### IDEA GROUP PUBLISHING



701 E. Chocolate Avenue, Suite 200, Hershey PA 17033-1240, USA Tel: 717/533-8845; Fax 717/533-8661; URL-http://www.idea-group.com ITB10171

**Chapter XIII** 

# Interactive Multimedia and AIDS Prevention: A Case Study

José L. Rodríguez Illera, University of Barcelona, Spain

### Abstract

Using multimedia applications to inform or to train is very different than using them for changing attitudes. The documented and discussed project started with the perspective that a large proportion of young people, despite knowing how AIDS might be contracted, still adopt risk behaviors. A multimedia role play application was designed to include both information and game layers. The game introduces complex situations using video stories, and then lets the users construct different narratives by choosing between behavior alternatives. The result of each narrative is related to contracting the disease or not. A discussion about role playing games follows, on the limits of this approach, as well as the kind of interactivity and the forms of delayed feedback given.

This chapter appears in the book, *Interactive Multimedia in Education and Training*, edited by Sanjaya Mishra and Ramesh C. Sharma. Copyright © 2005, Idea Group Inc. Copying or distributing in print or electronic forms without written permission of Idea Group Inc. is prohibited.

This chapter provides a detailed description of a multimedia AIDS prevention project undertaken jointly by research teams in Italy and Spain. The project, "AIDS: Interactive Situations," was funded by the European Union and resulted in the setting up of a Web site and the production of a hybrid CD-ROM, of which more than 40,000 copies were distributed, through both public and private channels, in the two participating countries between 1999 and 2000. The chapter is divided in five parts: a description of the project rationale and an outlining of its objectives; a description of the project's contents; a description of the multimedia technology used and the interactive approach incorporated; a discussion of the project; and conclusions reached.

### **Project Rationale and Objectives**

AIDS prevention is a constant concern of the education and health authorities. Prevention campaigns are frequently mounted, and wide use of the mass media is made in conveying the message. However, interactive media have only rarely been used for this purpose.

At the start of the 1990s, the only software available were HyperCard stacks and similar programs containing AIDS fact files and information about the ways in which the disease might be contracted, and a number of simulation programs based on system dynamics models that demonstrated the evolution of the disease at a time when it was thought to be fatal in a period between 10 and 15 years (González, 1995). Multimedia programs were later developed, but their primary purpose was as a source of medical information (AIDS 2000 Foundation). Other programs included a computer game that allowed the study of epidemics throughout history (Fundació LaCaixa, 1995).

In developing this project, "AIDS: Interactive Situations," the aim was to provide a different focus. In fact, by the mid-1990s, most adolescents (here, and throughout the chapter we refer solely to adolescents in the Western world) had a good grounding in the basics of AIDS prevention, thanks in large measure to the prevention campaigns. Yet, despite knowing how the disease might be contracted, a large proportion of adolescents still adopted risk behaviors. This discrepancy between the information received and the attitudes that guide their behavior is a constant feature among adolescents.

The main aim of this project was, therefore, to focus on the subjects' perceptions of risk situations and the consequences of their behaviors. The other objective

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: <u>www.igi-</u> <u>global.com/chapter/interactive-multimedia-aids-</u> prevention/24545

#### **Related Content**

## Personal Learning Environments in the Workplace: An Exploratory Study into the Key Business Decision Factors

Arunangsu Chatterjee, Effie Lai-Chong Law, Alexander Mikroyannidis, Glyn Owenand Karen Velasco (2013). *International Journal of Virtual and Personal Learning Environments (pp. 44-58).* 

www.irma-international.org/article/personal-learning-environments-in-the-workplace/102957

#### Using ePortfolios to Evidence Practice Learning for Social Work Students

Samantha Osborne, Ruben Martinand Louise Frith (2010). *Technology-Supported Environments for Personalized Learning: Methods and Case Studies (pp. 386-408).* www.irma-international.org/chapter/using-eportfolios-evidence-practice-learning/39704

#### Learning Molecular Structures in a Tangible Augmented Reality Environment

Kikuo Asaiand Norio Takase (2011). International Journal of Virtual and Personal Learning Environments (pp. 1-18).

www.irma-international.org/article/learning-molecular-structures-tangible-augmented/51624

## The Distance from Isolation: Why Communities are the Logical Conclusion in E-Learning

Martin Weller (2006). *Managing Learning in Virtual Settings: The Role of Context* (pp. 182-196).

www.irma-international.org/chapter/distance-isolation-communities-logical-conclusion/25958

## Designing an Intelligent Virtual Laboratory Using Intelligent Agent Technology

Saima Munawar, Saba Khalil Toorand Muhammad Hamid (2019). Cases on Smart Learning Environments (pp. 330-345).

www.irma-international.org/chapter/designing-an-intelligent-virtual-laboratory-using-intelligentagent-technology/219034