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A Review of Interactive Multimedia Systems for Education

Md. Rajib Hossain*

Abstract: Interactive multimedia systems have revolutionized the landscape of education by providing engaging and immersive learning experiences. The design and use of interactive multimedia systems in educational settings are examined in this paper. It explores the advantages, difficulties, and best practices related to using multimedia components to improve teaching and learning. The study addresses several interactive multimedia technologies, including gamification, simulations, augmented reality, and virtual reality, as well as their uses in a variety of educational settings. It also looks at pedagogical factors, evaluation techniques, and future perspectives for the successful design and implementation of interactive multimedia systems in educational situations.

Keywords: Interactive multimedia systems, Multimedia, Education, Learning.

1. Introduction

Interactive multimedia systems have become powerful tools in education, fundamentally altering conventional teaching and learning methods. By integrating diverse multimedia components such as text, graphics, music, video, and interactive features, these programs provide students with engaging and immersive learning experiences. The rapid expansion of digital technology in recent decades has facilitated the development of interactive multimedia materials. This progress owes much to advancements in personal computing, high-speed internet connectivity, and multimedia authoring tools, which have collectively enabled the creation of captivating educational content.

Initially utilized primarily for entertainment purposes, such as in video games and interactive movies, interactive multimedia systems swiftly revealed their potential for educational applications [1]. Educators and researchers soon discerned that multimedia technology could enrich learning outcomes by catering to various learning styles, offering interactive simulations, visualizing intricate concepts, and facilitating active student engagement. The integration of multimedia elements like animations, movies, and interactive quizzes into educational materials gained traction, rendering learning more captivating and participatory as students were afforded the opportunity to explore and interact with content in a dynamic manner [2][3]. As interactive multimedia systems evolved, they embraced cutting-edge technologies, particularly advancements in virtual reality (VR) and augmented reality (AR),

* Multimedia Engineering Department, Hannam University, Daejeon, South Korea
Email: rafi32221@gmail.com

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enabling the creation of immersive and lifelike learning environments. Virtual labs, simulations, and serious games emerged as potent tools for skill enhancement and experiential learning, underscoring the transformative potential of interactive multimedia in education.

The advantages of interactive multimedia systems in teaching are diverse. By enabling students to engage with and manipulate the material, they promote active learning and enhance information retention. Additionally, multimedia components can accommodate various learning styles. However, implementing interactive multimedia technology in the classroom presents challenges. Overcoming issues of accessibility and technological infrastructure is necessary to ensure fair access for all students. Moreover, expertise in instructional design, multimedia creation, and pedagogical alignment is crucial for effective content development. Providing teachers with adequate training and support is essential for them to effectively utilize interactive multimedia systems in their teaching practices.

This study on interactive multimedia education systems aims to offer a thorough study and synthesis of the conception and application of interactive multimedia education systems. The following goals are the focus of the study:

Describe the Benefits: Examine and outline the range of advantages of using interactive multimedia technology in education. This includes better motivation and engagement, enhanced learning retention, individualized and adaptable learning, and encouragement of group learning. This study aims to demonstrate the usefulness and potential influence of interactive multimedia systems in educational environments by emphasizing these advantages.

Investigate the Challenges and Considerations: Investigate the difficulties and factors to be taken into account while designing and implementing interactive multimedia systems in the classroom. This entails talking about things like technology infrastructure and accessibility, content development and adaptation, pedagogical alignment, and instructional design, as well as teacher support and training. This study also aims to discuss these issues and offer suggestions for overcoming potential obstacles to the successful integration of interactive multimedia systems in educational contexts.

Explore Interactive Multimedia Technologies: Examine and evaluate a variety of interactive multimedia tools that are frequently utilized in educational settings. This comprises simulations, serious games, interactive movies, and multimedia presentations. It also covers virtual reality (VR), augmented reality (AR), and simulations. In addition, this study also aims to highlight the features, applications, and possible advantages of these technologies for improving teaching and learning processes.

