with every new edition proving its interest within the HCI community and especially in those researchers working specifically with children. This year we have received contributions from all continents that compose the present compendium of works.

Dr. Narcís Parés Burguès
Universitat Pompeu Fabra, Barcelona, Spain

WEDNESDAY JUNE 9

8.00-10.00: REGISTRATION

10.00-11.00: WELCOME & GENERAL INFORMATION

11.00-12.30: SOCIALITY AND CONNECTEDNESS

Video Play: Playful interactions in video conferencing for long-distance families with young children

Sean Follmer, Hayes Raffle, Janet Go, Tico Ballagas and Hiroshi Ishii

The Augmented Knights Castle and social interaction in children with autism

William Farr, Nicola Yuill and Steve Hinske

User interfaces for tangible characters: Children connecting remotely through toy perspectives

Natalie Freed, Winslow Burleson, Hayes Raffle, Rafael Ballagas and Naomi Newman

12.30-14.00: LUNCH

14.30-15.30: DESIGNING METHODS

Laddering with young children in User eXperience evaluations: Theoretical groundings and a practical case

Bieke Zaman and Vero Vanden Abeele

Bridging the gap between children and tabletop designers

Javier Marco, Sandra Baldassarri and Eva Cerezo

Lo-Fi prototyping to design interactive-tabletop applications for children

Jochen Rick, Phyllis Francois, Bob Fields, Rowanne Fleck, Nicola Yuill and Amanda Carr

15.30-16.00: COFFEE BREAK

16.00-17.30: LEARNING THROUGH PLAY

Learning environmental factors through playful interaction

Zhihui Zhang, Paul Shrubsole and Maddy Janse

Noising Around: Investigations in mobile learning

Peta Wyeth and Ian MacColl

Us Hunters. Interactive communication for young cavemen

Stelios Kourakis and Narcis Pares

19.00-20.00: TRANSPORT TO RESTAURANT

20.00-23.00: CONFERENCE DINNER

At "Can Travi Nou" restaurant, a beautiful vintage farm house in what used to be the outskirts of Barcelona.



19.00-20.00: TRANSPORT TO UPF

THURSDAY JUNE 10

8.00-9.00: REGISTRATION

9.00-10.30: ACTIVITY AND FITNESS

Detecting and modeling play behavior using sensor-embedded rock-climbing equipment

Hisakazu Ouchi, Yoshifumi Nishida, Ilwoong Kim, Yoichi Motomura and Hiroshi Mizoguchi

Assessment of the involuntary motion of children with motor impairments to increase the accessibility of an inertial interface

Rafael Raya, Ramón Ceres, Javier Roa and Eduardo Rocon

Mobile system to motivate teenagers' physical activity

Sonia Arteaga, Adrienne Woodworth, Mo Kudeki and Sri Kurniawan

10.30-11.00: COFFEE BREAK

11.00-12.30: STORYTELLING

Paper-based multimedia interaction as learning tool for disabled children

Franca Garzotto and Manuel Bordogna

Mobile collaboration: Collaboratively reading and creating children's stories on mobile devices

Jerry Falls, Allison Druin and Mona Leigh Guha

Collective digital storytelling at school as a whole-class interaction

Nicoletta Di Blas, Paolo Paolini and Amalia Georgiana Sabiescu

12.30-14.00: LUNCH

15.30-16.30: TRANSPORT TO COSMOCAIXA

16.30-19.00: DEMOS FOR IDC ATTENDEES

@ COSMOCAIXA

PIPLEX – tangible experience in an Augmented Reality video game

José María Blanco Calvo, Pascal Landry, Sebastian Mealla, Emanuela Mazzone and Narcis Parés

TRAZO: A tool to acquire handwriting skills using Tablet-PC devices

Alberto deDiego-Cottinelli and Beatriz Barros

TeddIR: Tangible information retrieval for children

Michel Jansen, Wim Bos, Paul van der Vet, Theo Huibers and Djoerd Hiemstra

Oriental Well-being Design

Youngmi Kim

The BEAM: A digitally enhanced balance beam for mathematics education

Zeina Atrash Leong and Michael S. Horn

Musical Box – draw It yourself

Wu-Hsi Li

Playing with toys on a tabletop active surface

Javier Marco, Eva Cerezo, Sandra Baldassarri

Tangible manipulatives and digital content: The transparent link that benefits young deaf children

