IDC 2009
The 8th International Conference on Interaction Design and Children
June 3-5, 2009 – Como, Italy

FINAL PROGRAM
FOREWORD

Today’s children are the adults of the future. Let’s lend a hand so that children can be freed from stereotypes. Let’s lend a hand so that children can further develop all their senses. Let’s lend a hand so that children’s sensitivities will become more enhanced. Children with great creative minds are happier children. (Bruno Munari, 1907-1998, Italian Designer, Artist and Educator, with specific attention to children)

IDC 2009 called for long papers, short papers, demos, and workshops addressing ideas, case studies, experimental results, innovative technological solutions, methodological proposals, theoretical developments and reflections. The submissions (from 5 continents) addressed a large variety of issues, across different technologies, across different approaches and across different ages (from very young children to adolescents).

In order to keep the conference “human” and with no parallel tracks, the different Program Committees had to select only a few of the submissions: 17 full papers were accepted from a set of 53 submissions, 30 short papers from 82 submissions, 14 demos from 20 submissions, and 4 workshops from 12 proposals.

IDC09 features also two exciting keynotes, by world’s leaders in the field, Sasha A. Barab and Allison Druin, who will give us new inspirations on educational games and on designing for and with the world’s children.

In the panel on “Museums, Interactive Technology, and Children”, participants from academia and top level cultural institutions and science centers, will share with the conference attendees experiences on interactive digital exhibits and how children explore them and interact among peers in real or virtual museums.

A special session is devoted to present the European Commission 2010 Research Programme on Technology Enhanced Learning, and the recently launched IFIP Special Interest Group on Interaction Design and Children.

The Como for Children (C4C) Competition called for “ideas” about interaction design in the context of pre-schools. 6 Nominees (selected out of 35 submissions) will present their ideas in the final session of IDC09; their proposals have the chance to become part of the C4C-project, an initiative of the Chamber of Commerce of Como promoting innovation in education for very young children.

IDC09 was made possible by the extraordinary work of several people, and we would like to thank all of them for their invaluable support:
Associate Papers Chairs: E. Ackermann, P. Blikstein, M. F. Costabile, M. D. Gross, O. Iversen, N. Pares, C. Quintana, and J. Read
Short Papers Chairs: N. Di Blas and T. Roselli
Workshops Chairs: L. Gamberini and M. B. Skov
Demo Chairs: C. Ardito and R. Lanzillotti

The 71 members of the Program Committee.

Special thanks go to E. Maccari, B. Boretti, G. Bertoldo, and B. Veronesi from HOC-LAB, S. Fiamberti from University of Lugano, and N. Tansini from Centro Volta. We are grateful to “Polo Regionale di Como” of Politecnico di Milano, for their financial and organizational support, and to the Chamber of Commerce of Como, for promoting and sponsoring the C4C Competition.

We hope that IDC this year, as all previous editions, will give you the opportunity to expand your knowledge and imagination, inspiring your creativity, for further research.
Last but not least, we hope that you have a chance of meeting old and new friends.

Welcome to IDC 2009!

Franca Garzotto and Paolo Paolini
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<td>Interactive Tables</td>
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<td>Workshops</td>
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<td>Welcome Reception</td>
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**LOCATION:** All events—unless differently specified—take place in the main Conference Venue (Castelnuovo Building, via Castelnuovo 7). For workshops, see detailed program.
WEDNESDAY, June 3rd, 2009

8.00-17.30: REGISTRATION

9.00-17.00: FULL DAY WORKSHOPS

**Digital Technologies and Marginalized Youth: Reducing the Gap** (Castelnuovo Building - room AM2)
Organizers
E. K. Ackermann (MIT, USA), F. Decortis (University of Liège, Belgium), J. P. Hourcade (University of Iowa, USA), H. Schelhowe (University of Bremen, Germany)

**Children and Embodied Interaction: Seeking Common Ground** (Valleggio Building - room V2.12)
Organizers
A. Antle (S. Fraser University, Canada), Y. Fernaeus (Swedish Institute of Computer Science, Sweden), P. Marshall (The Open University, UK)

**Creative interactive play for disabled children** (Valleggio Building - room V2.13)
Organizers
P. Marti, A. Pollini, A. Ruolo (University of Siena, Italy), L. Giusti (FBK – IRST, Italy), E. Grönvall (University of Aarhus, Denmark)

