

HELPMATE APP FOR LEARNING RESOURCE

Application For Learning Resources

¹ Ajay M. Surwade, ² Akash K. Sherkhane, ³ Sumit D. Singh, ⁴ Prof. Ashwini Patil

¹ Student, ² Student, ³ Student, ⁴ Assistant Professor,

^{1,2,3,4} Department Of Computer Engineering,

^{1,2,3,4} Shivajirao S. Jondhale College of Engineering, Dombivili, Maharashtra.

Abstract — *Online asynchronous discussion is argued to have many benefits for student learning. However, whether student participation in the asynchronous discussion should be assessed is controversial. Furthermore, how to assess their participation has been a huge challenge faced by many online instructors. While there is a growing body of literature addressing these issues, there is still a lack of empirical studies in this regard. This paper reported the results of a recent empirical study conducted at a large, public, Midwestern university.*

Fifty online courses offered by five different Masters' programs were examined and twenty instructors were interviewed. Both synchronous and asynchronous online discussions are an important component of effective distance education. They allow for the students to interact with each other without being in a classroom.

In online discussion environments, students are able to build strong ties and relationships with each other. Online discussions can be presented in different ways and serve students for different purposes. In order for them to be effective, instructors must make their expectations clear, provide feedback, and lead the class down the correct path. This article deals with the importance of the effective design of online discussions and discusses ways that instructors can help students have effective discussions.

I. INTRODUCTION

Now-a-days, Cell phones is going to be an integral part of our daily life as well as university life and culture. Even a casual observation of today's university students will reveal cell phones being used, both overtly and covertly, in every possible campus setting, including the classroom. Smartphones are equipped with multimedia phone features, which include camera function, sound recording function, video function and many others. These features assist students to drive their learning process and dreams effectively.[1]

Today people prefer to gather information from mobile phones instead of collecting them from books. Because they think that searching for books which have the appropriate information is a very boring and time taking task. And instead searching the same information on the internet is very easy and less time taking. Because of this thinking mobile phones have become more popular especially among students. But still books are more important than mobile phones. Books develop a habit of reading. [2]

That's why we are introducing our application that name is 'Helpmate' for student from student. In which you can get free access for all your academic material through you can improve your knowledge of learning and you can understand many things.[3]

II. LITERATURE SURVEYS

The role of smartphone and mobile technologies in education must not be ignored (Tikoria & Agariya, 2017). Academic learning is now innovative as a result of smartphone and other media in promoting and advancing 21st century needed skills and knowledge (Tulenko & Bailey, 2013; Emerson & Berge, 2018). Students have experiences of digital surroundings in a tactile and personal manner, which is brought about by some mobile devices, including tablets and smartphones (Cano, 2012). Mokoena (2012) argues that the use of smartphones by students improves collaborative learning through its connection to the internet[4]

The use of technology for education has been a topic of discussion among researchers and educators worldwide for many decades. The development of innovative technology has contributed to fields such as medicine, industry, communication, and education, to bring about more convenience in our daily lives. In the field of second language acquisition, developments in technology have especially inspired various approaches to teaching in English-as-foreign-language (EFL) environments, as instructors strive to find ways to give their students more access to authentic language.

The first uses of technology in language learning and teaching began in the 1950s when Computer-Assisted Language Learning (CALL) emerged as an innovative methodology. Some institutions took advantage. Warschauer and Healey (1998) argued that since then, the historical development of CALL could be divided into three stages: Behavioristic, Communicative, and Integrative.[5]

Behavioristic CALL, which was conceived in the 1950s and implemented between the 1960s and the 1970s, regarded the computer as a mechanical tutor helping students with their learning without being judged and with the chance to work at their individual pace. Starting in the 1980s, the second stage was Communicative CALL and emphasized the communicative use of language. The last stage, Integrative CALL, started in the 1990s parallel to the development of the World Wide Web, more commonly referred to as the Internet. This development into the third stage allowed the users to communicate and collaborate via the Internet (Warschauer & Healey, 1998). Scientists often investigate very large, small, far away, or otherwise hard to study phenomena.[6]

