

UGRP No. 4

A Mobile Application for Philippine Ethnobotany Integrating GIS, Plant Image Processing, and Gamification

Michael Luke Cabuenas
Bryan Kenneth Capistrano
Karylle Marie Dino
Nico Bernard Domantay
Miguel Patrick Ferrer
Jeremy Madriaga
Bryan Benchmark Mendoza
Nhelg Kaiser Moen Napeek

COMPUTER SCIENCE AND COMPUTER APPLICATIONS RESEARCH



We envision Saint Louis University as an excellent, missionary, and transformative educational institution zealous in the formation of human resources who are imbued with the Christian spirit and who are competent, creative, and socially involved.

**SCHOOL OF ACCOUNTANCY, MANAGEMENT,
COMPUTING AND INFORMATION STUDIES
SAINT LOUIS UNIVERSITY
PHILIPPINES**

May 2023

TABLE OF CONTENTS:

ABSTRACT	3
CHAPTER I	4
INTRODUCTION	4
1.1 Context of the Study	4
1.2 Research Objectives	7
1.3 Research Questions	7
1.4 Scope and Limitations	8
1.5 Significance of the Study	9
1.6 Research Framework	9
CHAPTER 2	10
METHODOLOGY	10
2.1 Application Design	10
2.1.1 Design	10
2.1.1.1 Core Features	10
2.1.1.2 Application Software Architecture	11
2.1.1.3 User Interface Designs	11
2.1.2 Gamification Design	11
2.1.2.1 Gamification Elements	11
2.1.2.2 Implementation of Gamification Elements	11
2.2 Application Development	12
2.2.1 Image Processing Model	12
2.2.1.1 Training and Testing Methods	12
2.2.1.2 Evaluation Metrics	12
2.2.2 Development of the Mobile Application	13
2.2.2.1 Software Development Life Cycle Model	13
2.2.2.2 Software Development Tools and Frameworks	13
CHAPTER 3	14
RESULTS	14
3.1. Designing the Ethnobotanical Mobile Application	14
3.1.1 Determine the core features	14
3.1.2 Software Architecture	14
3.1.3 Design of User Interfaces	15
3.1.2 Gamification Elements	21
3.2 Developing the Application	21
3.2.1 Image Processing Model	21
CHAPTER 4	26
DISCUSSION	26

CHAPTER 5	29
CONCLUSION	29
I. Conclusion	29
II. Future Directions	29
REFERENCES	30

ABSTRACT

This research paper explores the creation of a mobile application for ethnobotany that combines image processing, GIS, and gamification. The application features a user-friendly interface and offers functionalities such as plant recognition, mapping plant locations, and gamified elements like leveling and rewards. The study discusses the design process and the utilization of software development models, tools, and frameworks. Additionally, future directions are proposed, including expanding the image recognition dataset, incorporating more plant features, enhancing the GIS capabilities, and implementing advanced gamification strategies. Despite limitations and challenges, this research contributes to the field of ethnobotany and paves the way for further advancements in leveraging technology for research and conservation purposes.

Keywords: Ethnobotany, Image Processing, GIS, Gamification, Preservation, Development

CHAPTER I

INTRODUCTION

1.1 Context of the Study

Ethnobotany is a multidisciplinary field that studies the interactive connection between humans and plants, particularly emphasizing but not limited to how various societies and indigenous communities utilize plants for cultural, medicinal, and ecological purposes. Ethnobotany's importance stems from its ability to preserve ecological and ancestral knowledge regarding plant species, which is deeply ingrained in cultural traditions making it a fundamental characteristic of communities' identity and heritage (Dapar and Alejandro, 2020). Gaining insight into plant utilization's cultural and ecological context is a compass for promoting sustainable agricultural practices and effective plant species management. Preserving this knowledge provides valuable insights into the history and traditions of communities, furthering our understanding of cultural, medicinal, and therapeutic plant uses (Faruque et al., 2018).

