

AC 2007-785: A WEB-BASED ELECTRONIC BOOK (EBOOK) FOR SOLID MECHANICS

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A Web-based Electronic Book (eBook) for Solid Mechanics

Abstract

The use of electronic media has been widely recognized as an effective and efficient tool in delivering course materials. Through electronic media, interactive and visual appealing media such as texts, animations, graphics, simulations and sounds can be incorporated in the illustrations of engineering theories and concepts. The motivation of developing such media is to promote students' interest in engineering education and perhaps have a positive impact on the quality of education. This paper presents an eBook in solid mechanics that is delivered via the web (www.ecourses.ou.edu). The online eBook is intended to cover materials for a typical introductory solid mechanics (i.e. mechanics of materials or strength of materials) course. It can be used as a stand-alone tool for distance learning or as a supplementary material for traditional classes. In addition, this eBook is designed and developed such that it could be a just-in-time learning tool for students and engineers who would like to learn or review a specific topic in solid mechanics. The mechanics eBook has been used in actual courses as the primary text for the course and has been reviewed by several engineering professionals. The eBook is an on going development and new sections are being added as needed.

The solid mechanics eBook currently consists of over 30 modules. Each module is further divided into parts that include case introduction, theory, case solution, examples and simulation. A concerted effort has been invested in relating the theory to real world engineering applications through the case studies. Applications from different disciplines (e.g., daily experiences, mechanical, aerospace, and civil engineering applications) are included. The design approach of this eBook is to capture students' interest by first presenting a case study. The theories and concepts necessary for the students to solve the specific case study are then covered, and followed by a complete solution for the case study. Some additional examples are also provided for some sections. The material of this eBook is open for any institution or student to use without cost or condition.

I. Introduction

Electronic media has been widely used in education, particularly in the discipline of engineering where complex and abstract mathematical model or theory can be easily visualized through the use of appealing media such as texts, animations, graphics, simulations and sounds. As such, more educators are now incorporating electronic media in their teaching. However, one obstacle in implementing electronic media for traditional engineering courses is the scarcity of robust and complete solid mechanics course material on the Internet.

Some of the web-based course modules presently available on the web and readily for others to use include prerequisite engineering courses such as Statics¹, Dynamics², Thermodynamics³⁻⁴, and Fluids⁵. The trend in utilizing interactive and electronic media in presenting engineering principles has been increasing over the past few years as well. Just to name a few, interactive

CD-based fluid mechanics textbooks include *Multi-Media Fluid Mechanics* by Homsy et al.⁶ and *Fluid Mechanics: An Interactive Text* by Liggett and Caughey⁷. On the other hand, comprehensive web-based modules in the area of solid mechanics are relatively scarce. There are supplemental modules, including the award winning MDSolids and MecMovies by Tim Philpot⁸⁻⁹ and one developed over 10 years ago by the author that was distributed on CD¹⁰. However, CD distribution has numerous obstacles including cost, computer compatibility, updating and technical support.

In 2001, an NSF-sponsored workshop was held to find ways to improve undergraduate mechanics across the curriculum¹¹. One of the discussion topics was the use of multimedia technology to enhance engineering education in general, and fluid mechanics education in particular. The panel suggested initiating and developing a central web site for mechanics where universities, colleges and industries can all share the resources.

Realizing the need for a comprehensive text for solid mechanics in electronic form was, in part, the motivation for the current project to develop a web-based Multimedia Engineering Solid Mechanics eBook (www.eCourses.ou.edu), which is both informative and interactive. The goal is to enhance the learning experience of the student in studying mechanics of materials, and also perhaps attract more students to become enthusiastic in the field of solid mechanics. To encourage using electronic media, the material of this eBook is freely open for any institution or student to use without cost or conditions through the Internet. This eBook can be used as a stand-alone tool for distance learning or for regular classes in which students are expected to go over and review the materials before class on their own. Instructor can then make better use of the class time to engage students in active learning and address any questions students may have had, and hence promoting interaction and discussion in class. In addition, this eBook is designed and developed such that it could be a just-in-time learning tool for students and engineers who would like to learn or review a specific topic in solid mechanics. It can also serve as supplementary material to reinforce the lectures taught in traditional classes.