Many times, this requires students to explore stand-ins, or models, for the systems under investigation [5,6]. In this study, we consider modeling in terms of constructing, evaluating, and revising representations of scientific processes and mechanisms [1,7–9]. Additionally, simulations have an extensive history in science education and have been found to support learners' understanding of scientific ideas and the ability to engage in scientific practices [10–16]. As Honey and Hilton report, simulations “enable learners to see and interact with representations of natural phenomena that would otherwise be impossible to observe” [7]

As access to the Internet become easier in all corners of the globe, learning has steadily increased in popularity over the past decade, with universities offering online courses, either entirely online (i.e., the student does not need to attend the university at all) or partially online (i.e., the student attends some classes at the university. Reich and Ruipérez-Valiente (2019) argued that it is challenging to motivate students in courses conducted entirely online. Their study focused on massive open online courses (MOOC), Reich and Ruipérez-Valiente suggested that of the students who register for a MOOC, more than half (i.e., 52%) never even actually enter the course. Castro (2020) suggested that, prior to the COVID19 pandemic, although half of university students have used online materials for studying English, only around 25% had had any experience studying a course online.[8]

III. PROBLEM DEFINATION

Demand for graduate with communicative competence who master lingua franca such as the English language has been escalating due to growth in businesses and economic activities. Even Malaysia Qualification Agency (MQA) and professional bodies like the Malaysian Engineering Accreditation Council (EAC) have emphasized language mastery and communicative competence as part of the 21st century educational goals to be attained by undergraduates. This is pertinent as academic grades churned out for undergraduates through assessments will be the tipping point for decisions on employment purposes by companies (Ahmad Tajuddin, 2015). The emergence of digital education and the increased emphasis for English language mastery for 21st century employability and career growth have yet to increase graduates' attainment in this area. Studies have shown that the lack of technical competencies, communicative abilities and skills to seek employment as the primary reasons for many graduates to continue to be jobless (Hanafi & Zaid, 2014). During trouble times like the current Covid-19 pandemic, delivery of academic programmes are severely affected and eventually, the credibility of grades awarded for undergraduates, the assessment procedures undertaken and the overall quality of academic programmes will be doubted by the community that comprise parents, employers and the public in general if graduates continue to display poor attainment of the desired attributes.

IV. EXISTING SYSTEM

The existing systems Currently we have many websites (e.g. www.tutor.com, www. Kids learning.com, microsoft gateway learning, www.tizag.com, etc.) which have same function of providing education/learning material to learners. They provide many functions to interact users. The biggest limitation/problems with these websites are that, these websites are not user friendly and user have to become paid member of these websites and also if they wanto find different study related material then, they have to access different sites and material is not fully provided even they will not find videos related materials too.

V. PROPOSED SYSTEMS.

The modified version of the e-Learning application contains the following added components 1. Home- to move to the index page. 2. Chat- navigates to chat room for communicating with registered members of the e-Learning community. 3. File attachment to the message (email) section- used to send messages and attach files. The institutional logo on top left and top right of all the pages of the board as well as forum name, type and category were also customized.

