

## Chapter 1.4

# Computer Simulations and Scientific Knowledge Construction

**Athanassios Jimoyiannis**  
*University of Peloponnese, Greece*

### INTRODUCTION

Information and communication technologies (ICTs) are increasingly expanded nowadays and undoubtedly constitute a vital component of our modern society influencing many aspects of our lives, such as administration, economy, culture, work environment, home life, and, most of all, education. In particular, multimedia and Internet technologies provide exciting opportunities for the integration of new tools in the curriculum in order to support teaching, to promote students' active engagement and enhance their ability to facilitate high order skills.

A number of ICT applications, such as computer-based laboratories, hypermedia and virtual

reality applications, educational games, simulations and modeling tools, exploratory programming environments, intelligent tutors, and others are available for teachers and students (Jonassen, Howland, Moore, & Marra, 2003). Among the various ICT applications, computer simulations are of a great interest since they constitute open educational environments providing active engagement and practical experiences for learning and the understanding of concepts beyond their theoretical context.

Currently, the use of simulations covers a wide range of applications within the areas of research and analysis studies (Feinstein & Park, 2002; Hanan, Prusinkiewicz, Zalucki, & Skirvin, 2002; Mesa, Navarro, Steinmetz, & Eke, 2003; Washington, Weatherly, Meehl, Semtner, Bettge, Craig et al., 2000), system design (Axelrod, 1997;

DOI: 10.4018/978-1-60960-195-9.ch104

Lorek & Sonneschein, 1999), training and education (de Jong & Joolingen, 1998; Jimoyiannis & Komis, 2001; Lee, Nocoll, & Brooks, 2004; Ziv, Small, & Wolpe, 2000), entertainment (Leemkuil, de Jong, & Ootes, 2000), and physical therapy (Merians, Jack, Boian, Tremaine, Burdea, Adamovich, et al., 2002).

Computer simulations are becoming more generally recognised as efficient learning environments where students can explore, experiment, question, and hypothesise about real life situations (natural or social), which would be inaccessible otherwise. Simulations can offer substantial benefits in education by overcoming obstacles of doing experiments, through replacing real world systems, overcoming drawbacks of those systems, visualising invisible processes, and offering multiple views and multiple representations of the situated system.

In this article, the basic characteristics of scientific and educational simulations are discussed. Research findings which support their educational effectiveness are presented, and emphasis is placed on the pedagogical issues of designing and using simulation environments aiming at facilitating students' engagement and active knowledge construction.

## SCIENTIFIC SIMULATIONS

Generally speaking, a simulation is a technique of imitating the behaviour of a situation, process, or system by means of an analogous system. In the simplest sense, a system is a set of interacting identities. In the case of scientific simulations, this analogous system is a *mathematical model*. The mathematical equations that produce the model represent the various processes which take place within the target system. In other words, this model constitutes a simplified or idealised representation of a system by means of a set of mathematical equations (algebraic, differential, or integral). The mathematical model becomes a simulation

by solving numerically (i.e., for varying sets of input values) the equations comprising in order to imitate or simulate the dynamic (time-varying) behaviour of the system (Fishwick, 1995).

In a computer simulation, the mathematical model is produced by proper executable algorithms, which are used to solve the mathematical equations. Consequently, a computer-based simulation is a software application that embodies a model of the actual or theoretical system, executing the model on a computer and analysing the output. Any system in either the micro- or the macro-world can be simulated, providing that its behaviour can be described by a computer model (algorithm). Usually, a simulation model is an abstraction that behaves somewhat like the original system, thus allowing users to replicate only a small part of the actual system under investigation (e.g., its key features or characteristics).

The common perception of a simulation is that of an interactive computer program that replicates, within limits, some object, phenomenon, situation, or process of the real or the imaginary world. There is a confusion between simulations and other computer applications which have a similar-looking output like *animations* or *visualisations*. Simulations differ substantially because they predict an output based on a series of inputs. On the other hand, computer animations do not use any underlying model to calculate the behaviour of the system while they simply display a series of precalculated values. In conclusion, there are two key features which define a computer simulation (Thomas & Milligan, 2004):

- A *computer model* of a real or theoretical system that contains information on how the system behaves (formal entities, properties, and rules or relationships among them).
- *Experimentation* can take place; for example, the user can change the input to the model, thus affecting its output behaviour (Figure 1).

16 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/computer-simulations-scientific-knowledge-construction/49374](http://www.igi-global.com/chapter/computer-simulations-scientific-knowledge-construction/49374)

## Related Content

---

### Uganda's Road to Peace May Run through the River of Forgiveness: Designing Playable Fictions to Teach Complex Values

Sasha A. Barab, Tyler Dodge, Edward Gentry, Asmalina Salehand Patrick Pettyjohn (2011). *Designing Games for Ethics: Models, Techniques and Frameworks* (pp. 312-333).

[www.irma-international.org/chapter/uganda-road-peace-may-run/50746](http://www.irma-international.org/chapter/uganda-road-peace-may-run/50746)

### Making Learning Reel: Student-Made Videos on Mobile Devices

Rochelle Rodrigoand Kristopher Purzycki (2013). *Enhancing Instruction with Visual Media: Utilizing Video and Lecture Capture* (pp. 266-279).

[www.irma-international.org/chapter/making-learning-reel/75426](http://www.irma-international.org/chapter/making-learning-reel/75426)

### Vehicular Delay Tolerant Networks

Daniel Câmara, Nikolaos Frangiadakis, Fethi Filaliand Christian Bonnet (2011). *Handbook of Research on Mobility and Computing: Evolving Technologies and Ubiquitous Impacts* (pp. 356-367).

[www.irma-international.org/chapter/vehicular-delay-tolerant-networks/50598](http://www.irma-international.org/chapter/vehicular-delay-tolerant-networks/50598)

### Rolling NVivo 10 out to a University's Research Community: Live Trainings and a Semantic Web-Friendly E-Book

Shalin Hai-Jew (2015). *Design Strategies and Innovations in Multimedia Presentations* (pp. 526-558).

[www.irma-international.org/chapter/rolling-nvivo-10-out-to-a-universitys-research-community/133009](http://www.irma-international.org/chapter/rolling-nvivo-10-out-to-a-universitys-research-community/133009)

### Evaluating the Performance of the IEEE 802.15.4 Standard in Supporting Time-Critical Wireless Sensor Networks

Carlos Lino, Carlos Tavares Calafate, Pietro Manzoni, Juan-Carlos Canoand Arnoldo Díaz (2012).

*Advancements in Distributed Computing and Internet Technologies: Trends and Issues* (pp. 142-158).

[www.irma-international.org/chapter/evaluating-performance-ieee-802-standard/59681](http://www.irma-international.org/chapter/evaluating-performance-ieee-802-standard/59681)