II. An Overview of the Multimedia Solid Mechanics eBook

Solid Mechanics is encountered frequently in our daily lives, and the study of mechanics is broad, and it involves different engineering disciplines such as the aerospace, biomedical, chemical, civil, environmental, mechanical and petroleum engineering. Hence, a web-based Multimedia Engineering Solid Mechanics eBook has been developed at the University of Oklahoma to cover solid mechanics at the introductory level for cross-disciplines, and it is intended to be a shared instructional resource among universities and colleges. The Multimedia Engineering Solid Mechanics eBook consists of over 30 sections or modules with each module divided into 3 to 4 different parts: case introduction, theory, case solution, and examples. In each module, the theory part covers a particular topic in solid mechanics. The modules are grouped into 10 different sections according to the topics, and they are accessible through the menu bar on the left from the main page (Figure 1). In addition, tables for solid structural properties, section properties, beam deflection tables, common mathematical formulae, and unit conversion tables are included in the appendices. As seen from the main page, all students need to view this eBook is a browser with Shockwave plug-in, which is commonly used and can be downloaded freely through the Internet.

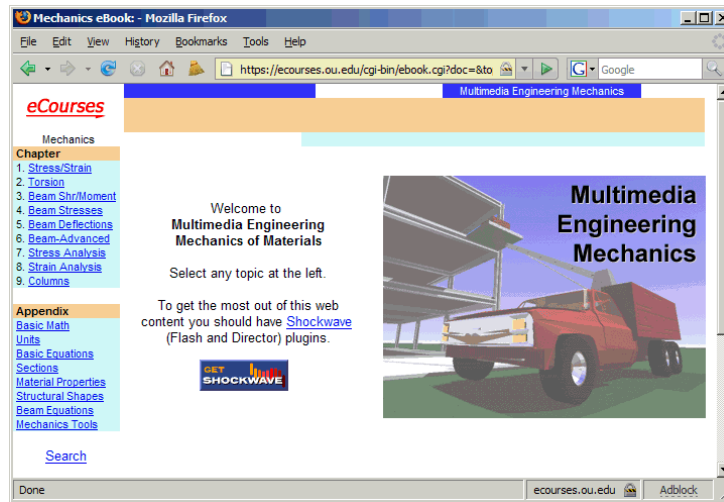


Figure 1. Main page of the Multimedia Engineering Solid Mechanics eBook

The contents of solid mechanics at the introductory level have not changed for several generations. Therefore, the contents covered in this Multimedia Engineering Solid Mechanics eBook mimic those of traditional and popular textbooks such as Hibbler¹² and Pytel et al.¹³ The organization of the eBook content is summarized in Table 1. The emphasis and challenge of the present project is to find ways to present the materials with the aids of multimedia technology. The design approach of this eBook is to capture students' interest by first presenting a case study. The theories and concepts necessary for the students to solve the specific case study are then covered, and followed by a complete solution for the case study. A concerted effort has been invested in finding case studies related to real world engineering applications. This is to ensure that the students are trained to have an intuition on how to tackle real world problems by making adequate assumptions and hence reduce the complexity of the problem.

Table 1. Table of Contents for the Solid Mechanics eBook

<p>Chapter 1: Normal Stress and Strain</p> <p>Sec 1.1: Normal Stress</p> <p>Sec 1.2: Shear and Bearing Stress</p> <p>Sec 1.3: Normal Strain</p> <p>Sec 1.4: Hooke's Law</p> <p>Sec 1.5: Thermal Effects</p> <p>Sec 1.6: Indeterminate Axial Structures</p>	<p>Chapter 6: Beam-Advanced Topics</p> <p>Sec 6.1: Composite Beams</p> <p>Sec 6.2: Reinforced Concrete Beams</p> <p>Sec 6.3: Unsymmetric Beams</p> <p>Sec 6.4: Shear Flow in Thin Beams</p> <p>Sec 6.5: Shear Center</p>
<p>Chapter 2: Torsion</p> <p>Sec 2.1: Circular Bars and Shafts</p> <p>Sec 2.2: Non-uniform and Indeterminate Torsion</p> <p>Sec 2.3: Thin-walled Tubes</p>	<p>Chapter 7: Stress Analysis</p> <p>Sec 7.1: Plane Stress</p> <p>Sec 7.2: Principal Stresses and Maximum Shear Stresses</p> <p>Sec 7.3: Mohr's Circle for Stress</p> <p>Sec 7.4: Failure</p> <p>Sec 7.5: 3D Stress State</p> <p>Sec 7.6: Pressure Vessels</p> <p>Sec 7.7: Stress Concentrations</p>
<p>Chapter 3: Shear and Moment in Beams</p> <p>Sec 3.1: Shear and Moment in Beams</p> <p>Sec 3.2: Shear and Moment Diagrams</p> <p>Sec 3.3: Moving Loads</p>	
<p>Chapter 4: Beam Stresses</p> <p>Sec 4.1: Bending Strain and Stress</p> <p>Sec 4.2: Beam Design</p> <p>Sec 4.3: Shear Stress</p> <p>Sec 4.4: Built-up Beams</p> <p>Sec 4.5: Combined Loads</p>	<p>Chapter 8: Strain Analysis</p> <p>Sec 8.1: Plane Strain</p> <p>Sec 8.2: Mohr's Circle for Strain</p> <p>Sec 8.3: Strain Gages</p>
<p>Chapter 5: Beam Deflections</p> <p>Sec 5.1: Integration of Moment Equation</p> <p>Sec 5.2: Integration of Load Equation</p> <p>Sec 5.3: Method of Superposition</p> <p>Sec 5.4: Indeterminate Beams</p> <p>Sec 5.5: Discontinuity Equation</p> <p>Sec 5.6: Moment-Area Method</p>	<p>Chapter 9: Columns</p> <p>Sec 9.1: Basic Columns</p> <p>Sec 9.2: Fixed Columns</p> <p>Sec 9.3: Eccentric Loads and Secant Formula</p> <p>Sec 9.4: Column Design</p>

