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► **To cite this version:**

Françoise Decortis, Anne Bationo-Tillon, Edith Ackermann, Pauline Gourlet. From Creativity To the Development of Resources. Interaction Design for Children, Jun 2013, New York, United States. hal-04065716

HAL Id: hal-04065716

<https://hal.science/hal-04065716>

Submitted on 12 Apr 2023

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IDC 2015 – Full Day Workshop

From Creativity To the Development of Resources

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Abstract

Having considering the concept of creativity and how technology could support it [1], this full-day workshop aims to question how young learners engage into creative activities produce internal and external resources. How and when in the active process of learning are the children engaged into reflective practices that allow them to produce resources? We focus on artefacts that mediate this articulation and more particularly – but not exclusively – on digital tools that enhance the development of resources.

Author Keywords

Creativity, Children, Reflective Practices, Resources, Interaction, Interactive Technology, Interfaces, Learning

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Our workshop proposal is in line with a first workshop conducted two years ago within the IDC community ITECC 2013 (<http://itecc.paragraphe.info/>). During the ITECC workshop, we addressed and discussed the question of how to design and evaluate interactive technologies that enhance children's creativity. We approached this research question following two main issues: first, the understanding of what is creativity and second, the various aspects of creativity that interactive technologies could trigger depending on their design principles. Now that we have mapped the concept of creativity, in its historical evolution and its different contemporary approaches and that we have discussed the ways technology could help children's creativity to blossom, we would like to question with the participants the transition process that operates between creative activities and the development of resources (internal and external), that is to say the articulation of productive and constructive activities [2]. This discussion focuses on - but is not limited to - the design of technological tools that could help mediate that articulation. When and how does the subject develop resources (strategies, values, rules-of-thumb) and therefore becomes a capable subject? What do *resources* mean in regard to the definition of *creativity*? How can we identify and characterize this transition and through what mediation (in the sense of media) it operates? How technology can help support this articulation and at how to organize their integration into creative activities to enhance this articulation? This question seems to be even more relevant with the generalization of project-based pedagogies, and the concept of reflective practice, as described by Donald Schön, is worth to be updated.

We expect from the participants presentations of several tools designed and evaluated in learning environments, as well as a review of other studies to support this discussion.

This full-day workshop will bring together researchers, designers, artists who share a common interest in understanding the challenges of designing technological tools and digitally-mediated environments to engage learners - and more particularly young people - in reflective practices. This will be the opportunity to apprehend the learning process and capable subjects development in its different steps and to understand how technologies can help support those steps, depending on learning contexts (formal, informal, individually, collectively, ...).

REFERENCES

- [1] F. Decortis, E. Rubegni, A. Bationo Tillon, and E. Ackermann, "Interactive technologies that enhance children's creativity," *Proceedings of the 12th International Conference on Interaction Design and Children*, pp. 596–599, 2013.
- [2] P. Rabardel and P. Pastré, Eds. *Modèles du sujet pour la conception*. Toulouse: Octarès, 2005, p. 260.

The workshop will last one day and will be open for 15 up to 20 people.

Contributions can be theoretical, methodological, technological, and practical, in particular discussing case studies that rely on creativity targeting children. Authors are invited to give a working definition of "creativity".

Participants need to read all the papers that will be uploaded on the website and need to prepare two questions that would like to be addressed during the workshop to the other participants. The workshop will include brief presentations (10-15 minutes) by participants as well as breakout sessions (demos and discussions) during which we will further explore some of the issues that emerged.

Organizers will facilitate group work and plenary discussions.

One best paper will be published in the ACM IDC'15 proceedings available through the ACM digital library. All papers will be available on the workshop website.

Hoped for outcome: a special issue of the International Journal of Child-Computer Interaction (<http://www.journals.elsevier.com/international-journalof-child-computer-interaction>).

Please notice that:

- At least one author of each accepted position paper must register for the conference and the workshop by the early registration deadline (to be announced).
- Workshop participation will be open to any IDC 2015 participant, upon place availability. All attendants must register for both the workshop and the IDC conference itself.

Papers should be in ACM SIG Proceedings Format, must not exceed four pages, and should be emailed as a PDF file to the workshop organizers (francoise.decortis@univ-paris8.fr, anne.bationotillon@univ-paris8.fr, edith@media.mit.edu, pauline.gourlet@gmail.com).

Important Dates

Submission deadline for workshop papers:

March 20, 2015

Notification of acceptance for submitted papers:

April 17, 2015

Camera ready versions of accepted papers:

April 27, 2015

Workshop Organizers

Françoise Decortis is Professor at the University Paris VIII since 2009, Françoise Decortis leads the research team C3U-Paragraphe. Françoise Decortis main themes of research are the conceptualizations of the narrative activity and an ergonomic approach, emergence of new forms of expression in connection with the technological development, creativity considered as belonging to all and taking advantage of links of the man with his peers and his/her social anchoring. Her activities of research address both adults and children, in working and learning environments, and contribute to develop and to enrich the intergenerational interactions. She is responsible a the project Ergo J'Plus part of the labex Arts H2H.

Anne Bationo Tillon is working as an ergonomist in the Research and Development department of Orange Labs, a telecommunication company, and as Associate Professor at the University Paris 8. Her research focus is on narrative activities, creative and museum activities, studied from a perspective which seizes their intermittent, embodied, finalized, situated and instrumented quality.

Edith K. Ackermann is a Visiting Scientist at the MIT School of Architecture, Cambridge, MA. Current collaborations include the Exploratorium Science Museum, San Francisco, and The LEGO group; Previously, Ackermann was an Associate Professor of Media Arts and Sciences at the MIT Media laboratory, Cambridge, MA; a Scientific Collaborator at the Centre International d'Epistémologie Génétique, under the direction of Jean Piaget, at the University of Geneva, Switzerland. She earned a Doctor of Developmental Psychology; two Master's degrees in Developmental Psychology and Clinical Psychology (1970), all from the University of Geneva, Switzerland.

Pauline Gourlet is a PhD. student at the University Paris VIII, in the research team C3U-Paragraphe, supervised by Françoise Decortis, in partnership with Ensadlab in the labex Arts H2H. With a design background, she develops her research through design practice and studies knowledge building processes, activities and tools in educational environments.