Teachers and students made presentations and periods of questions were planned at the end of each of those presentations. The experience which will be renewed next winter was a success. Technology was used wisely, the teachers made sure the environment available enhance the learning process of their students. The differences in cultural habits and in the uses of technology were taken in consideration. An evaluation was made taking seriously all factors.

**Multimedia Training, Virtual Instrumentation and Remote Laboratory a New Approach to the Electronic Courseware**

Nicoletta Sala, Academy of arch. University of Italian Switzerland, Switzerland

This work describes a project developed at the Department of Electronic Politecnico of Torino in the field of multimedia technologies in educational process. The goal was to allow the students to carry out a pre-training activity outside the laboratory and possibly at home; each student could thus individually adequate the learning rate to his own capabilities. After this pre-training phase, students who enter the laboratory require reduced assistance and less time to complete the training activity. This approach can reduce the qualified assistance that is not easily found. For this reason several hypermedia mod-ules have been developed (using Multimedia Toolbook) to assist the students to acquire the fundamentals of the basic electronic instrumentation. The subjects developed are:

- fundamentals of the analog and digital oscilloscope, which includes practical exercises;
- fundamentals of the analog and digital voltmeters and their operating theory;
- the IEEE488 standard interface for programmable instrumentation;
- the logic analyzer;
- the spectrum analyzer.

Virtual instruments are implemented in order to allow simple simulations of the real instruments during the self-training phase. A client-server system has been designed in order to allow the students to operate on a remote laboratory for experimental training. The idea is to design a laboratory that is simultaneously and remotely accessible to several students, who concurrently share the same instrumentation, but not necessarily the same experiment. The instrumentation and the other hardware resources are accessible in a sort of time sharing process, which is managed by a server and transparent to the user. The virtual laboratory architecture is composed of two kinds of subsystems: the measurement Server and the measurement clients.

**Strategies for Teaching and Learning: Lessons Gained from an Ethnography of Graduate Classes in an Interactive Distance Learning Studio**

Lorraine C. Schmertzing, University of West Florida, USA; Richard W. Schmertzing, Valdosta State University, USA

This poster session is based on data collected during a one-year ethnographic case study of graduate education classes during the inaugural year of a 2-way audio/2-way video interactive distance learning classroom at a regional university in the southern United States. Cultural anthropology and symbolic interactionism acted as guide to uncover and describe the processes through which adult learners transformed traditional classroom culture as they implicitly redefined that culture during their initial exposure to a specific distance learning environment. This poster session addresses the often un-addressed complexities inherent in re-defining ones learning environment so that effective learning can occur and offers strategies for teaching and learning based on these complexities. Strategies include ideas for the first night of class, cultural awareness activities, feedback forums, and rules of engagement.

**Use of Telecommunications Technology in Radiation Accident Simulation**

Domenic Screnci, Boston University School of Medicine, USA; Kirsten Levy, Boston University School of Medicine, USA; Erwin Hirsch, Boston University School of Medicine, USA; Richard Aghababian, University of Massachusetts Medical School, USA; Tracey Russo, Boston University School of Medicine, USA

Radiation accidents are rare but increasing in frequency. Partners in a regional project are providing training on radiation accident preparedness in Eastern Europe and the New Independent States. Recently, the partners devised a radiation accident exercise to simulate radiation exposure and test inter-regional cooperation among eight nations. A variety of multimedia, communication and distance learning technologies was used to execute the exercise. This poster describes:

- Objectives
- Design
- Procedures
- Communication Plan
- Educational Technologies

The exercise demonstrates a live response to a simulated radiation accident; the ability to exchange information among peers, request resources and notify appropriate agencies; and the use of communication technologies to