13.30-17.00: HALF-DAY WORKSHOP (Natta Palace – the Noble Hall)
**Children and Mobile Technology: Interface Development for Mobile Touch Devices**
Organizers
R. T. Ballagas (Nokia Research Center, USA), J. Drell (Nickelodeon Kids and Family Games, USA), A. Druin (University of Maryland, USA), E. Reardon (Sesame Workshop, USA), G. Revelle (Sesame Workshop, USA)

17.15-17.30: OPENING

17.30-19.00: KEYNOTE
S.A. Barab. *Educational Games: Effective learning through (inter)action*

19.00 WELCOME RECEPTION (at the Conference Venue)
THURSDAY, June 4th, 2009

8.00-17.30: REGISTRATION

8.30-10.30: FULL PAPERS SESSION 1

Computational Landscapes (chair: T. Winkler, University of Lubeck, Germany)

M. Eisenberg, N. Elumeze, M. MacFerrin (University of Colorado - Boulder, USA) and Leah Buechley (MIT Media Lab, USA) *Children's Programming, Reconsidered: Settings, Stuff, and Surfaces*

E-Katterfeldt, N. Dittert and H. Schelhowe (University of Bremen, Germany) *Smart Textiles as Ways of Relating Computing Technology to Everyday Life*

Design For Health (chair: N. Pares, Universitat Pompeu Fabra, Spain)

S. Benveniste, P. Jouvelot (MINES - ParisTech) and R. Michel (Université Paris V, France) *Designing Wiimprovisation for Mediation in Group Music Therapy with Children Suffering from Behavioral Disorders*

M. Duveskog, R. Bednarik, E. Sutinen (University of Joensuu, Finland) and K. Kemppainen (Tumaini University, Finland) *Designing a Story-Based Platform for HIV/AIDS Counseling with Tanzanian Children*

10.30-11.00: Coffee Break

11.00-12.30: FULL PAPERS SESSION 2

Design for Education and Cognitive Development (chair: E. Ackerman, MIT, USA)

M. Cramer, Beauregard R, and Sharma M. (Intel Corporation, USA) *From Thirty to One: An Ethnography of Intel Netbook Technology and Usability in the Classroom*

N. Di Blas and B. Boretti (Politecnico di Milano, Italy) *Interactive Storytelling in Pre-School: a Case-Study*

H. Gelderblom and P. Kotzé (University of South Africa, South Africa) *Ten Design Lessons from the Literature on Child Development and Children's Use of Technology*

12.30-13.30: Lunch

13.30-15.30: FULL PAPERS SESSION 3

Interactive Tables (chair: M. Skov, Aalborg University, Denmark)

R. Nielsen, K. Halskov, J. Fritsch and M. Brynskov (Aarhus University, Denmark) *Out of the Box—Exploring the Richness of Children's Use of an Interactive Table*

E. I. Mansor, A. De Angeli and O. De Bruijn (The University of Manchester, UK) *The Fantasy Table*

Input Styles (chair: F. Costabile, University of Bari)

A. Antle, M. Droumeva and D. Ha (Simon Fraser University, Canada) *Hands on What? Comparing Children's Mouse-based and Tangible-based Interaction*

A. Druin, M. L. Guha, E. Golub, E. Foss, L. Hatley, J. Fails (University of Maryland, USA) and H. Hutchinson (Google, USA) *How Children Search the Internet with Keyword Interfaces*

15.30-16.00: Coffee Break

16.00-17.30: FULL PAPERS SESSION 4

Communication and Collaboration (chair: C. Quintana, University of Michigan, USA)

S. Yarosh, S. Cuzzort, H. Mueller and G. Abowd (Georgia Institute of Technology, USA) *Developing a Media Space for Remote Synchronous Parent-Child Interaction*

T. Moher (University of Illinois at Chicago, USA) *Putting Interference to Work in the Design of a Whole-class Learning Activity*

J. Rick, P. Marshall, Y. Rogers (The Open University, UK), A. Harris, R. Fleck, and N. Yuill (University of Sussex, UK) *Children Designing Together on a Multi-Touch Tabletop: An Analysis of Spatial Orientation and User Interactions*