Discuss Pedagogical Approaches and Best Practices: Look into the pedagogical strategies and industry-recognized best practices related to the development and use of interactive multimedia systems in education. This entails looking into ideas like inquiry-based learning, problem-based learning, collaborative learning, active learning, and assessment and feedback systems. Furthermore, this study aims to guide educators in making effective use of interactive multimedia systems to assist student learning and achievement by examining various pedagogical approaches and best practices.

Evaluate Impact and Future Directions: Analyze the evaluation procedures and the effects of interactive multimedia in education. This entails investigating techniques for assessing interactive multimedia systems, gauging learning outcomes and efficacy, and gathering feedback on user experiences. The study also seeks to analyze future directions and new trends in interactive multimedia systems, including the incorporation of AI, VR, data analytics, and mobile and cloud-based solutions.

2. Benefits of Interactive Multimedia Systems in Education

Students exhibit greater engagement and motivation when utilizing interactive multimedia technologies, which captivate and sustain their interest throughout study sessions [4]. The interactive and immersive nature of multimedia content fosters active involvement and inquiry, encouraging deeper learning experiences. These interactive multimedia systems, employing diverse modalities to disseminate information, contribute to heightened memory retention. Elements such as interactive features, audio enhancements, and visual aids collectively support learning endeavors and facilitate improved memory recall. Moreover, studies consistently illustrate the superiority of multimedia learning over traditional text-based methods in fostering long-term retention [5].

Leveraging various modalities to convey information, interactive multimedia systems not only enhance memory retention but also offer personalized and adaptable learning experiences by dynamically adjusting content and activities based on individual learner needs, preferences, and progress through adaptive technologies. This tailored approach nurtures productive and efficient learning outcomes. Furthermore, interactive multimedia platforms promote collaborative learning by facilitating interactions among students, instructors, and learning resources. Features such as discussion boards, collaborative projects, and shared workspaces cultivate teamwork, communication skills, and collaborative knowledge construction. Additionally, interactive multimedia technologies provide avenues for immersive real-world simulations and virtual experiences, enabling students to explore, refine their skills, and acquire practical knowledge across diverse domains in secure learning environments.

3. Challenges and Considerations

Providing adequate technical infrastructure and accessibility for all students is one of the major issues. The successful implementation of interactive multimedia systems might be hampered by differences in access to devices, dependable internet connections, and suitable software. It's also critical to address problems with interoperability among various hardware and software systems. Expertise in instructional design, multimedia production, and pedagogical alignment is necessary to produce high-quality interactive multimedia content.

When creating interactive multimedia content, content creators must take the learning objectives, target audience, and instructional methodologies into account. Additionally, it is crucial to maintain, update, and change content continuously to reflect shifting educational requirements and technological developments. Effective educational settings must carefully evaluate pedagogical alignment and instructional design principles in order to integrate interactive multimedia technology. The interactive components must enable meaningful learning experiences, and educators must make sure they are in line with the learning objectives. This entails picking the right multimedia components, structuring the activities, and creating interactive challenges that encourage participation and higher-order thinking.

For interactive multimedia systems to be effectively used in teaching practices by educators, they need to receive the necessary training and assistance. Programs for professional development for teachers should concentrate on assisting them in comprehending the benefits and drawbacks of interactive multimedia, advising them on how to incorporate these tools into their curricula, and assisting them in managing and facilitating student learning in tech-rich environments. Assessment of student learning outcomes and evaluating the efficacy of interactive multimedia systems offer obstacles. It is crucial to develop suitable evaluation procedures, gauge learning gains, and gather data on how interactive multimedia systems affect student accomplishment. In interactive multimedia contexts, it's crucial to address issues with fairness, validity, and reliability of evaluation.

4. Interactive Multimedia Technologies in Education

The following list of interactive multimedia tools that are frequently used in education includes sources to back up the information.

4.1 Virtual Reality (VR) and Augmented Reality (AR)

While augmented reality projects digital data onto the physical world, virtual reality builds immersive, computer-generated settings. These tools provide dynamic and lifelike experiences that help students better understand difficult ideas by letting them explore virtual worlds and engage with computer-generated things.