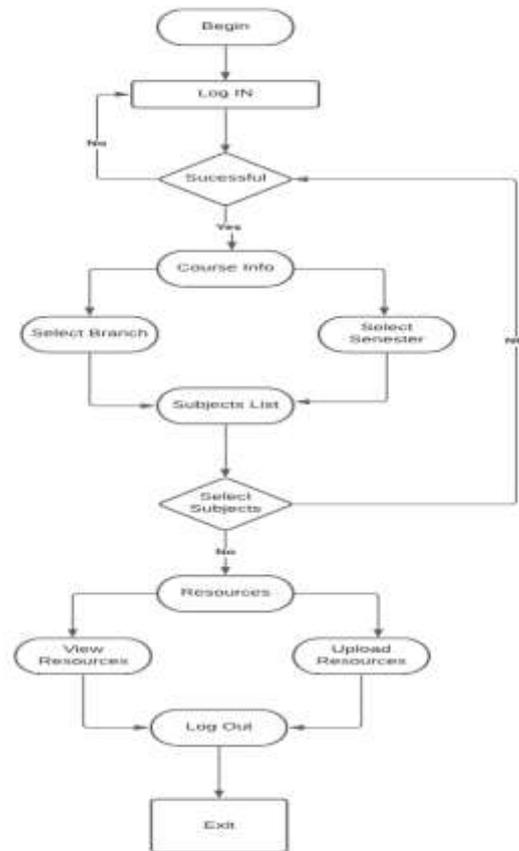


Figure 5.1: Working of project

The resources offered to you for learning online will depend on the institution where you take your online program. Some online learning programs may require you to order physical textbooks in advance by in the mail, but these are generally being phased out in favor of eBooks and online-only methods of delivery.

For those institutions that have made the transition to using 100% online resources, students can expect to study using a combination of cutting-edge technological resources with no need to travel to attend lectures, exams or in-person discussion sessions!

Taking an online learning program, you'll be an officially registered student at your institution and have access to the same resources as an on-campus student, like your institution's digital library, learning management system (like Blackboard), student union membership and more! An online degree is similar to taking a degree program on campus, **but you have the freedom to direct your own study schedule.**

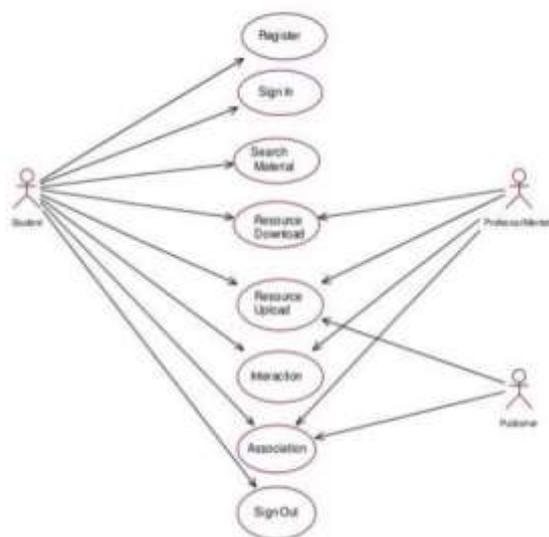


Fig 5.2: Use Case Diagram

In the above figure, it is shown that how we started the data is collected from the various sources then the data is processed the processed data is being used as dataset and that data set is used to train and test the model MI and DL algorithms are implemented and CNN model is used if less accuracy is shown then by increasing the number of epoch we can increase the accuracy.

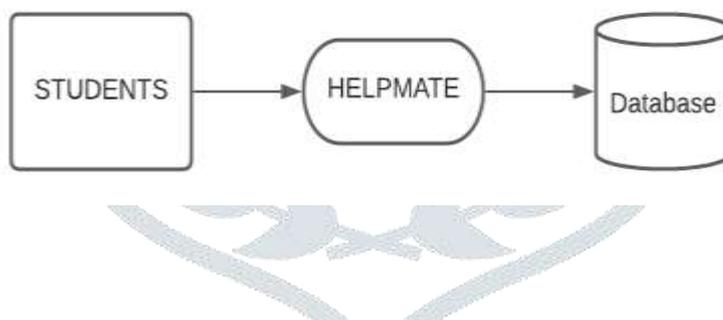


Fig 5.3: DFD Diagram

VI. Hardware and Software requirements:

Hardware Requirement:

1. i3 Processor
2. Hard Disk 500GB
3. Minimum 512 MB RAM
4. Internet Connection

Software Requirement:

1. Windows 7 or above Operating System
2. Android Studio
3. Flutter Platform
4. Language used:

Front-end : Dart

Backend : Firebase, And Dart packages

VII. Advantages:

- Online education is 53% cheaper than offline education.
- We Can Access Notes Anywhere, Anytime, Anyplace from our Mobile.
- We Can Upload Our Self Made Notes On App.
- We Can Use App in Android as well as in IOS.