Becky Sue Parton, Robert Hancock and Anita D. duBusdeValempré

Quadratic: Manipulating algebraic expressions on an interactive tabletop

Jochen Rick

Singing Fingers: Fingerpainting with sound

Eric Rosenbaum and Jay Silver

DERMALAND

Jill Scott, Mark Ziegler and Nikolaus Voelzow

The World is Canvas: A coloring application for children based on physical interaction

Satoru Tokuihsa and Yusuke Kamiyama

vSked: An Interactive Visual Schedule System for use in Classrooms for Children with Autism

Michael T. Yeganyan, Meg Cramer, Lou Anne Boyd and Gillian R. Hayes

19.00-20.30: KEYNOTE

@ COSMOCAIXA

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20.30-21.00: RECEPTION

@ COSMOCAIXA

19.00-20.00: TRANSPORT TO UPF

FRIDAY JUNE 11

8.00-9.00: REGISTRATION

9.00-10.30: DESIGNING FOR AND WITH CHILDREN

How do you play with a robotic toy animal?

Ylva Fernaeus, Maria Håkansson and Mattias Jakobsson

Let robots do the talking

Sjef Fransen and Panos Markopoulos.

Considering content, context, engagement and management in designing with children

Emanuela Mazzone, Netta Iivari, Ruut Tikkanen and Janet Read

10.30-11.00: COFFEE BREAK

11.00-12.30: POSTER SESSION. SHORT PAPERS

Zydeco: Using mobile and web technologies to support seamless inquiry between museum and school contexts

Clara Cahill, Alex Kuhn, Shannon Schmoll, Alex Pompe and Chris Quintana

jogo: An explorative design for free play

Emma Creighton

BeeSign: Designing to support mediated group inquiry of complex science by early elementary students

Joshua A. Danish, Kylie Pepler and David Phelps

TechSportiv – Using a smart textile toolkit to approach young people’s physical education

Nadine Dittert and Heidi Schelhowe

Informing design for tangible interaction: A case for children with learning difficulties

Taciana Pontual Falcão and Sara Price

SMART-Games: A video game intervention for children with autism spectrum disorders

Marientina Gotsis, Judith Piggot, Diana Hughes and Wendy Stone

Investigating the impact of design processes on children

Mona Leigh Guha, Allison Druin and Jerry Alan Fails

Co-designing with children: A comparison of embodied and disembodied sketching techniques for the design of child age communication devices

Fabian Hemmert, Susann Hamann, Matthias Löwe, Josefine Zeipelt and Gesche Joost

Make a Riddle and TeleStory: Designing children's applications for the Siftables platform

Seth Hunter, Jeevan Kalanithi and David Merrill

My Green Pet: A Current-based interactive plant for children

Sungjae Hwang, Kibeom Lee and Woonseung Yeo

Fröbel's Forgotten Gift: Textile construction kits as pathways into play, design and computation

Yasmin B. Kafai, Kylie A. Peppler, Quinn William Burke, Michael Moore and Diane Glosson

Designing technologies with children with special needs: Children in the centre (CiC) framework

Eija Kärnä, Jussi Nuutinen, Kaisa Pihlainen-Bednarik and Virpi Vellonen

Exploring rules and underlying concepts while engaged with collaborative full-body games

Chronis Kynigos, Zacharoula Smyrnaiou and Maria Roussou

A collaborative approach to the design and evaluation of an interactive learning tool for children with special educational needs

Beatriz López-Mencía, David Pardo, Alvaro Hernández-Trapote, Luis Hernández and Jose Relación

An E-sewing tutorial for DIY learning

Emily Lovell and Leah Buechley

KaleiVoiceKids: Interactive real-time voice transformation for children

Oscar Mayor, Jordi Bonada and Jordi Janer

Touch-screen technology for children: Giving the right instructions and getting the right responses

Lorna McKnight and Daniel Fitton

Craftopolis: Blending tangible, informal construction with virtual multiuser communities

Jane Meyers, Jeffery LaMarche and Michael Eisenberg

BeeSim: Leveraging wearable computers in participatory simulations with young children