17.30-18.00: SPECIAL EVENTS

C. Wilk (European Commission) *The EC 2009-2010 Research Programme on Technology Enhanced Learning*

P. Markopoulos (Eindhoven University of Technology, The Netherlands) and J. Read (University of Central Lancashire, UK) *The IFIP Special interest Group on Interaction Design and Children*

19.00-22.00: GALA DINNER

(On the shore of the Como Lake):

Boats depart at 18.15 - 18.40 - 19.20 from Lungo Lago Trieste: Please be on time!
FRIDAY, June 5th, 2009

8.30-10.00: KEYNOTE
   A. Druin (University of Maryland, USA). Dispelling Myths and Changing Minds: New challenges and opportunities in designing for and with the world's children

10.00-10.30: Coffee Break

10.30-12.30: SHORT PAPERS (POSTERS) & DEMOS SESSION

12.30-13.30: Lunch

13.30-15.00 FULL PAPERS SESSION 5 (chair: Juan Pablo Hourcade, University of Iowa, USA)
   Embodied Interaction
      S. Seitinger (MIT Media Laboratory, USA). Designing for Spatial Competence
      A. Antle (Simon Fraser University, Canada), S. Bakker and E. van den Hoven (Eindhoven University of Technology, The Netherlands). Identifying Embodied Metaphors in Children’s Sound-Action Mappings

15.00-16.30: PANEL
   Museums, Interactive Technology, and Children
      M. Myllykoski (Heureka Finnish Science Center, Finland), C. Pillsbury (Exploratorium Museum, San Francisco), P. Paolini (Politecnico di Milano, Italy), J. Werner (Children’s Museum of Pittsburgh, USA)

16.30-17.00: Coffee Break

17.00-18.00: COMO FOR CHILDREN (C4C) COMPETITION (chair: P.L. Della Vigna, Politecnico di Milano, Italy)

18.00-20.00: COMO FOR CHILDREN (C4C) RECEPTION (at Villa Grumello)
   Busses depart at 18.00 from the Conference Venue
KEYNOTES

SASHA A. BARAB (Indiana University, USA); WEDNESDAY June 3rd, 17.30-19.00
Educational Games: Effective learning through (inter)action

Games are a popular form of interaction, in part because they are fun for kids (and adults alike). Games, however, also offer an extraordinary possibility to educators: they offer entire worlds in which learners are central and important participants; a place where (inter)action is important and a place where what you know is directly related to what you are able to do and, ultimately, to who you become.

To make the game educational, however, requires specific design features. In traditional games, for example, a player is successful if (s)he can master interaction features, which unlock more complex challenges. In an educational game, the “levels” of the game must be associated with developing increasingly sophisticated “understanding” of the subject underlying the game.

In this talk, the general concepts underlying the design and value of educational games will be discussed. More than speculation or simply theoretical claims, this work is grounded on the extraordinary success of Quest Atlantis (QuestAtlantis.org), a virtual user virtual environment now being used by over 25,000 children and teachers, worldwide. Besides the working of the game, the underlying theory (transformational theory) and the learning benefits will be illustrated.

Sasha Barab is a professor in Learning Sciences, Instructional Systems Technology and Cognitive Science at Indiana University. He holds the Barbara Jacobs Chair of Education and Technology and is the Director of the Center for Research on Learning and Technology. His research has resulted in numerous grants, dozens of academic articles and multiple chapters in edited books, which investigate knowing and learning in its material, social and cultural context. The intent of his research is to develop rigorous claims about how people learn that have significant pedagogical and theoretical implications. His current work involves the research and development of gaming environments designed to assist children in developing their sense of purpose as individuals, as members of their community and as knowledgeable citizens of the world. Central to his work has been a focus on the understanding of the value of transformational play, referring to a state of engagement that involves projection into the role of a character who, engaged in a partly fictional problem context, must apply conceptual understandings to make sense of and, ultimately, transform the context. He also gives invited talks worldwide, and is considered a leader in scholarly and practical work on games and learning.