VIII. Results:



Fig 8.1 THIS IS WELCOME PAGE, STUDENT CAN LOGIN HERE AND SIGN UP HERE.

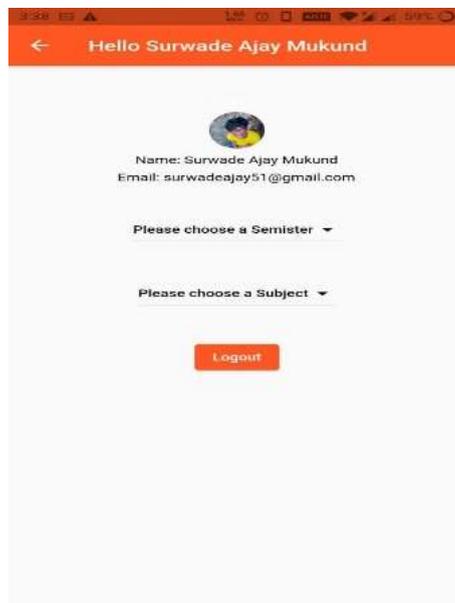


Fig 8.2 THEN WE ARE COMES ON NEXT PAGE, HERE STUDENTS CHOOSE A SEMESTER AND SUBJECT.

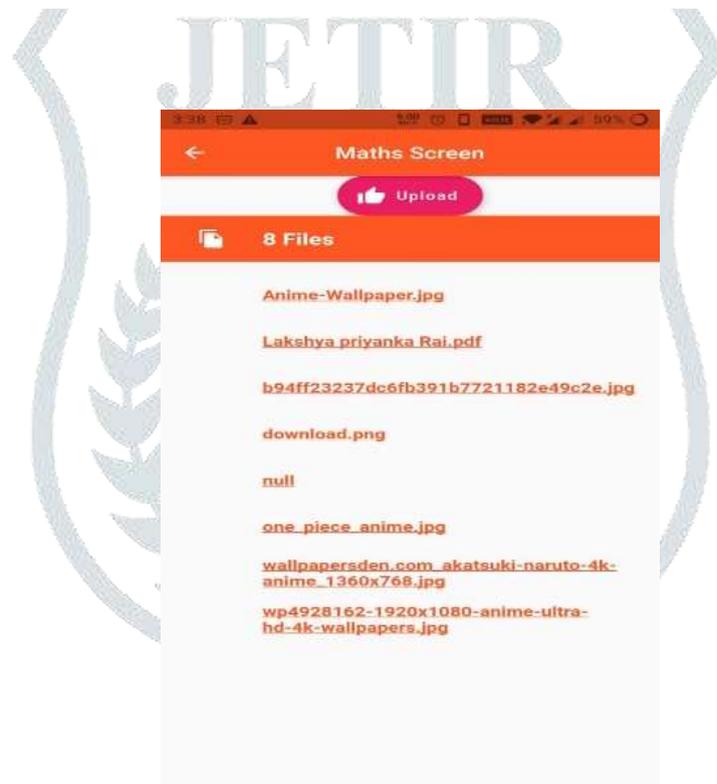


Fig 8.3 ON THIS PAGE, STUDENTS CAN SEE THE AVAILABLE IMAGES, NOTES OR PDFs.



Fig 8.4 THIS PAGE, FOR THE STUDENTS, THEY ARE SELECT AND UPLOAD FILES HERE.