Kylie Peppler, Joshua Danish, Benjamin Zaitlen, Diane Glosson, Alexander Jacobs and David Phelps

Querying and navigating a database of images with the Magical Objects of the Wizard Zurlino

Fabio Pittarello and Riccardo Stecca

Introducing the FabLab as interactive exhibition space

Irene Posch, Hideaki Ogawa, Christopher Lindinger, Roland Haring and Horst Hörtner

Comparing canonical and digital-based narrative activities in a formal educational setting

Elisa Rubegni and Paolo Paolini

Enjoyable “LEGS” system deepens children’s learning in a zoo

Mariko Suzuki, Itsuo Hatono, Tetsuo Ogino, Fusako Kusunoki, Hidefusa Sakamoto, Kazuhiko Sawada, Yasuhiro Hoki, Katsuya Ifuku and Taiji Kubo

Design of an instrument for the evaluation of communication technologies with children

Svetlana Yarosh and Panos Markopoulos.

Teaching social competence: In search of design patterns

Massimo Zancanaro, Tamar Weiss, Eynat Gal, Nirit Bauminger, Sarah Parsons and Sue Cobb

12.30-14.00: LUNCH

14.00-15.30: PANEL

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A Manifesto for Interaction Design and Children

Chair Janet C Read

15.30-16.30: CLOSING REMARKS & TURNOVER TO IDC2011

SATURDAY JUNE 12

8.00-9.00: REGISTRATION

9.00-17.30: DOCTORAL CONSORTIUM

10.30-11.00: COFFEE BREAK

11.00-12.30: DOCTORAL CONSORTIUM

12.30-13.30: LUNCH

13.30-15.30: DOCTORAL CONSORTIUM

9.00-17.30: WORKSHOPS

WORKSHOP 1

Digital Technologies and Marginalized Youth

Juan Pablo Hourcade, Natasha E. Bullock-Rest and Heidi Schelhower

Social Inclusion through the Digital Economy: Digital Creative Engagement and Youth-Led Innovation

Lalya Gaye, Atau Tanaka, Ranald Richardson and Kazuhiro Jo

Digital Inclusion in Chilean Rural Schools

Jaime Sánchez

WORKSHOP 2

Interactive Storytelling for Children

Franca Garzotto, Paolo Paolini and Amalia Sabiescu

Programming & Storytelling: Opportunities for Learning About Coding & Composition

Quinn Burke and Yasmin B. Kafai

How the social structure of intercultural computer clubs fosters interactive storytelling

Anne Weibert and Kai Schubert

10.00-15.30: MORE THAN DEMOS FOR GENERAL PUBLIC

@ COSMOCAIXA

PIPLEX – tangible experience in an Augmented Reality video game

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KEYNOTE

THURSDAY JUNE 10 19.00-20.30

The Magic of Interactive Experiences for Children: The Walt Disney Imagineering Approach



Dr. Mark Mine
Director of the Creative Technology Group, Walt Disney
Imagineering

Co-organized with "la Caixa" Foundation and held at CosmoCaixa Science Museum

Abstract

Ever since Walt Disney first opened the doors to Disneyland in 1955, Imagineers have been using (and misusing) state-of-the-art technology to immerse their guests in magical worlds. Combined with richly detailed environments, imaginative characters, and compelling stories, these tools have enabled visitors to Disney theme parks to dance with ghosts, sail with pirates, and fly to the furthest reaches of both inner and outer space.

The theme park world of today, however, is vastly different from the theme park world of 1955; audiences are more diverse, guests more sophisticated, and children growing up faster than ever before. The competition is likewise greater than ever before; consumers have an increasingly broad array of rich and compelling entertainment options to choose from, many conveniently located in the local theater, shopping mall, and more than ever in the home. To succeed in this ever-changing marketplace, Imagineers must continue to innovate and push the boundaries of engineering, design, and magic. Our worlds must be richer, our characters more interactive, and our storytelling more fluid, customizable, and reactive.

