

**2<sup>nd</sup> international workshop on multi cultural studies:  
Research Collaboration between the University of Vienna  
and Kyoto University (Japan)**

Special lectures by

Dr. Masako Myowa-Yamakoshi (Kyoto University, Japan)

Prof. Dr. Sheri Bauman (University of Arizona, US)

Special guests

Prof. Dr. Yoko Yamada (Kyoto University, Japan)

Prof. Yuichi Toda (Osaka Kyoiku University, Japan)

Donnerstag, 10.7.2008, 14.00-18.15 Uhr

Hörsaal B, NIG, 6. Stock

1010 Wien, Universitätsstrasse 7

# Program

**14:00 – 14:10**

Prof. Dr. Christiane Spiel (University of Vienna)

**Wellcome and Introduction**

**14:10 – 14:45**

Special lecture by Dr. Masako Myowa-Yamakoshi (Kyoto University)

**Evolutionary Foundation and Development of Imitation**

**14:45 – 15:20**

Special lecture by Prof. Dr. Sheri Bauman (University of Arizona)

**Cyberbullying: A Virtual Menace**

**15:20 - 15:40 Coffee Break**

**15:40 - 16:00**

Yuko Yasuda (Kyoto University)

**Choices Involved in the Decision to Stop Infertility Treatment: Understanding this Process through Narrative Accounts and Personal Impacts**

**16:00 - 16:20**

Petra Gradinger (University of Vienna)

**Enhancing Positive Development at University: Promotion of Self-Regulated Learning by Vienna E-Lecturing (VEL)**

**16:20 - 16:40**

Akihiko Ieshima (Kyoto University)

**Impact of Japanese Comics on People: Psychological Investigation of Manga**

**16:40 - 17:00**

Marko Lüftenegger (University of Vienna)

**Changes in Pupils Competences for Lifelong Learning: The Impact of the Classroom Context**

**17:00 - 17:20**

Naoko Nishiyama (Kyoto University)

**Visualized Life Stories of Women in Maternal Kinship from the Viewpoint of Granddaughters**

**17:20 - 17:40**

Elisabeth Stefanek (University of Vienna)

**Immigrant Families and Psychological Adaptation of Adolescents in Austria**

**17:40 - 18:00**

**Narrative Analysis of the Relationship between Generations in Japanese Traditional Art**

Kazuma Takeuchi (Kyoto University)

**18:00 - 18:10**

Dr. Dagmar Strohmeier (University of Vienna)

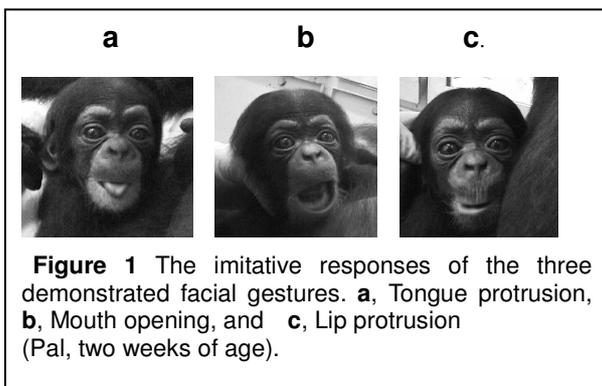
**Closing Remarks and Outlook**

## Evolutionary Foundation and Development of Imitation

Dr. Masako Myowa-Yamakoshi

Kyoto University

Imitation is an important activity in humans. Imitation contributes to the acquisition of adaptive nongenetic skills in a complex environment and plays a key role in the transmission of knowledge and skills—in an accurate and stable form—from one generation to the next, to produce “cultural” traditions in humans. I present a series of experiments on imitation in chimpanzees (*Pan troglodytes*) to understand human imitative ability from evolutionary and developmental perspectives. Researchers have argued whether whole-body imitation that appears in 9-month-old infants is derived from “neonatal imitation (Meltzoff & Moore, 1977)”. Recently, we provided evidence for neonatal imitation in chimpanzees, who were reared from birth by their biological mothers (Myowa-Yamakoshi et al., 2004). At less than seven days of age the chimpanzees could discriminate between, and imitate, several human facial gestures (Figure 1). By the time they were two months old, however, the chimpanzees no longer imitated the gestures.



In the case of humans, whole-body imitation including facial gestures appear again in 9 to 12 months. The imitative ability of chimpanzees may not develop in the same way as that of humans. We evaluated the factors that determine the difficulty in reproducing actions in adult chimpanzees (Myowa-Yamakoshi & Matsuzawa, 1999, 2000).