Table 1. Related Works in Utilizing VR and AR in Education [6]

Reference	Subject	Method	Findings
Zwoliński *et al.* (2022) [7]	Extended reality (XR) in management education	Case Studies	Creating a modal for XR-based educational environment by utilizing different XR technologies
Scavarelli *et al.* (2021) [8]	VR and AR in Social Learning	Literature Review	Exploring the recent developments of VR & AR in Social space and several learning theories.
Patel *et al.* (2020) [9]	VR, AR & mixed Reality in education	Survey	Overview VR, AR and Mixed Reality in education and ability of people adaptation of these technologies.
Olbina and Glick (2022) [10]	Integration of AR & VR in Construction Management	Physical model	Improving visualization, improvement in understanding of construction material and improved student communications skills.
Sirohi *et al.* (2020) [11]	Augmented & Virtual Reality applications	Survey	An interdisciplinary review of integration of VR & AR in different area and directions.
Guo *et al.* (2021) [12]	Extended Reality (XR) in Education	Bibliometric analysis	Exploring the overall productivity of XR and recent development and trends in the educational field.
Nguyen and Dang (2017) [13]	Setting up VR & AR learning environment	Designing Model	Designing 3D framework for curriculum based on VR & AR presetting real world objects
Remolar *et al.* (2021) [14]	Learning throughout VR & AR	Several Experiments	Supporting gameplay and attractiveness and increasing student’s interest to learn.

Al Ansi *et al.* [6] presented examples from prior research, shown in Table 1, exploring various facets of virtual and augmented reality, including their incorporation into education, the benefits and drawbacks experienced by users, and the role of AR and VR in mitigating external educational challenges.

4.2 Simulations and Virtual Laboratories

Student experimentation, outcome observation, and the development of critical thinking and problem-solving abilities are all made possible by simulations, which offer interactive, dynamic representations of real-world phenomena. Virtual labs offer hands-on experience with scientific investigations and serve as a secure and affordable replacement for physical labs.

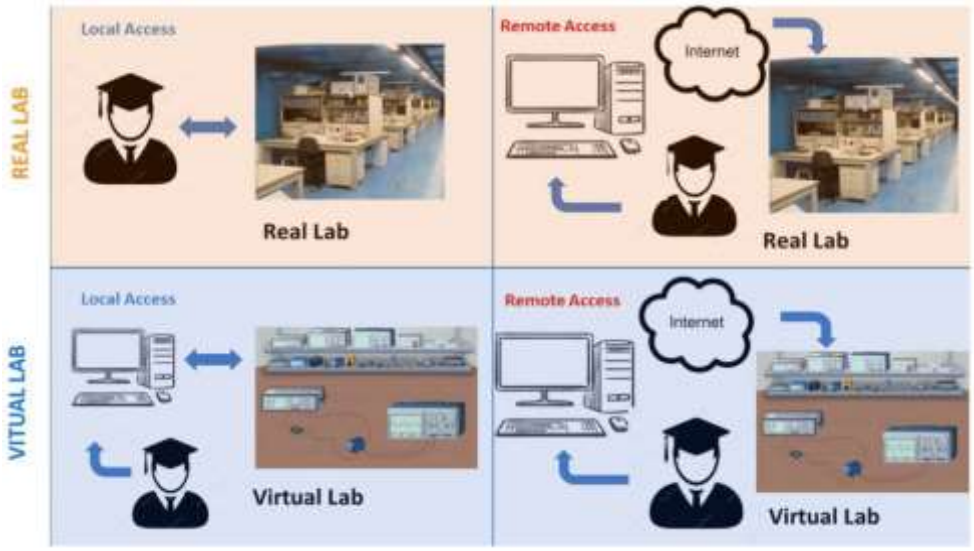

Figure 1. Emerging Trends in Interactive Multimedia Systems for Education

In Figure 1, an overview is presented from a recent study detailing the four potential operational environments for laboratories, categorized into two primary types: traditional and non-traditional, the latter including virtual laboratories [15].