ALLISON DRIUN (University of Maryland, USA); FRIDAY June 5th, 8.30-10.00
Dispelling Myths and Changing Minds: New challenges and opportunities in designing for and with the world’s children

Designing technology for children with children has helped us to understand who children are; what matters to them; what needs to be changed; and what needs to be built for the future. A decade ago, I presented the first CHI paper on our methods of co-designing with children. Cooperative Inquiry as it has come to be called, suggests on-going inclusion of children in the design process, is grounded in the HCI research, and has continued to evolve as it has been adopted in the IDC community.

My closing keynote talk will examine the origins of Cooperative Inquiry, discuss how it has changed since its original inception, and look to future changes as we develop new mobile, wearable and embedded technologies. In particular, I will discuss what future new challenges and opportunities we may have in designing these active new technologies for the world’s children. Special considerations for designing with children in the developing world will be presented as well as intergenerational opportunities with grandparents and children.

Allison Druin is the Director of the Human-Computer Interaction Lab (HCIL) and an Associate Professor in the University of Maryland’s College of Information Studies. She leads interdisciplinary research teams of librarians, educational researchers, computer scientists, artists, classroom teachers and children to create new educational technologies for elementary school children. Her work has included: developing digital libraries for children (www.childrenslibrary.org); designing technologies for families; and creating collaborative storytelling technologies for the classroom.

Her approach to partnering with children as co-designers has led to numerous participatory design methods that have been adopted by a range of professionals in academia and industry in diverse countries and settings.

She is the author or editor of four books, with her newest coming out Spring 2009 from Morgan Kaufmann: Mobile Technology for Children: Designing for Interaction and Learning." She received her Ph.D. in 1997 from the University of New Mexico, her M.S. in 1987 from the MIT Media Lab, and a B.F.A. from Rhode Island School of Design in 1985.
**SHORT PAPERS (POSTERS) - FRIDAY June 5th, 10.30-12.30**

**Edutainment & Engaging Education**

S.1  B. De Carolis and V. Rossano (University of Bari, Italy)
*A Team of Presentation Agents for Edutainment*

S.2  P. Di Bitonto, T. Roselli and V. Rossano (University of Bari, Italy)
*Formative Evaluation of a Didactic Software for Acquiring Problem Solving Abilities Using Prolog*

S.3  T. Goettel (University of Hamburg, Germany)
*Virtual Sandbox - Adding Groupware Abilities to Scratch*

S.4  C. Kefalidis (ItIsArt Ltd., Greece), G. Lazakidou and S. Retalis (University of Piraeus, Greece)
*SyCo: A Collaborative Learning Tool for Generating Ideas in Private and in Public*

S.5  A. Mansour, M. Barve, S. Bhat and E. Yi-Luen Do (Georgia Institute of Technology, USA)
*MunchCrunch – A Game to Learn Healthy-Eating Heuristics*

S.6  M. Philetus Weller (Carnegie Mellon University, USA), E. Yi-Luen Do (Georgia Institute of Technology, USA) and M. D Gross (Carnegie Mellon University, USA)
*State Machines are Child's Play: Observing Children age 9 to 11 Playing with Escape Machine*

**Tangible Interfaces**

S.7  H. Bruikman, A. van Drunen, H. Huang and V. Vakili (Technical University of Eindhoven, The Netherlands)
*Lali: Exploring a Tangible Interface for Augmented Play for Preschoolers*

S.8  A. Harfield, I. Jormanainen and H. Shujau (University of Joensuu; Finland)
*First Steps in Distributed Tangible Technologies: A Virtual Tug of War*

*Increasing Children’s Social Competence Through Games, an Exploratory Study*

S.10  S. Johansson (The Oslo School of Architecture and Design, Norway)
*Sniff: Designing Characterful Interaction in a Tangible Toy*

S.11  J. Marco, E. Cerezo, S. Baldassarri (Zaragoza University, Spain), E. Mazzone and J. C. Read (University of Central Lancashire, UK)
*User Oriented Design and Tangible Interaction for Kindergarten Children*

S.12  S. Price and T. Pontual Falcão (London Knowledge Lab, UK)
*Designing for Physical-Digital Correspondence in Tangible Learning Environments*

S.13  E. Rubegni (Università della Svizzera Italiana, Switzerland), A. Alessandri and A. Rizzo (University of Siena, Italy)
*Drama Prototyping for Designing Urban Interactive System for Children*