We made three important findings. First, actions involving novel motor patterns were more difficult for chimpanzees to perform than actions involving familiar motor patterns. Of note, the chimpanzees seldom reproduced demonstrated actions at their first attempt, even when these actions involved motor patterns that they had already acquired. Second, it was easier for the chimpanzees to perform an action in which an object is directed towards some external location (another object and one's own body) than to manipulate a single object alone. The chimpanzees focused on the direction in which objects were manipulated for visual cues for reproducing the demonstrator's actions. Third, some specific types of error were found. The chimpanzees persistently repeated actions that had been taught in a previous session, and also continued to manipulate each object in familiar ways. This

indicates that their responses were highly restricted and somehow stimulus bound.

Our findings suggest discontinuity between neonatal imitation and imitation that develops later in life. The capacity for neonatal imitation may be characteristic common to humans and chimpanzees that has resulted from natural selection. On the other hand, the ability to imitate a broad range of whole-body actions, especially actions not involving objects (e.g., sign language and pantomime) seems to be an ability that evolved after the human lineage separated from that of chimpanzees (Myowa-Yamakoshi, 2006, in press).

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## **Cyberbullying: A Virtual Menace**

Prof. Dr. Sheri Bauman

University of Arizona

Schools are places for learning, which cannot occur when students are fearful, distressed, angry, distracted, or humiliated by cyberbullying. Cyberbullying is particularly dangerous because the hurtful content can be quickly distributed to a large audience. The ordinary restrictions of time and space do not constrain the cyberbully, whose identity may even be camouflaged. This interactive presentation will provide information, practical strategies, and techniques to protect youth from cyberbullying. Participants will learn methods of self-protection and responding to cyber-bullying, as well as information and strategies for school personnel and parents to use to curb cyberbullying.

# **Choices Involved in the Decision to Stop Infertility Treatment: Understanding this Process through Narrative Accounts and Personal Impacts**

Yuko Yasuda  
Kyoto University

This study examines the impact on continuing psychological development of choices made by women unable to conceive children. Women treated for infertility face three key decisions. One involves the decision to have children aided by infertility treatments. A second involves not using such treatments and living as a partner in a couple without children. A third involves adoption after the cessation of infertility treatments. In this study, I interviewed women who were unable to conceive children with infertility treatments, and who subsequently considered adoption. In Japan, adoption probably represents a minority preference among women who are unable to have children. The duration of periods devoted to considering adoption varied considerably among individuals, and reflected the various impacts of terminating infertility treatment. This presentation relies on personal narratives to understand decisions to stop infertility treatments.

## **Enhancing Positive Development at University: Promotion of Self-Regulated Learning by Vienna E-Lecturing (VEL)**

Petra Gradinger  
University of Vienna

Self-regulation competencies are considered as important conditions for successful (life long) learning. Consequently, self-regulated learning is a major component of positive youth development and should be exercised throughout adulthood. Unfortunately many young adults studying at university are still lacking these skills, thus performing below their potentials. Research shows, that underachievers are at risk during their entire life and therefore intervention programs are needed (MacCall, Evahn & Kratzer, 1992). To promote self-regulation competencies in young adults, the Vienna E-Lecturing (VEL) program was developed. VEL is a one year intervention program integrated in a compulsory lecture (research methods and evaluation) at university. VEL follows up four goals, promoting (1) professional knowledge, (2) self-regulated learning, (3) cooperative learning, and (4) e-competence. The theoretical background of VEL is provided by the process model of self-regulated learning (Zimmerman, 2000), based on the social cognitive view of learning. To meet modern forms of a flexible learning environment VEL is implemented through a blended learning concept (virtual learning modules and face-to-face sessions).

To prove for program effectiveness a complex formative and summative evaluation model was applied. Data were collected before, during and after the intervention from 80 students and 80 matched controls. VEL-participants show better achievement in productive test items and superior development of self-regulation competencies, e.g. monitoring or regulation of emotion than the controls. In addition, stable advancement of cooperation and e-competence was observed in the intervention group. Referring to effect sizes we found encouraging small to middle effects (Cohen, 1988).

## **Impact of Japanese Comics on People: Psychological Investigation of Manga**

Akihiko Ieshima  
Kyoto University

The word “manga” refers to Japanese comic books containing illustrations, words and frames. Manga are very popular in Japan and are read by a wide variety of people. In the twentieth century, there were arguments about the effect of manga on children because many children preferred manga to books. Manga were regarded as an evil, and the main theme of the arguments was how to protect children from their negative effects. Although previous studies have only focused on the negative effects, manga also have a positive impact on children and adults.

