

“Inter-component communication as a vehicle towards end-user modeling”

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The starting point

educational software

... teacher-driven requirements

⇒ they should be able to

- construct their own courses (teaching style, intended audience,...)
- think and build using modeling concepts close to their domain of concern
- exchange educational material with colleagues

⇒ they should not have to

- become programmers!

...software components instead of applications

Components as building blocks of (educational) applications

software components

... having a self-contained functionality

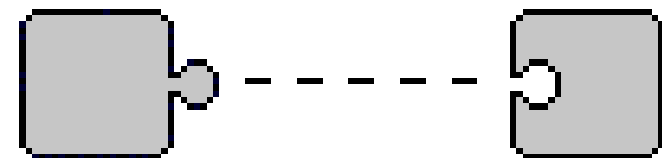
... able to inter-operate

... available as building blocks for construction of specific scenaria

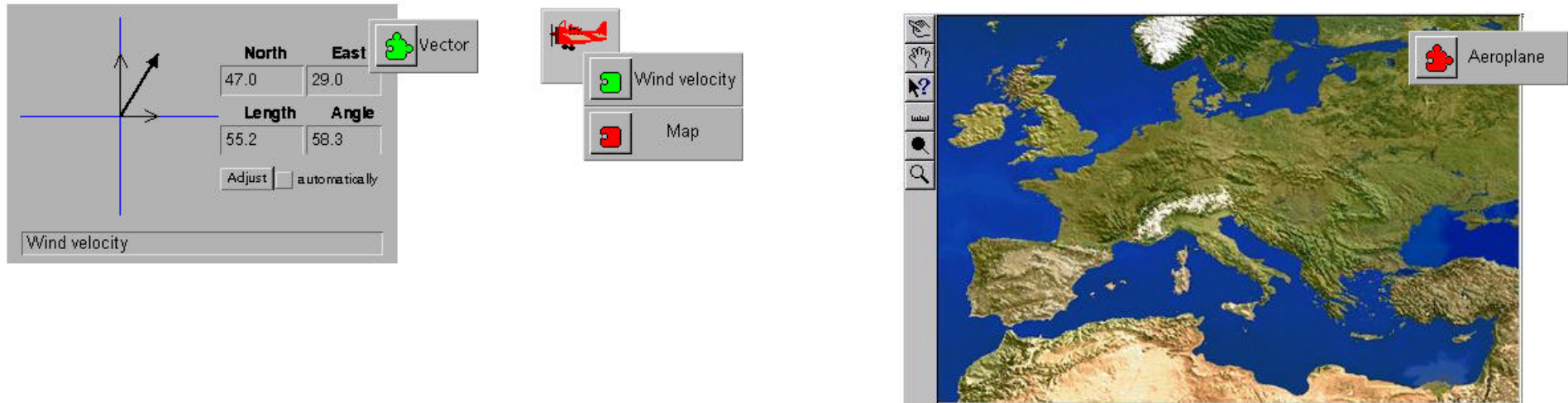
...inter-component communication mechanism

the “plug” metaphor

- components have plugs (one or more)
- components with matching plugs can be connected



The communication mechanism (user view)



Components have

- one or more plugs

Plugs have

- shape
- colour
- name

Matching plugs have

- shapes that fit together
- the same colour

Connectable components have

- one or more matching plugs

The communication mechanism (implementation description)

Plugs are implemented as

⇒ **Shared objects**

... communication via *data sharing*

⇒ **Protocols**

... *communication via a well-defined set of methods*

Implementation description - Shared objects

A) Shared objects

- behave as if they were part of all components participating in the connection
- inform all connected components whenever their value changes

example:

- components: wind velocity vector, aeroplane
- shared object: wind velocity

implementation details (Java “Event” mechanism):

- the “owner” (creator) of the shared object
- the “listeners” of the value changes