In this talk, Mark will describe the new techniques and technology Imagineers are using to light, animate, and augment Disney theme parks. He will describe the tools being used to bring the world of Disney animated features to life in ways never before possible. He will relate how Imagineers are using advanced sensing technology and better awareness of their guests to create smart reactive environments and new forms of entertainment. He will present advances in Animatronic characters that make them more responsive, aware, and engaging. He will discuss the challenge of designing for audiences with diverse backgrounds, skill sets, and ages. He will show how all of these efforts are bound together by the goal of creating fantastic worlds of magic and imagination for Disney guests around the world.

Bio

Currently in his 12th year with Walt Disney Imagineering, Mark Mine is the Director of the Creative Technology Group. The fundamental mission of the Creative Technology Group is to help Imagineering's creative and engineering teams build better theme

park rides and attractions through new ways to design, evaluate, and present innovative concepts and ideas. This includes the development and integration of real-time and pre-rendered computer graphics technologies and techniques into the blue sky design process.

Mine began his Disney career in 1997 in the Virtual Reality Studio, as a programmer/designer for interactive attractions in the DisneyQuest virtual theme park project. Since then, he has worked on attractions such as Mission: SPACE, Finding Nemo Submarine Voyage and Toy Story Mania!

Prior to Disney, Mine worked as an engineer for the Jet Propulsion Laboratory on projects such as the Voyager Spacecraft. Mine has a bachelor's degree in Aerospace Engineering from the University of Michigan, a Master's degree in Electrical Engineering from the University of Southern California, and a Master's degree and Ph.D. in Computer Science from the University of North Carolina..

PANEL

FRIDAY JUNE 11, 14.00-15.30

A Manifesto for Interaction Design and Children

Chair: Janet C Read

Participants:

Interaction design is a relatively new field that takes its inspiration and methods from many research areas including human computer interaction, industrial and product design, media design, software engineering, architecture, craft studies and psychology. As a result of this mixture of approaches, interaction design suffers from, and is also enhanced by, variations in interpretation and uncertainties about the relative values of the products that are developed under its auspices.

Interaction design for children is a discipline that also has to take account of the specific needs of children across different ages and in varying contexts. Designers have to also take account of additional stakeholders (generally adults) when designing for children who may typically be gatekeepers or providers of technology products.

The interaction design for children (IDC) community has a pivotal role in the definition of what comprises good interaction design for children. In accepting papers for publication, in promoting demonstrations of technologies and in acknowledging experts and innovators in the field, the IDC community has a responsibility to behave in the best interests of both the researchers it supports and, perhaps more importantly, the children it champions.

This responsibility brings with it challenges. It is often the case that a single research contribution fails to meet the needs of researchers and children equally. Work that is technologically innovative may be poorly situated in context, work that is very child centered may offer nothing new to the research platform, work that is complex and interactive may be badly designed. Whilst a product might be highly interactive in a novel way, if that same product was considered to be too expensive for 99% of the world's children, or if the product was designed for an environment where it was patently unsuitable, should that work be brought to the table? In short, the IDC community faces difficult choices when endorsing interaction design work.

In this panel we will explore these challenges. We will highlight key concerns including sustainability, design for the context, persuasiveness, costs of technologies and dividedness and will aim to develop, during the discussion a "Manifesto for Interaction Design and Children" that clearly states our position on the types of interaction design research and on the interaction design products that the community considers to be desirable.

The "Manifesto for Interaction Design and Children" will put the IDC community ahead of the game in defining what it is to do good (in the broadest sense) interaction design work. The manifesto will be used in future IDC conferences to drive research and development - it will be the benchmark against which submissions to the conference are measured and it will give our conference a peer defined quality bar.

COMMITTEES

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- Miquel Oliver, Universitat Pompeu Fabra

Papers co-Chairs

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- Tom Moher, University of Illinois at Chicago

Short Papers (Posters) co-Chairs

- Maria Roussou, makebelieve design & consulting
- Susanne Seitinger, Smart Cities/MIT Media Laboratory

Demos co-Chairs

- Paul Marshall, The Open University
- Sergi Jordà, Music Technology Group, Universitat Pompeu Fabra

Workshops co-Chairs

- Mari Carmen Marcos, Universitat Pompeu Fabra
- Svetlana Yarosh, Georgia Institute of Technology

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- Edith Ackermann, Massachusetts Institute of Technology, USA
- Michael Eisenberg, University of Colorado at Boulder, USA

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