4.3 Serious Games and Gamification

Through gaming, serious games aim to instruct and captivate students. These games promote learning while retaining fun by incorporating interactive challenges and educational material. Gamification is the practice of incorporating game mechanics like points, badges, and leaderboards into non-game environments in order to motivate students and increase participation.

Taken from prior research, Table 2 presents a compilation of gamification design frameworks renowned within academic and professional gamification spheres. Furthermore, the first trio of frameworks stands as essential foundations for various gamification models and methodologies [16].

Table 2. Overview of Gamification Design Frameworks

Gamification Design Framework	Essential Structural Elements	Applicability
MDA	Game mechanics, dynamics, aesthetics	Gamification design method targeting specific user emotions
Fogg behavioral model	Motivation, ability, prompts (triggers)	Design of gamified loops of engagement towards behavioral change
ARCS	Attention, relevance, confidence, satisfaction	Conceptual model aiming at sustainable learner motivation and positive experience
Oktalysis	Epic meaning, accomplishment, empowerment, ownership, relatedness, scarcity, curiosity, avoidance	Human-focused gamification design around eight basic motivational drives toward user engagement optimization
RECIPE	Reflection, exposition (story), choice, information, play, engagement	Gamified, storified experience design towards meaningful, deep learning
6D	Objectives, target behaviors, player's profile, activity loops, fun, deployment	Sequential, iterative gamification design model based on design thinking

4.4 Interactive Videos and Multimedia Presentations

To convey compelling content, interactive videos and multimedia presentations integrate video, audio, graphics, and interactive features. By responding to questions, making decisions, or exploring extra resources, students can engage with the movie in a way that encourages active learning and improves comprehension. Figure 2 shows a flowchart that depicts the processing and storage of multimedia information within an individual's working memory.

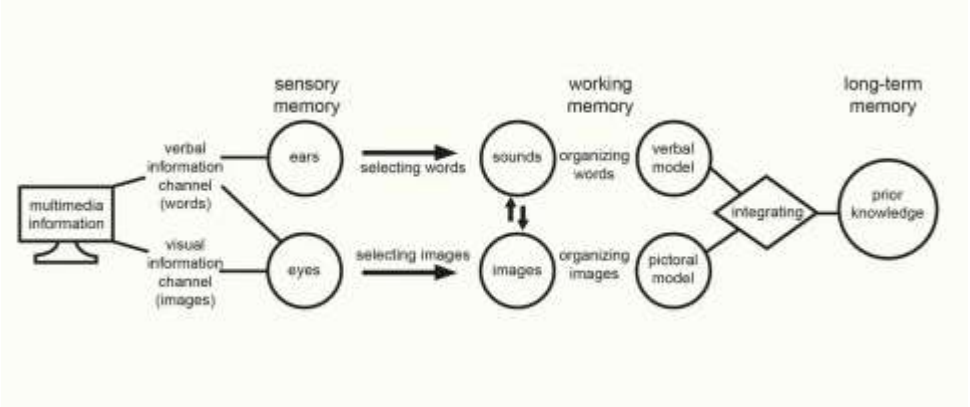

Figure 2. The Processing and Storage of Multimedia Within an Individual's Working Memory

5. Applications of Interactive Multimedia Systems

Online learning environments and virtual classrooms leverage interactive multimedia technology to create engaging educational experiences. These systems incorporate various interactive features, such as live video conferencing, collaborative tools, discussion boards, and multimedia resources, enhancing the overall learning process. Traditional textbooks have been transformed into interactive learning resources through interactive multimedia systems, featuring elements like multimedia content, interactive quizzes, links to additional resources, and functionalities allowing students to highlight, annotate, and interact with the material. Such features foster active reading and engagement with the content.

Furthermore, interactive multimedia systems provide virtual labs and simulations, enabling students to conduct experiments and simulations across different subjects. These virtual environments offer practical learning opportunities, prompt feedback, and the ability to repeat experiments, thereby enhancing students' understanding of scientific concepts. Additionally, interactive multimedia systems support the development of multimedia presentations and interactive movies, incorporating visual and aural elements to engage students and facilitate active learning. These tools serve to introduce new concepts, clarify complex subjects, and provide interactive practice sessions, aiding students in comprehending abstract or challenging concepts effectively.