**Augmented Reality**

S.14  S. Hinske, M. Lampe (ETH Zurich, Switzerland), S. Price (London Knowledge Lab and University of London, UK), N. Yuill (University of Sussex, UK) and M. Langheinrich (University of Lugano, Switzerland)
*Kingdom of the Knights: Evaluation of a Digitally Augmented Toy Environment for Playful Learning*

S.15  J. Kim, D. Jung, K. Lee, Y. Jin (Korea Advanced institute of Science and Technology, Korea)
*Bubble Letters: a child-centric interface for virtual and real world experience*

S.16  I. Radu and B. MacIntyre (Georgia Institute of Technology, USA)
*Augmented-Reality Scratch: A Tangible Programming Environment for Children*

S.17  M. Sugimoto, T. Ito, T. N. Nguyen (University of Tokio, Japan), S. Inagaki (Kobe University, Japan)
*GENTORO: A System for Supporting Children's Storytelling using Handheld Projectors and a Robot*

**Mobile Devices**

S.18  Kuhn, C. Quintana, E. Soloway (University of Michigan, USA)
*StoryTime: A New Way for Children to Write*

S.19  M. Suzuki (Shiga University, Japan), I. Hatono, T. Ogino (Kobe University, Japan), F. Kusunoki (Tama Art University, Japan), H. Sakamoto (Kyoto Municipal Zoo, Japan), K. Sawada, Y. Hoki (Affiliated Junior High School - Shiga University, Japan) and K. Ifuku (Shiga University, Japan)
*Explorations with LEGS in a Zoo*

S.20  T. Winkler (University of Luebeck, Germany), M. Ide (Institute for Quality Development at Schools in Schleswig-Holstein, Germany), C. Wolters and M. Herczeg (University of Luebeck, Germany)
WeWrite: 'On-the-Fly' Interactive Writing on Electronic Textiles with Mobile Phones
S.21 N. Yiannoutsou, I. Papadimitriou, V. Komis, and N. Avouris (University of Patras, Greece)
"Playing with" Museum Exhibits: Designing Educational Games Mediated by Mobile Technology
S.22 Hashagen, C. Büching, and H. Schelhowe (University of Bremen, Germany)
Learning Abstract Concepts through Bodily Engagement: A Comparative, Qualitative Study
S.23 H. Karoff and S. L. Johansen (Centre for Playware, Denmark)
Materiality, Practice and Body
S.24 J. Silver (MIT Media Lab, USA)
Awakening to Maker Methodology: The Metamorphosis of a Curious Caterpillar

Bodily Interaction

Games

S.25 K. Vaajakallio, J.J. Lee and T. Mattelmäki (University of Art and Design - Helsinki, Finland)
"It has to be a group work!" - Co-design with Children
S.26 Soute, M. Kaptein and P. Markopoulos (Eindhoven University of Technology, Netherlands)
Evaluating Outdoor Play for Children: Virtual vs. Tangible Game Objects in Pervasive Games
S.27 Verenikina (University of Wollongong, Australia) and J. Herrington (Faculty of Art and Education, Murdoch University, Australia)
Computer Game Design and the Imaginative Play of Young Children

