

Hypermedia Modules for Distance Education and Beyond

Nicoletta Sala

Università della Svizzera Italiana, Switzerland

INTRODUCTION

The rapid evolution of digital, networked multimedia technology such as the *Internet*, e-mail, and computer based and video conferencing can open new educational opportunities. This article describes the use of hypermedia modules inside the distance learning, in particular, in the field of computer based training in electronic instrumentation and measurements. This educational experience has been developed by the Department of Electronic (Dipartimento di Elettronica) - Politecnico of Torino (Italy), where the author participated to control the educational process. This project is a part of an Italian research of distance education named “Consorzio Nettuno” which involves different undergraduate courses (Electronic Engineering, Information Technology, Economic Science). Several modules have been developed, using multimedia technologies, to assist the students to acquire the fundamentals of the basic electronic instrumentation. A client-server system has been designed in order to allow the students to operate on a remote laboratory for experimental training. The courseware includes lessons, exercises, and a training on virtual instruments which emulate actual instruments. The students can also carry out several real laboratory experiments without actually being in the laboratory, by using a client-server structure based on the Internet.

BACKGROUND

The education experiment named “Consorzio Nettuno” (“Neptune Consortium”), has started in Italy in 1991, to create a distance university education using the television as medium in the learning process. The “Consorzio Nettuno” comprises 34 Italian universities and the Open University (UK); 285 university courses (electronic engineering, economic sciences, etc.). The project’s targets are:

- To offer a formative approach free from space and time encumbrances
- To active national and transnational collaborations
- To use the new technologies inside the learning process

The didactic model is a psycho-pedagogical mixed model, that empowers, through the use of new technologies, the teaching system of traditional universities. It realizes a synchronic and diachronic teaching and learning system, without limits of time and space that includes a direct phase of interaction between teachers and students both face-to-face and at distance (Garito, 2001). In the first step of the experiment the lectures are broadcast on TV or distributed on videocassettes and it is possible to use the Internet as a medium to create an educational *cyberspace*. Using these media, there are some problems to transmit the correct information on some particular technical subjects, for example, to train the use of the electronic instrumentation because students are still required to attend laboratories to achieve practical experience under the guidance of an instructor. In fact, education in fields such as electronic measurement requires students to gain a reasonable skill in using various kinds of instrumentation (Pisani, Cambiotti, Sala, & Sanpietro, 1995). Such a skill cannot be achieved by theoretical lessons only, an intensive laboratory activity is also always required.

This problem exists both for the first level and for qualifying courses (Sala, 1999a). Basic instrumentation teaching is required for first level courses that are followed by a large number of students. The cost of basic level instruments is often low, but large classrooms means large workbench availability and a massive and qualified assistance that is not easily found. Qualifying courses are taken by few students so that the assistance problem is reduced, but the instrument cost in such a case is often rather high, thus preventing the possibility of arranging more than a few

workbenches. For these reasons, some years ago the Department of Electronics, of Politecnico of Torino, was involved in activating traditional degree and diploma courses in several educational structures for the “Consorzio Nettuno”. It was decided to invest time and resources to develop an alternative solution to the laboratory replication by using the new technologies offered by computer based *multimedia courseware*. The goal was to allow the students to carry out a pre-training activity outside the laboratory and possibly at home (Pisani, Cambiotti, Corinto, & Romano, 2003). After this pre-training phase, students who enter the laboratory require reduced assistance and less time to complete the training activity. Some year ago, several tutorial modules were developed that were organized like lectures, each being on a particular subject. Each module contains theoretical and functional concepts of a basic electronic instrument and allows for a simulated instrument exercise by providing a series of instrument simulators. By means of the realistic control panel of the virtual instrument, the students practice under several operating conditions and situations. In addition, it was decided to explore the possibility of making a real instrument laboratory available for use at home.