6. Pedagogical Approaches and Best Practices

Interactive multimedia systems empower students to actively participate in the learning process and engage in meaningful activities, fostering deeper understanding, critical thinking, and knowledge application. By inviting students to interact with multimedia materials, solve challenges, make choices, and evaluate their learning, active learning is promoted. These environments enable students to explore real-world issues, gather facts, formulate hypotheses, design experiments, and analyze data, thereby nurturing curiosity, problem-solving skills, and scientific reasoning through inquiry-based learning. Furthermore, interactive multimedia tools facilitate problem-based learning by presenting students with real-world problems, case studies, simulations, and scenarios that require analysis, knowledge application, and problem-solving.

Collaboration is also encouraged in interactive multimedia learning environments, where students can collaborate in groups through features such as discussion boards, shared workspaces, and interactive projects, fostering interaction, cooperation, and information sharing, and enhancing diverse viewpoints, interpersonal skills, and teamwork. Additionally, various assessment and feedback techniques can be integrated into these systems to measure progress, administer adaptive exams, and provide immediate feedback, supporting understanding, monitoring, and continuous improvement through formative evaluations, tests, and interactive activities embedded within the multimedia content.

7. Evaluation and Impact Assessment

Various evaluation techniques and methodologies are examined to assess the impact of interactive multimedia systems on learning outcomes. This analysis delves into the merits and limitations of different evaluation methods and provides recommendations for effective evaluation procedures. The objective is to identify the effects of interactive multimedia systems on learning outcomes, which may involve monitoring improvements in knowledge retention, problem-solving abilities, critical thinking skills, and understanding complex subjects.

7.1 Engagement and Motivation

Assess the extent to which interactive multimedia technologies have increased student engagement and motivation. This can involve tracking things like student interest, focus, engagement, and satisfaction with the learning experience.

7.2 User Experience

Evaluate how easy interactive multimedia technologies are to use. To do this, it may be necessary to solicit opinions from teachers and students about the usability, accessibility, and general satisfaction of the interactive multimedia tools and resources.

7.3 Attitudes and Perceptions

Assess the effect of interactive multimedia systems on students' attitudes and views of the curriculum, the educational process, and technological integration. This may entail tracking changes in students' self-efficacy, interest, and confidence in relation to the given subject or issue.

In addition, determine the degree to which knowledge and abilities acquired through interactive multimedia systems may be applied to actual situations. This may entail evaluating students' capacity to put what they have learned into practice or to address real-world issues.

7.4 Pedagogical Alignment

Evaluate the alignment of interactive multimedia systems with intended pedagogical goals and teaching approaches. This evaluation may involve gauging the extent to which multimedia elements facilitate specific learning objectives, promote active engagement, and foster meaningful interactions. Consider the long-term impact of interactive multimedia technologies on students' learning trajectories and career paths. Monitoring students' progress over time, assessing their sustained engagement with the content, and analyzing the influence of interactive multimedia experiences on their future academic or professional pursuits can all be integral aspects of this assessment.