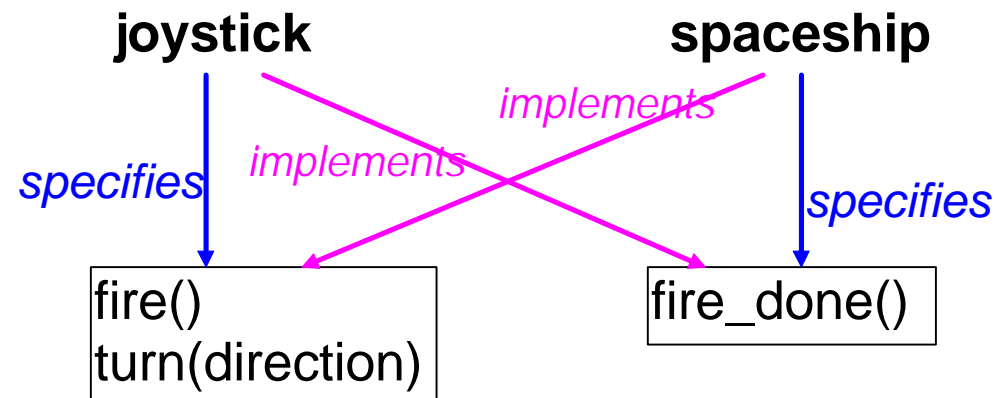
Implementation description - Protocols

B) Protocols

- Each plug P corresponds to the specification of a set of methods
- Each component must implement the methods specified by the component to which it connects

example:

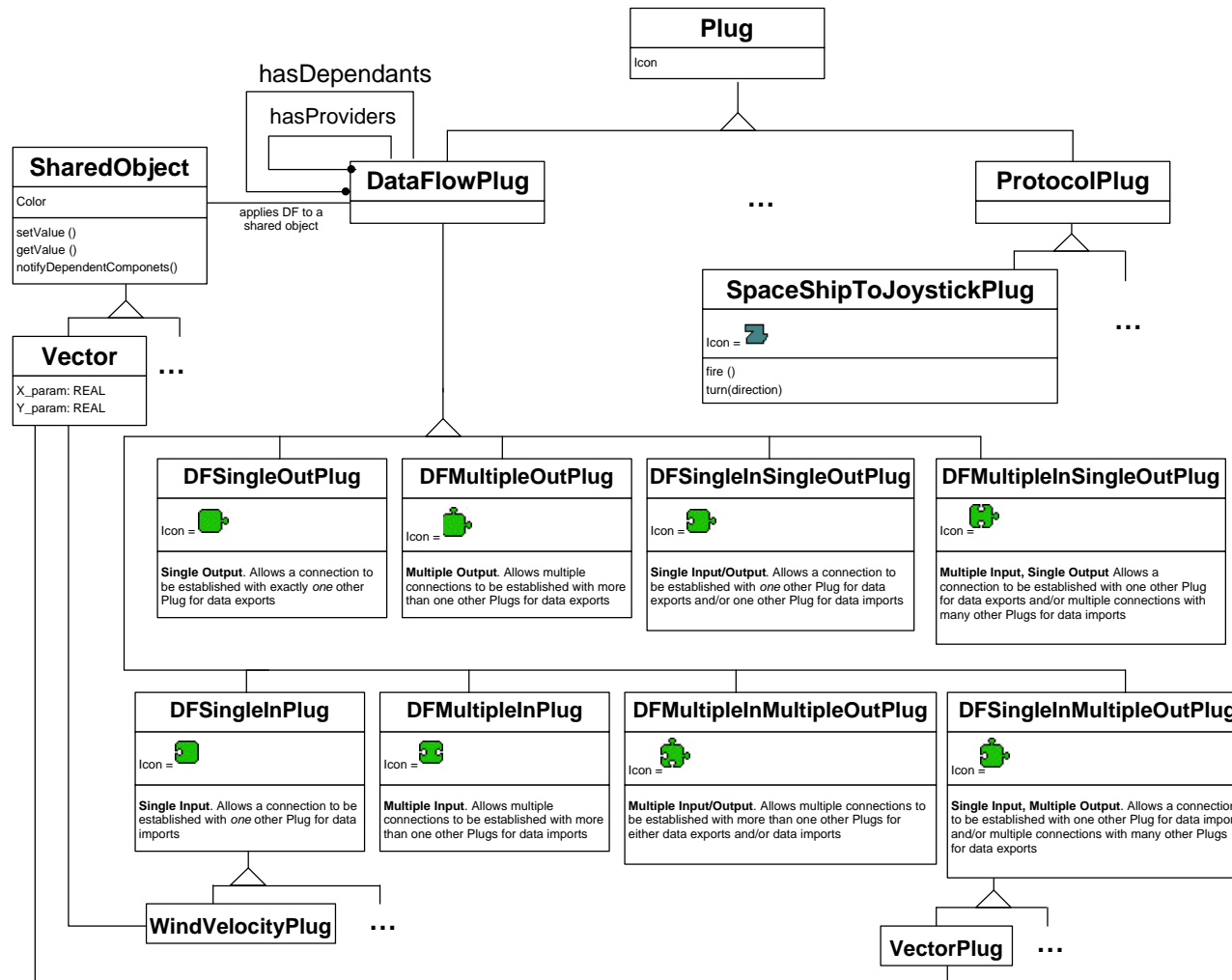
- components:
joystick, spaceship
- protocol:
[fire(), turn(direction)],
[fire_done()]