In a recent study, St. Clair and Baker¹⁴ compared 10 different software programs/course modules delivering the contents in Statics. Based on their assessment report, they concluded that the Multimedia Engineering Statics eBook fulfills majority of the evaluation criteria. The design philosophy of Multimedia Engineering Solid Mechanics eBook is essentially the same as that of Multimedia Engineering Statics eBook, hence it has most of the important pedagogical features that St. Clair and Baker identified. The eBook was also tested with an actual online class where the only textbook was the Statics eBook¹⁵. Some of the key features of Multimedia Engineering Solid Mechanics eBook include user-friendly navigation, attractive interface, theory related to real world applications, visual appealing multimedia technology usage, and constructive simulation. Detailed discussion of these features is given in the subsequent section.

Based on past experiences, both the Multimedia Engineering Statics and Dynamics eBook have gained favorable responses from the students. The implementation of such an eBook in course delivery is particularly convenient for students at the University of Oklahoma since all engineering students have laptop computers with wireless network connections. Most classrooms, lecture halls, libraries and student union are now equipped with wireless connection, and students can have instant access to the course materials practically from anytime and anywhere on campus.

III. Features of the Multimedia Engineering Solid Mechanics eBook

(a) Case Introduction

At the beginning of each module, a case study is first introduced and presented to the students. The case studies selected are closely related to real world engineering applications, and they are from different disciplines (e.g., daily experiences, mechanical, aerospace and civil engineering applications). Assumptions needed to solve the case study are clearly stated as they serve as a hint to the students on setting up the problem. For example, Figure 2 shows a case study for the “Beam Design” module. The case study chosen for this particular module is related to bending stresses for a beam used to hold water in a tank. This application comes directly from a real water tank used to contain small whales and dolphins at Sea World in San Diego.

The screenshot shows a web browser window titled "Mechanics eBook: Beam Design - Mozilla Firefox". The address bar shows the URL: <https://ecourses.ou.edu/cgi-bin/ebook.cgi?doc=&stopik>. The page content is as follows:

Ch 4. Beam Stresses | **Multimedia Engineering Mechanics**

eCourses | [Bending Strain and Stress](#) | [Beam Design](#) | [Shear Stress](#) | [Built-up Beams](#)

Mechanics | [Beam Design](#) | [Case Intro](#) | [Theory](#) | [Case Solution](#)

MECHANICS - CASE STUDY

Introduction

A new aquarium is being designed and the owner wants a clear, 3 meter high wall for visitors to view the fish. It has been decided that the minimum spacing for the support columns is 2 meters to maximize the viewing surface.

What is known:

- The water level will be a maximum of 3 m.
- The vertical beams will be spaced 2 m on center.
- The length of the wall is not known.
- The top of the wall is not supported.
- The beams are mounted through the floor (can assume a fixed joint condition).
- A factor of safety of 3.0 is required.
- The I-beam yield stress is 250 MPa.

Question

What I-Beam (S-shape section type only) should be specified to minimize the vertical beam weight and still hold? Use the beams listed in the [Structure Shapes appendix](#).