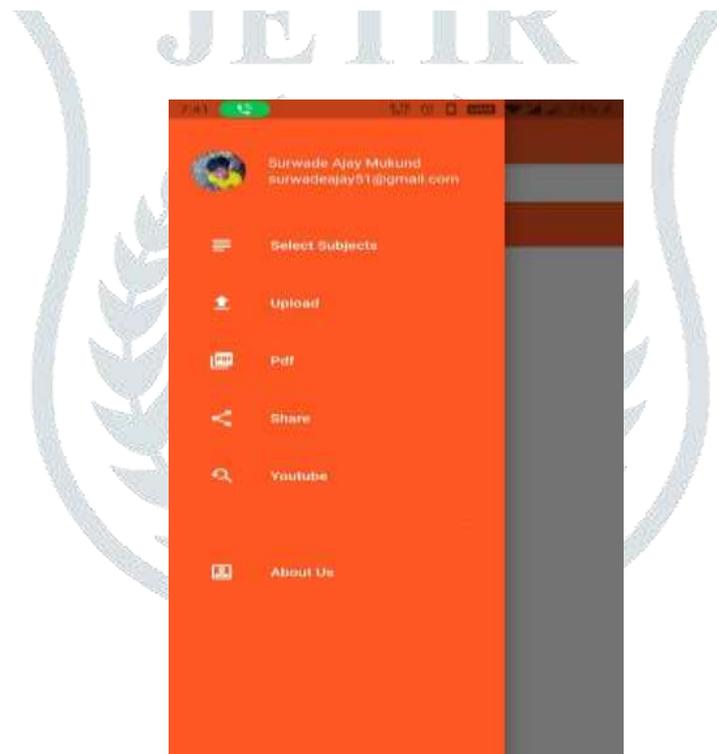


Fig 8.5 ON THIS SIDE BAR OPTIONS ARE, STUDENTS CAN SELECT SUBJECT, UPLOAD PDF FILES TO RESPECTIVE SUBJECT AND OPEN YouTube TAB THAT WILL REFER TO YouTube VIDEOS.

IX. FUTURE MODIFICATION

- [1] The Requirement of the resources will not be lack anymore.
- [2] The Requirement Of the Video Lecture Will Be Added.
- [3] Physically disabled people can procure degrees and build their career through online learning effortlessly.

X. CONCLUSIONS

In Conclusion, Helpmate App Is Beneficial to the Students, tutors and the Institutions offering these Notes. I Would therefore recommend that Helpmate App be Implemented on all learning Institutions and Research on how to Improve this learning process should be carried out. This Concludes the Note Taking Module. In this module, you learned effective Strategies for taking notes during class Lectures. Effective note taking is an important academic activity that helps you concentrate, stimulates your ability to recall, and helps you the be organized. This findings from this study are significant in providing insights into the state of affairs of the online delivery academic courses at universities. Understanding the nature of online language assessment challenges highlighted by this study will pave the way for mitigation measures and lay smooth path in developing effective online language assessment implementation strategies. The Covid-19 pandemic serves as a good wake-up call and has unearthed a whole range of inadequacies that must be addressed. This study also highlights justifications for developing explicit framework or guidelines for best practices in online language assessments to uphold validity and reliability principles and best practices. Such measure is crucial in ascertaining that the grades awarded truly reflects undergraduates' learning attainment and mastery of the languages that they learn.

XI. REFERENCES

- [1] Liu, S. (2007). Assessing Online Asynchronous Discussion in Online Courses: An Empirical Study. Proceeding from Technology, Colleges and Community (TCC) Worldwide Online Conference 2007. <http://tcc.kcc.hawaii.edu/previous/TCC%202007/liu.pdf>
- [2] Vonderwell, S., Liang, X., Alderman, K. (2007). Asynchronous Discussions and Assessment in Online Learning. Journal of Research on Technology in Education 39(3), 309- 328. International Society for Technology in Education (ISTE). Eugene, OR. <http://www.eric.ed.gov/PDFS/EJ768879.pdf>
- [3] Al-Shalchi, O. N. (2009). The Effectiveness and Development of Online Discussions. MERLOT Journal of Online Learning and Teaching 5(1). http://jolt.merlot.org/vol5no1/al-shalchi_0309.htm
- [4] Kim, N., Smith, M. J., Maeng, K. (2011). Assessment in Online Distance Education: A Comparison of Three Online Programs at a University. Online Journal of Distance Learning Administration (OJDLA). <http://www.westga.edu/~distance/ojdl/spring111/kim111.html>
- [5] Bruning, K. (2005). The Role of Critical Thinking in Online Learning Environment. International Journal of Institutional Technology and Distance Learning. http://www.itdl.org/Journal/May_05/article03.html