User Interfaces

S.28 L. McKnight, J. Read (University of Central Lancashire, UK)
Designing the 'Record' Button: using Children’s Understanding of Icons to Inform the Design of a Musical Interface
S.29 J. P. Hourcade, K. B. Perry (University of Iowa, USA)
Exploring Children’s Investigation of Data Outliers
S.30 D. Yifan Xu, J. Read, G. Sim and B. McManus (University of Central Lancashire, UK)
Experience It, Draw It, Rate It – Capture Children’s Experiences
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<td>D1</td>
<td>C. Ardito, M.F. Costabile, R. Lanzilotti (University of Bari, Italy)</td>
<td>Enhancing user experience while gaming in archaeological parks with cellular phones</td>
<td>An m-learning system which allows students to visit a park while playing a game is presented. It exploits the imaging and multimedia capabilities of the latest generation cell phone, in order to improve the game young visitors’ experience.</td>
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<td>D2</td>
<td>S. Benveniste, P. Jouvelot (MINES – ParisTech, France), R. Michel (Université Paris V, France)</td>
<td>Designing Wiimprovisation for Mediation in Group Music Therapy with Children Suffering from Behavioral Disorders</td>
<td>MAWii system links Wiimotes to a PC-based music sound system, with the aim to enhance Active Group Music Therapy in logistical, motivational, mediating and, ultimately, therapeutic aspects.</td>
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<td>D3</td>
<td>W. Burleson, C. Ruffenach, C. Jensen, U. Kumar Bandaru, K. Muldner (Arizona State University, USA)</td>
<td>Game As Life – Life As Game</td>
<td>Ubiquitous computing and personally-tailored game scenarios integrate activities across the virtual and physical domains to further extend emerging avant-garde “real-life games”.</td>
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<td>D4</td>
<td>A.D. Cheok, O.N.N. Fernando (National University of Singapore, Singapore), C.L. Fernando (Keio University, Japan)</td>
<td>Petimo: Safe Social Networking Robot for Children</td>
<td>“Petimo” is an interactive robotic toy designed to protect children from potential risks in social networks and the virtual world.</td>
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<td>D5</td>
<td>L. Hall, S. Jones (University of Sunderland, United Kingdom), A. Paiva (INESC-ID and IST, Portugal), R. Aylett (Heriot-Watt University, UK)</td>
<td>FearNot! Providing children with strategies to cope with bullying</td>
<td>A system that enables children to explore a bullying situation in a non-threatening environment, provided through the virtual school presented by the software.</td>
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<td>D6</td>
<td>D. Joyner, C. Wu, E. Y. Do (Georgia Institute of Technology, USA)</td>
<td>Tangible Optical Chess: A Laser Strategy Game on an Interactive Tabletop</td>
<td>The Tangible Tracking Table is presented through the Optical Chess game. It allows users to play on a table board games while a computer simulates game mechanics.</td>
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<td>D7</td>
<td>B. Lahey, N. Freed, P. Lu, C. Nørgaard Jensen, K. Muldner, W. Burleson (Arizona State University, USA)</td>
<td>Human-Robot Interactions to Promote Play and Learning</td>
<td>The Active Learning Environment with Robotics Tangibles (ALERT) framework is presented. The system relies human-robot interaction to motivate and trigger learning in students through a variety of activities that integrate play and instruction.</td>
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<tr>
<td>D8</td>
<td>J. Marco, E. Cerezo, S. Baldassarri (Zaragoza University, Spain), E. Mazzone and J.C. Read (University of Central Lancashire, UK)</td>
<td>User-Oriented Design and Tangible Interaction for Kindergarten Children</td>
<td>A tabletop prototype allows kindergarten children to take the benefits of the new pedagogical possibilities that tangible interaction and tabletop technologies offer to manipulative learning.</td>
</tr>
<tr>
<td>D9</td>
<td>C.M. Medaglia, A. Perrone, M. De Marsico, G. Di Romano (Sapienza University of Rome, Italy)</td>
<td><strong>A museum mobile game for children using QR-Codes</strong></td>
<td>A mobile game to play a museum treasure hunt addressed to 11-14 years old students is presented. The system uses QR-Codes to identify the correct answers and to enjoy some other services.</td>
</tr>
<tr>
<td>D10</td>
<td>E. Rosenbaum (MIT Media Lab, USA)</td>
<td><strong>Jots: Reflective Learning in Scratch</strong></td>
<td>A system, integrated with the Scratch programming environment, helps learners reflect on their learning processes moving among reference frames of a map.</td>
</tr>
<tr>
<td>D11</td>
<td>A.-M. Skriver Hansen, D. Overholt (Aalborg University, Denmark), W. Burleson, C. N. Jensen, B. Lahey, K. Muldner (Arizona State University, USA)</td>
<td><strong>Pendaphonics. An Engaging Tangible Pendulum-Based Sonic Interaction Experience</strong></td>
<td>Pendaphonics is a tangible physical-digital-sonic environment and interactive system that motivates children and adults to be physically active and explorative. The development of this system presents a strategy for the design and evaluation of a low-cost, flexible, large scale tangible system that is engaging for children and adults alike.</td>
</tr>
<tr>
<td>D12</td>
<td>A.C. Smith (CSIR Meraka Institute, South Africa)</td>
<td><strong>Simple Tangible Language Elements for Young Children</strong></td>
<td>Simple tangible language elements for very young children are used to construct programmes. Two examples of the tangible language code are shown to illustrate alternative methods of solving a given challenge.</td>
</tr>
<tr>
<td>D13</td>
<td>J.K.S. Teh, A.D. Cheok, O.N.N. Fernando, R.L. Peiris (National University of Singapore, Singapore), Y. Choi, C.L. Fernando, (Keyo University, Japan)</td>
<td><strong>Huggy Pajama: A Parent and Child Hugging Communication System</strong></td>
<td>A wearable system enables parents and children to hug one another through a novel interface device reproducing a pajama connected through the Internet.</td>
</tr>
<tr>
<td>D14</td>
<td>R. Wistort, C. Breazeal (MIT Media Lab, USA)</td>
<td><strong>TOFU: a Socially Expressive Robot Character for Child Interaction</strong></td>
<td>Children can physically interact with the TOFU, a robot that enables new opportunities in robot based learning with emphasis on storytelling and artistic expression.</td>
</tr>
</tbody>
</table>
PANEL: FRIDAY June 5th, 15.30-17.00