Approach

- Water density is 1 g/cm^3 .
- The vertical beam can be considered as a cantilever beam (fixed at base).
- Find the maximum moment on the beam.
- Use the section modulus equation $S = M / \sigma_{allow}$

The diagram shows a 3D perspective of a viewing tank wall. It is a rectangular wall 3 meters high and 2 meters wide. The wall is supported by vertical beams spaced 2 meters apart. The wall is labeled "Plexiglass wall" and "water". The bottom of the wall is labeled "Large Aquarium Viewing Tank Wall".

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Figure 2. A typical case study interface

(b) Theory

After introducing the case study, the theory required for solving the case study is presented. The theory part has extensive use of the interactive media such as texts, graphics, sounds, and animations for illustration purposes. This is extremely beneficial to engineering education as complex models and abstract concepts or theories can be illustrated easily using these better visualization techniques. Figure 3 shows a typical theory page. Torsion of circular bars is the topic of discussion in this particular module. As seen in the figure, texts, diagrams, pictures, animations and equations are all incorporated to illustrate the theory. Although each module of this eBook is written and developed as a stand-alone module, links are provided to direct students to a particular module of the eBook if they choose to review a certain topic. The materials covered in the theory section are kept in a concise and simple fashion.

The screenshot shows a web browser window titled "Mechanics eBook: Nonuniform & Indeterminate Torsion - Mozilla Firefox". The address bar shows the URL "https://ecourses.ou.edu/cgi-bin/ebook.cgi?doc=&tr". The page content includes a navigation menu with "Circular Bars", "Nonuniform & Indeterminate", and "Multimedia Engineering Mechanics". A table of contents lists chapters from "1. Stress/Strain" to "9. Column". A search bar is present. The main content area is titled "MECHANICS - THEORY" and "Nonuniform Torsion". It contains text explaining the theory, a summation equation for total angle of twist, and an integral equation for infinitesimal segments. A diagram shows a shaft with a changing moment load, stiffness, and radius. The page also includes author information: "Author(s): Kurt Gramoll" and "©Kurt Gramoll".

Ch 2. Torsion

MECHANICS - THEORY

Nonuniform Torsion

In the previous section on [circular bars and shafts](#), the bar cross section, internal moment, and stiffness was assumed to be constant. This simplified the process of finding the angle of twist. The total angle of twist for a shaft could be found by summing smaller segments of the shaft, giving

$$\theta = \sum_{i=1}^n \theta_i = \sum_{i=1}^n \frac{T_i L_i}{G_i J_i}$$

If the segments are reduced to infinitesimal length, dx , then the summation can be replaced with an integral, giving

$$\theta = \int_0^L \frac{T(x) dx}{G(x) J(x)}$$

where $T(x)$ is the internal moment function, $G(x)$ is a function describing the changing stiffness, and $J(x)$ is a function based on the cross section (changing radius). The bar or shaft is still assumed to be circular.

It is important to note the applied moment, $M(x)$ is not the same as the internal moment, $T(x)$. However, $T(x)$ can be determined from applied moment and boundary conditions.

Shaft with Changing Moment Load, Stiffness, and Radius

Figure 3. A typical theory interface

Animations are used throughout the eBook to help presenting a case study or illustrate a certain concept. Take the animations as shown in Figure 4 for example, which help illustrate problem solution steps, bearing stresses on bolts and tri-axial compression of cubes. All movies and animations included in the eBook are created using Adobe Flash. The Flash movie files are small in file size since they are vector-based graphics (i.e., less than 100 kb with narrations) and can be downloaded easily through the Internet.

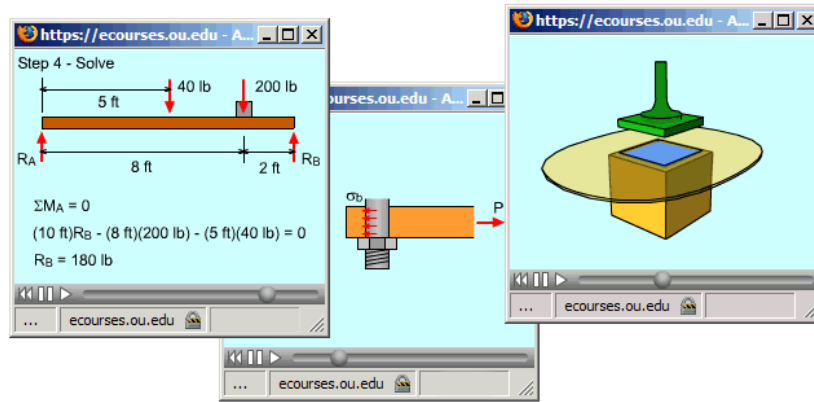


Figure 4. A typical movie/animation interface

Another advantage of electronic education media, which is often overlooked and under-appreciated, is the unlimited use of color. In fact, it presents a major advantage that electronic media has to offer over traditional textbook. Most paper textbooks have limited use of color in their illustrations in order to minimize the publication cost. Using electronic media, on the other hand, charts and diagrams are brought to life with the color usage (Figure 5). Many of the diagrams are vector-based graphics and they can be enlarged to see the details.

