

Children's place attachment in a residential area of culturally unfamiliar design. - How they verbalize their impressions of favorite places in a very new town in Japan?

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Since the historical change of enlightenment in the late 19th century, Japanese people have been more or less intent of introducing foreign culture, mainly the Western culture, into their domestic culture. So they have been of introducing foreign architectural design and modernism. At first, the introduced designs looked unfamiliar, but gradually, they became socially acceptable and familiar, and sometimes even gained attachment.

We are interested in how Japanese people, especially children, become attached to the residential environment of newly introduced design. There have been many studies on children's place attachment in many part of the world (ex. Cooper Marcus, 1979; Senda, 1982; Korpera et al., 2002; etc.). However, these studies have mainly dealt with suburban and downtown ordinary residential areas.

Three research questions were set for the investigation. 1. Are children in a town with culturally unfamiliar design attached to their residential environment? Does uniqueness / cultural unfamiliarity of design matter? 2. Which places in the environment do children feel important? Are there other attached places than their residences? 3. How they verbally express their favorite places? Retrospective, concurrent or else?

The town we have chosen for the investigation is called Makuhari Bay-town. Makuhari Bay-town is said to be a unique example of realizing perimeter block planning and the continuous residential buildings are surrounding 'patios'. The architectural design for each building also is novel to Japanese people as well, and the architects even include an American architect, Steven Holl.

We conducted 5 point scale questionnaires to 3rd graders of one of the elementary schools in the town (N=149) and found that children felt familiar with their town and seemed to be attached to it. Then we conducted best 5 ranking questionnaires of their favorite places. The result showed that there are many favorite places other than their home condos.

From the result of the ranking questionnaire and additional preparatory interviews to 4th – 6th graders (N=21), we extracted 25 favorite places in the town. And showing the photographs of the 25 places, we conducted follow up group interviews to 2-3 children of 5th graders at each time (N=16), where they voluntarily talk whatever the place on each photo reminds them. All the protocols were text analyzed.

From the results, we found that children are likely to talk more about what the place is for and is like than about their own reminiscence there. We argue that they are more eager to explain their collective knowledge than to talk about their personal reminiscence. In other words, they seem to value sharing collective knowledge of their favorite places with local group above self retrospection of the experience there. This is quite different from what

adults talked about their favorite places in childhood in previous studies and brings further questions for future studies.

Keywords: Place attachment, children's environment, introduced foreign design

Analysis of factors affecting school travel mode choice in Dalian, China

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In last thirty years, with rapid development of urbanization and social economy in China, huge neighborhood, large schools and more motor traffic have changed the school travel mode. More and more students have to be accompanied with parents with car instead of walking and biking to and from school. This study examines the relationship between urban space layout, transport planning, distance and school travel mode choice of students in a middle school of Dalian, China.

A set of data was collected by questionnaire among 160 students from ages 13-15. The results of two aspects from questionnaire showed: on the travel mode, 53% of students travel with parents by car to and from school, 39% of students walk to and from school, 6% of school trip depend on bus, light-rail and school bus, only 1% of student go by bike. On the relationship between distance and travel mode choice, 100% of school travel are walking within 400m, 42.1% and 83.3% of students with parents drive by car between 400m-600m and 800-1600m, over 1600m walking students are no longer exist. Based above the results, two sets of school trip maps (includes actual paths and virtual walking and public paths) within 400m -1600m were compared and analyzed. The factors affecting school travel modes choices were summarized as following: (1) Location planning of large neighborhood and school extend the school trip; (2) Links from public transport stops to the neighborhood area or school are not friendly for pedestrian; (3) Low-quality of walking and biking paths were provided. In conclusion, neighborhood and school planning, road and public transport planning, and walking and biking environment should be planned in coordination for more school trips by walking and biking and public traffic.

Active transportation, adolescence and urban form: contrasting experiences in Montreal

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Adolescence is a time of multiple changes, including in mobility behavior, perceptions and expectations. This period is well conceptualized as different from previous (childhood) and following ones (adulthood). However, the studies on the changes that occur during adolescence, particularly in terms of active mobility (walking and cycling), are rare. What environmental factors for active transportation appear as meaningful for youth during adolescence?

The presentation is based on a research project with 69 participants aged 12-17 years old attending secondary schools in central or peripheral locations in the Montreal metropolitan area. Data was gathered between 2012 to 2014 from personal mobility diaries, semi-