implementation details:

- Java “Interface” concept

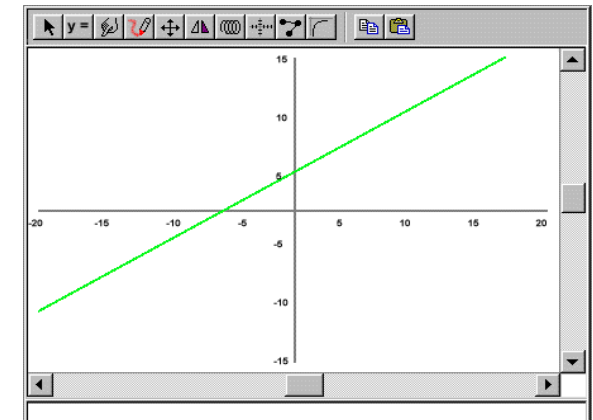
OMT description of the plug mechanism



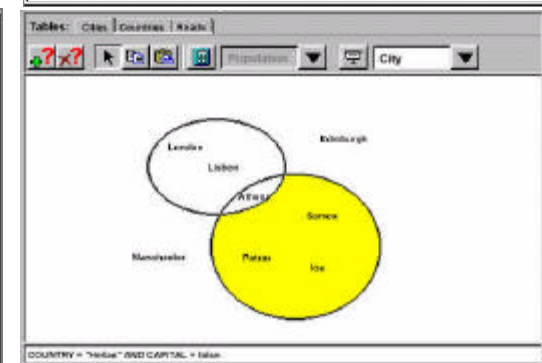
Educational component examples

Procedure: *mystery* Track: 0 Grid: no

| Var | From | To | Step |
|---------|------|-----|------|
| Var : a | -40 | 60 | 2 |
| Var : b | 0 | 80 | 5 |
| Var : c | 1 | 118 | 1 |



| European Countries | | | | | | | |
|--------------------|------|------------|---------|----------|-----------------|------------|---|
| Country | Icon | Population | Capital | Language | Time difference | EEC member | Country History |
| Ireland | | 3.600.000 | Dublin | English | 00:00 | True | http://.../ireland.html |
| Greece | | 10.500.000 | Athens | Greek | 02:00 | True | http://.../Greece.html |
| Italy | | 57.700.000 | Rome | Italian | 01:00 | True | http://.../Italy.html |
| Czech | | 9.000.000 | Prague | Czechish | 02:00 | False | http://.../Czech.html |



Related projects

- Project “YDEES”, 1995–98 <http://www.cti.gr/RD3/EduTech/ydees.html>
“The computer as a tool for exploration, expression of ideas and communication for everyone in the school”
Funded by the European Community Support Framework II (Greek Ministry of Industry Energy and Technology)
- Project IMEL, 1996–98 <http://www.cti.gr/RD3/EduTech/IMEL.htm>
“Intercultural Microworld courseware for Exploratory Learning”
Funded by the European Union’s SOCRATES programme.
- Project “ODYSSEAS”, 1996–99,
 <http://odysseia.cti.gr/odysseas/english/ukabout.html>
“Integrated Network of School and Educational Regeneration in Achaia, Thrace and the Aegean”
Funded by the European Community Support Framework II (Greek Ministry of National Education and Religious Affairs)