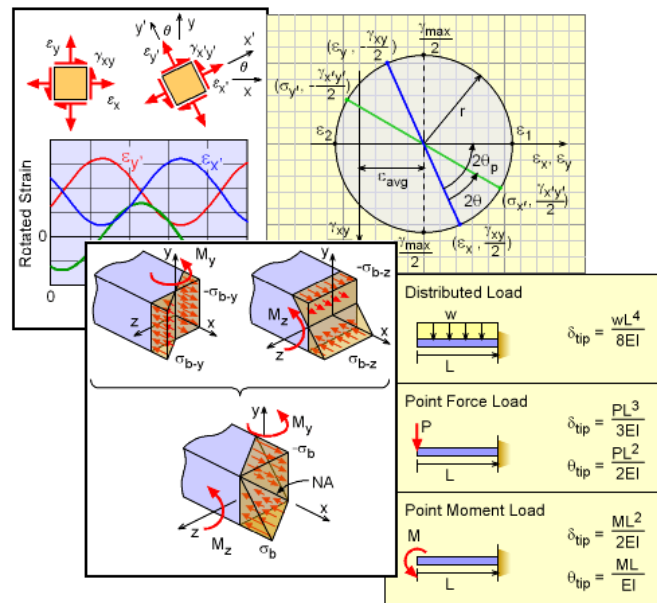


Figure 5. Different charts and diagrams

(c) Case Solutions

Once the materials required for the students to solve a case study are covered in the theory section, a complete detailed solution is given for that particular case study. To improve student's problem solving skills, a systematic approach with step-by-step solution procedure is given here.

A typical case solution page is shown in Figure 6. In this particular solution page, students will learn how to determine the bending stress due to a roof load on a basic T-beam.

Ch 4. Beam Stresses Multimedia Engineering Mechanics

Bending Strain and Stress Beam Design Shear Stress Built-up Beams

Bending Strain and Stress Case Intro Theory Case Solution

MECHANICS - CASE STUDY SOLUTION

When designing structures, many times a dimension needs to be determined. In this problem, the load and beam cross section is given, but its length is not. This is the main concern since the length also determines the moment. This problem can be solved by first finding the moment in terms of the unknown length L . Then determine the moment of inertia. Finally, use the bending stress equation and solve for the length.

Maximum Moment

Since the bending stress depends on the moment, it needs to be determined. The center beams carry the roof load over a two foot width of the roof as shown in the diagram. The total load on the beam in terms of inches will be,

$$w = (60 \text{ lb/ft}^2)(2 \text{ ft})(1 \text{ ft}/12 \text{ in}) = 10 \text{ lb/in}$$

This constant distributed load will cause a maximum moment at the center (this can be determined by constructing a [moment diagram](#), but has been omitted here). Cutting the beam at the center and summing moments gives the moment equation,

$$\Sigma M_{\text{right edge}} = 0$$

$$M - 5L(L/2) + [10(L/2)](L/4) = 0$$

$$M = 1.25 L^2 \text{ lb-in}$$

As expected, it is a function of the unknown length L .

Figure 6. A typical solutions interface

(d) Simulation

One unique feature that electronic media technology has to offer is the use of interactive simulations. Various simulation tools are included to engage students in constructive learning. Students are allowed to adjust several parameters of a problem and immediately observe how these changes will affect the outcome of the results. Two simulation examples, Beam Simulation Tool and Shear Flow Simulation Tool are shown in Figure 7a and 7b. The eBook has others, including Mohr's circle, Beam Stress Tool, and Centroid/Area/Moment Inertia Tool.