MAIN FOCUS: HYPERMEDIA MODULES TO INTRODUCE THE ELECTRONIC INSTRUMENTATION FOR DISTANCE EDUCATION

The actual curriculum of the engineering school includes courses where the first practice electronic laboratory came before the first lectures in which the students learn the theoretical and functional aspects of the instrumentation, which deeper knowledge comes in a successive phase respect to the actual student requirements (Brofferio, 1998). It seemed to be necessary to provide the first course students with multimedia tools which allow them to use basic instrumentation in simple physics and first electronic circuit laboratories. If these tools are organized with different study in depth it is possible to satisfy different needs of different kind of students (undergraduate school level or university education). On the basis of the previous consideration some hypermedia didactic modules have been designed with the following purposes:

- To expose students to a comprehensive range of electronic instruments and basic measurements techniques.
- To allow students to give practice on the particular instrument whose front panel is simulated on the monitor and the behaviour is emulated by computer.

This case is oriented to defined objectives of knowledge and it is based on a student model with a defined knowledge background, so it was decided to guide the students through a path, based on a structured didactic methodology, to reach the proposed *educational goal* (*Bloom's taxonomy*) (Pisani, et al., 1995). For example, a student of a first electric circuits course should learn the oscilloscope or meter behavior and should be able to handle them, while the post-graduate student should be interested more deeply to the internal circuitry and use these instruments in more sophisticated applications also involving uncertainty evaluation. Each module is divided into subjects (pages) at the same hierarchical level and each level contains a subset of other pages, placed at a lower levels. Hyperlinks among pages have been studied to give continuity to the learning trail. In the modules, different media are involved and their use is calibrated to avoid the cognitive overload (Pisani, et al., 1995; Sala, 1999b). We have:

- Animation techniques (which are an efficient learning tool, when the teaching of a subject would be difficult by a written description alone)
- Audio supports to emphasize some topic in a lesson (e.g., to explain an electronic circuit)
- The digital television camera images (to zoom an instrument inside)

Virtual instruments are also implemented in the multimedia packages in order to allow simple simulations of the real instruments during the self-training phase. The virtual instruments are the analogical voltmeter, the oscilloscope, the digital voltmeter, and the spectrum analyzer. For example, when learning the oscilloscope, the student has a virtual instrument panel available, where he/she can try to select the input signals and can evaluate the effects of the instrument setting on the display.

Each lecture includes several tests to verify the level of the acquired knowledge on the educational objectives and lesson subjects. The test results are stored into a

4 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/hypermedia-modules-distance-education-beyond/11884

Related Content

SCMP: An E-Learning Content Migration and Standardization Approach

Hinny P. Kong, William K.H. Lim, Lei Wang and Robert Gay (2006). *International Journal of Distance Education Technologies* (pp. 1-9).

www.irma-international.org/article/scmp-learning-content-migration-standardization/1672

Evaluating Trends and Issues in Distance Learning

Seda Khadimally (2018). *Supporting Multiculturalism in Open and Distance Learning Spaces* (pp. 130-145).

www.irma-international.org/chapter/evaluating-trends-and-issues-in-distance-learning/190933

Educating the Business Information Technologist: Developing a Strategic IT Perspective

John Mendonca (2002). *Information Technology Education in the New Millennium* (pp. 130-135).

www.irma-international.org/chapter/educating-business-information-technologist/23618

Adaptive E-Learning Environments: Research Dimensions and Technological Approaches

Pierpaolo Di Bitonto, Teresa Roselli, Veronica Rossano and Maria Sinatra (2013). *International Journal of Distance Education Technologies* (pp. 1-11).

www.irma-international.org/article/adaptive-e-learning-environments/83512

An Expert-Based Evaluation Concerning Human Factors in ODL Programs: A Preliminary Investigation

Athanasios Karoulis, Ioannis Tamas and Andreas Pombortsis (2008). *Online and Distance Learning: Concepts, Methodologies, Tools, and Applications* (pp. 1782-1793).

www.irma-international.org/chapter/expert-based-evaluation-concerning-human/27508