In the past few years, I have examined “what people learn from manga” through questionnaires, in-depth interviews and observation of online communities. In brief, the results of these studies suggest that some Japanese people, especially those who have been exposed to manga since their youth, learn more about everything (their ideals, moral sense, knowledge and behaviour) from manga than from the people in their immediate environment (parents, teachers and friends). Further psychological investigation is needed to explore the positive effects of manga on people.

## **Changes in Pupils Competences for Lifelong Learning: The Impact of the Classroom Context**

Marko Lüftenegger  
University of Vienna

Lifelong learning is a topic of high relevance in our Information society. The persistent motivation to learn as well as the correspondent learning skills appears to be essential in such a society. Schools, as a collective institution, are responsible to lay the cornerstones of these skills. But how well are pupils prepared for lifelong learning? How do their competences for lifelong learning change throughout their length of attendance to school? Does the classroom context have an impact on students' competences for lifelong learning?

Results are presented from a study comprising about 1700 pupils. Pupils attended grades 5 to 8 of two different types of Secondary Schools in Austria. The same questionnaire was presented three times over a period of 1 1/2 year. Pupils' interest, goal orientations, self-efficacy and competences for self-regulated learning were measured, and it was investigated how students perceive their classroom as enhancing the development of their self-regulated learning skills and as fostering their motivation.

First, it was shown that pupils are only moderately prepared for lifelong learning. Second, multilevel analyses were applied to analyze both the development of students' motivation and their competence for self-regulated learning and the impact of the perceived classroom. A negative trend for students' interest and the adoption of learning goals appeared. Classroom differences were also shown for these variables, whereas the impact of the perceived classroom context was partly confirmed. In sum, the results indicated the need for providing pupils appropriate learning contexts that enable them to develop competences for lifelong learning.

## **Visualized Life Stories of Women in Maternal Kinship from the Viewpoint of Granddaughters**

Naoko Nishiyama & Yoko Yamada

Kyoto University

This study explored how adolescent women represent their life stories in a context of maternal kinship. This study expands the temporal perspective from a life-span to a generative-lifecycle-span and from one generation to several generations. We obtained information on the maternal kinships of 245 Japanese college students (average age 19.57 years). Using Yamada's freehand Image Drawing Method (IDM), they were asked to draw images of their (1) past, (2) present, and (3) future relationships with their mothers and maternal grandmothers. On analyzing the images qualitatively, four fundamental patterns of images of early childhood were identified. The relationship patterns were named "dyad and one", "triangle", "side by side", and "wrapped". The patterns of early childhood tended to continue throughout the three life stages, although positions or roles were reversed. In addition, the patterns of early childhood and of the future tended to be very similar. Although the status of individuals changed, their life stories of relationships continued over generations.

## **Immigrant Families and Psychological Adaptation of Adolescents in Austria**

Elisabeth Stefanek  
University of Vienna

Living in a diverse cultural context becomes more and more common in many European societies. To adapt successfully in a society adolescents have to fulfil normative and non-normative developmental tasks. Additionally, immigrant adolescents have to cope with the inherent stressful experience of immigration. Thus, the first goal is to investigate psychological adaptation of immigrant and native Austrian adolescents in different domains (e.g. parents, self) as well as internalizing problem behaviour and psychosomatic symptoms. The second goal is to discuss variables used to categorize an adolescent as an immigrant and develop an alternative categorization. 761 adolescents (48.4% girls, 51.6% boys) aged 14 to 19 participated in this study. For data collection the *Problem Questionnaire* and a shortened version of *Youth Self Report* were used. The results of several ANOVAs revealed differences in psychological adaptation in adolescents depending on immigrant status as well as the cultural background of their parents. In general, first generation immigrant adolescents show significant higher levels of psychological problems. Adolescents with at least one immigrant parent show higher levels in problems related to parents. The present results highlight challenges of becoming an adolescent in a cultural diverse society.

## **Narrative Analysis of the Relationship between Generations in Japanese Traditional Art**

Kazuma Takeuchi

Kyoto University

The aim of this study is to examine how masters of a traditional art interpret their skill in the relationship between generations. Narratives on the relationship between generations and the relevance of their acquired skill were obtained by researching Houryo Kagura, which is performed and taught in Aomori Prefecture, Japan. This one-year long study focused on a master who is one of the most renowned performers of Houryo Kagura. Through a qualitative analysis using narration, three meaning patterns were identified: (1) action as evident experience, (2) action that has been strictly pointed and (3) action that has changed by dialogue with the master. Each meaning pattern seemed to reflect the narratives of the master about the relationship between generations. The results support the viewpoint that performers “legitimately” acquire their skills from their masters.