8. Future Directions and Emerging Trends

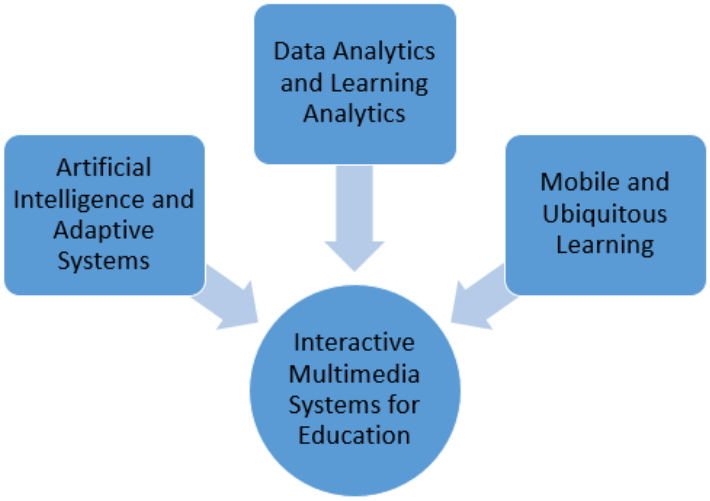

Figure 3. Emerging Trends in Interactive Multimedia Systems for Education

The use of multimedia helps people understand concepts more readily. Radio, the internet, and multimedia programming are all used in this, along with universality. We currently have a multi-sensory, audiovisual experience. Inside, combining animation, music, and movement will not let other people read that as uninteresting. Digital media will change in the future as new tools become available, customer needs change, and technology quality and accessibility rise [6][17]. Future developments in digital media will be influenced by the growth of mobile video, virtual reality (VR), augmented reality (AR), and more sophisticated data analytics. Figure 3 shows some of the emerging trends in interactive multimedia systems for education.

8.1 Artificial Intelligence and Adaptive Systems

The integration of artificial intelligence (AI) in interactive multimedia systems holds great potential [18]. By analyzing student data, giving targeted feedback, and dynamically adapting the content to individual learners' needs, AI can enable personalized and adaptive learning experiences. This includes intelligent tutoring systems, adaptive evaluations, and tailored learning routes.

8.2 Data Analytics and Learning Analytics

When used in interactive multimedia systems, data analytics and learning analytics [19] can offer insightful data on the learning habits, preferences, and performance of students. Future directions may involve advanced analytics techniques to analyze large-scale data, predict student learning outcomes, and optimize the design and delivery of interactive multimedia resources. The immersive and multimodal experiences offered by interactive multimedia systems can be improved by technological advancements such as 360-degree video, spatial audio, and tactile interfaces. Future initiatives may study the integration of these technologies to build more realistic and dynamic learning environments that engage multiple senses and boost information retention and understanding.

8.3 Mobile and Ubiquitous Learning

The widespread use of mobile devices and the development of mobile technology present prospects for learning at any time, any place [20]. Interactive multimedia systems can make use of mobile platforms to distribute educational information, offer interactive experiences, and facilitate fluid device switching. Context-aware learning experiences, responsive design, and the creation of mobile apps are potential future trends.

9. Conclusion

Comparing interactive multimedia systems to conventional teaching techniques, it has been discovered that the learning outcomes are improved. They promote deeper understanding, knowledge retention, and application of concepts through interactive and engaging experiences. By incorporating interactive features, gamification, and immersive experiences, interactive multimedia systems boost student motivation and engagement. Higher levels of interest, engaged participation, and enjoyment in the learning process result from this. By tailoring feedback and content to the needs of each learner, interactive multimedia systems can offer individualized learning experiences.

This personalization improves self-paced learning, learner autonomy, and individualized learning pathways depending on learner choices and skills. The growth of higher-order thinking abilities, including critical thinking, problem-solving, and decision-making, is facilitated by interactive multimedia systems. Learners engage in actual problem-solving challenges and improve analytical and creative thinking skills through interactive simulations, virtual laboratories, and real-world settings. Systems that use interactive multimedia allow for flexibility in the timing, place, and speed of learning.

In order to meet the needs of many learners, they offer accessible learning resources that can be accessed remotely. This allows students to interact with the material at any time and from any location. In order to accommodate various learning styles and preferences, interactive multimedia systems make use of a variety of communication mediums, including text, graphics, audio, and video.

This multimodal method promotes comprehension, engagement, and knowledge retention. Interactive multimedia tools enable quick feedback and ongoing assessment, enabling students to track their development and get the help they need when they need it. In order to improve learning effectiveness, this supports formative assessment techniques, self-evaluation, and adaptive feedback.

The major conclusions point to the possibility of improving learning outcomes, engagement, and motivation in educational settings through interactive multimedia systems. They provide individualized, group-based, and multimodal learning opportunities that encourage higher-order thinking abilities and adaptable learning opportunities. Learning progress and self-control are further supported by ongoing assessment and feedback systems.

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