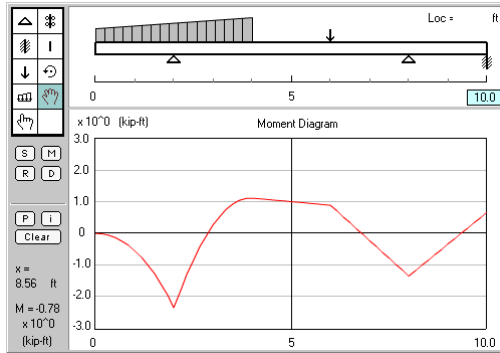


Fig 7a. Beam Simulation Tool

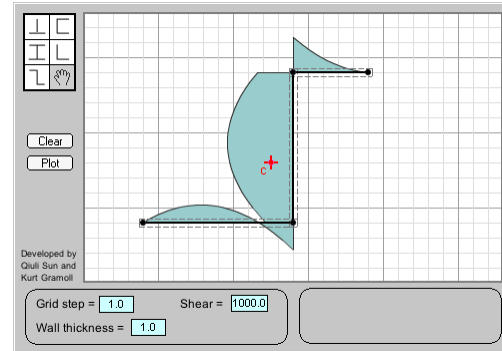


Fig 7b. Shear Flow Simulation Tool

The Beam Simulation Tool shown in Figure 7a is a comprehensive beam analysis program that produces shear, moment, deflection and rotation for most common loading and boundary conditions. The user interface is designed to be simple and easy to understand. The tool bar allows students to place and move three types of loads; point force, point moment and distributed force load. The location and value of each load can be moved and edited. Also, three types of boundary conditions can be applied at any location, including pin, fixed, and roller. These load and boundary condition types cover over 90% of typical solid mechanics problems. The units can be set to either SI or US.

The Shear Flow Simulation Tool allows the user to construct various basic beam cross sections that are common in structures. The cross section can be modified (some restriction exist) by moving the vertex points of the beam cross section. The shear flow is determined by clicking on the plot button. The numerical value of the shear flow at any location is given by moving the mouse over that location.

Simulations such as these provide an active learning environment to the students. All simulations are developed using Adobe (previously known as Macromedia) Director and are saved as shockwave format for web publication. No special software or user permissions are needed for these tools other than the free Shockwave plugin needs to be installed.

V. Implementation and Development

The Solid Mechanics eBook has been used as the main text for the author's solid mechanics class in the Fall 2006. The eBook was integrated into the online learning environment that included all homework problems and online lectures¹⁶. The current version of the eBook does not have a listing of homework problems since the problems are integrated into the course management system at www.eCourses.ou.edu. The course management system allows the problems to be submitted through a web page and graded automatically. The problem solutions are released after the homework is due through the web site.

The students in the class also had the option to use any of the many mechanics of materials textbooks. Both the web site and another textbook were allowed to be used on exams. Approximately half the students in the class choose to purchase a traditional printed textbook in addition to the online Solid Mechanics eBook.

The students indicated through informal and formal surveys that they liked the eBook due to it being free (saved students over \$100 if they choose not to purchase a textbook), always available, extensive reference material in the appendixes, and simulation tools. Another surprising reason for the student liking the eBook was its hyper links to background material throughout the text. These links included material found in other eBooks, such as Statics or Dynamics. Currently, there are seven eBooks available at www.eCourses.ou.edu, Statics, Dynamics, Fluid Dynamics, Math, Thermodynamics, Multimedia and now Solid Mechanics.

The mechanics eBook has been used by other institutions and is open to any one through the Internet (no log-in required). Daily page views (not "hits") for just the Solid Mechanics eBook was over hundred throughout the Fall 2006 semester. Furthermore, currently Google search for "mechanics ebook" ranks it first from nearly one million results. This is a strong indication that it is widely used both at the University of Oklahoma and around the world.

All material in the eBook was develop by the author using basic electronic media tools including DreamWeaver (HTML editor), Flash (2D animation and simulation tool), MathType (equation editor), Carrara (3D animation), PhotoShop (photo editing), and Freehand (2D drawing tool). The total cost for these software tools are below \$1,000 (academic pricing). The main cost in developing the material, like any textbook, is the time invested by the author. In general, each module required about 40 hours of development time. This included the time to create all graphics. It should be noted that the author is not a graphic artist, but with the modern graphic software tools listed above, even an engineer, like the author, can create excellent diagram-type graphics. To avoid any copyright issues, all photos were also taken by the author.

V. Summary

A web-based Multimedia Engineering Solid Mechanics eBook has been developed with an extensive use of interactive media. This eBook can be used as a stand-alone tool for distance learning, just-in-time learning tool for review purposes, or as supplementary materials for traditional classes. This eBook is intended to be a shared instructional resource, and it is freely open for any institution or student to use without cost or conditions.

VI. Acknowledgment

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