Museums, Interactive Technology, and Children

Panelists will share experiences on the creative use of interactive digital technologies in exhibits found in science and children’s museums. Museums, devoted to children and family learning, provide unique settings for artists and educators to try new ideas for interactive technologies. Through formal on-site evaluation, the impact of this type of exhibits on the visitor can be measured. Three museum educators from institutions with distinctive points of view will highlight the use of interactive technologies and the benefit to the institution and young visitors.

COORDINATOR: Paolo Paolini – Politecnico di Milano (Italy)

Paolo Paolini is full professor at Politecnico di Milano and adjunct professor at the School of Communication Sciences and scientific coordinator of the master TEC-CH (Technology Enhanced Communication for Cultural Heritage) at the University of Italian Switzerland (USI) - Lugano. He is the scientific coordinator of the HOC-lab of Politecnico di Milano (http://hoc.elet.polimi.it), where, from 1998, he has managed several projects related to eLearning (involving thousands of students and teachers from 18 different European countries and also Israel and the USA) and cultural heritage (in cooperation with various national and international prestigious cultural institutions).

PANELISTS

Mikko Myllykoski - Heureka Finnish Science Center (FL)

Mikko Myllykoski is experience director AT Heureka - The Finnish Science Centre. He has been the Project Manager for several large interactive and internationally touring science and technology exhibitions (Nordic Explorers 1996, Image Alive! 1997, Me and you 2000, Flight! 2002, Music 2005, Scenes of Silence 2007, Heureka Classics 2009). He has several publications in history, science education and museology as well as presentations at conferences of European Collaborative for Science and Technology Exhibitions (ECSITE) and Association for Science-Technology Centres (ASTC). He is member of the Conference Program Committee of ASTC since 2003 and Chair since 2007. He was awarded the State Prize for Information in 1997

Claire Pillsbury - Exploratorium Museum, San Francisco (USA)

Claire Pillsbury is a Project Director at the Exploratorium, a hands-on science center in San Francisco (www.exploratorium.edu). She leads interdisciplinary development teams of graphic designers, writers, evaluators, exhibit engineers, programmers, exhibit designers and external advisors to create new interactive exhibits. Her work has included exhibit development and program collaborations with science centers in Sweden, Finland, Switzerland, Japan, Singapore, Brazil, and Israel, and children’s museums and history museums in the United States. Her approach to electronic interactivity is to develop curiosity provoking, intuitive interfaces that allow equal access to digital natives, neophytes and immigrants. She holds a BA in Psychology from the University of California at Berkeley.

Jane Werner - Children’s Museum of Pittsburgh (USA)

Jane Werner’s 27 years of museum experience includes 17 years at The Children’s Museum of Pittsburgh where she serves as Executive Director. She leads a team responsible for all aspects of the Museum’s mission, exhibits, public programming, funding and operations. Prior to that, she worked for the Franklin Institute Science Museum, The Carnegie Science Center and The Buhl Science Center designing exhibits and programs. Her interest in the intersections between science, art and good design play a key role in her work on behalf of children and families. Werner currently is President of the Pittsburgh Arts Council and Vice President of the Association of Children's Museum.
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