As Ethnobotany aids in humanity's endeavor for progress, the importance of preserving ethnobotanical knowledge cannot be overlooked, as losing this knowledge could hinder our ability to develop the different branches of ethnobotany. As it currently stands, Ethnobotany currently faces an issue with its pace of development being at a slow rate. With this slow development, it poses challenges in preserving this valuable ethnobotanical knowledge. Along with this slow pace of development, the decline of cultural knowledge and the disappearance of traditional practices are also attributed to other various factors. Which includes the loss of biological resources, the influence of a globalized society, cultural homogenization, and the aspiration for modernization (Vandebroek and Balick, 2012) and how antiquated sources like books have limited contents and are expensive (Reyes, 2018). As stated by Marasigan (2016), "The task of identifying plants is time-consuming even for botanists". This adds to the notion that the old-fashioned way of passing traditional plant knowledge is not as effective as opposed to technology-assisted strategies since the advancements in Information Technology have helped users do time-consuming, cumbersome, and tiring work in seconds.

Fortunately, the use of technology offers a variety of solutions. By enabling efficient data collection, analysis, and presentation in ethnobotany, it fills the gap of slow pace development. An example of said technology is bioinformatics, a field of study for the application of advanced tools and methodologies to gather, analyze, and present ethnobotanical data efficiently (Thomas, 2008). Other studies have also applied different forms of the use of technology in relation to Ethnobotany. With some studies applying technologies that enables automated plant identification/classification to simplify the process of documenting and identifying plant species (Roslan, et al., 2023; Dileep and Purnami, 2019), Geographic Information Systems (GIS) to visualize ethnobotanical data spatially (Qayum, et al., 2014), and Gamification to engage users to learn more about plants (Borsos, 2018).

As mentioned earlier, a certain technology utilized alongside ethnobotany is Image Processing. With Image Processing being the process when certain methods are conducted in order for an image to be recognized by a model through the process of retrieving certain features. The study by Swu et al. (2020) discussed various Image Processing Methods to utilize machine learning algorithms to identify plant species. Concluding that when identifying a plant

through its leaves, the identification process will be more efficient. Wang (2017) discussed Plant Identification with regards to Mobile Applications, that the utilization of said technology while outdoors significantly improves the attitude and interest of students in learning the science behind plants. Ending the study with emphasis on the usage and effect of the application to the learning of the users, stating that “outdoor experiential learning brought a new experience in contrast to traditional learning experiences”. This shows that the technology, Image Processing, is a feature that helps resolve the issue ethnobotany currently has on preservation and development.

The study of Kumar, N. et al (2012) used Image Processing techniques to determine plant species, with the use of an application they called “LeafSnap”. The study specifically used the features of the leaf’s area measure and arc length which uses partial curvatures of the leaf. However, the study only used the partial curvatures of the leaf without considering the total curvature, creating a gap within their own study. Upon seeing this, the researchers would want to improve upon the performance of their image processing model, by incorporating the total curvature of the leaf as a feature in their processes and analysis.

Alongside Image Processing, a technology that is currently in use in line with ethnobotany is Geographical Information Systems (GIS). GIS is a system that gets data from an object in a specific location and then processes and analyzes the data gathered (United States Geographical Survey, 2017). GIS is utilized with most plant applications and studies, such as in the study of Qayum, Lynn, and Arya (2014). Their studies have recorded the location of different variants and plant types and integrated it into a map to develop Spatiotemporal maps covering antimalarial plants. Which was also conducted on the study of Biswas, et al. (2019), who used GIS on medical plant conservation by mapping the plants in a certain area and advocating the conservation strategies that they have discovered. These studies show the potential and capability of GIS technology in boosting user engagement and learning by incorporating details into a map, creating a visual learning environment for the user.

When discussing the development of ethnobotany, it is imperative to acknowledge and consider the engagement and motivation of the individuals who seek out and engage with the discussion of ethnobotany. To aim for a learning experience that is both enjoyable and educational, gamification is a technology that should be considered. Gamification utilizes game elements to make the learning process more appealing and engaging, capturing users' interest in a way that traditional information-sharing methods may not. By incorporating game features into non-game contexts, Gamification promotes learning, comprehension, motivation, and engagement (Alsawaier, 2018). It also promotes increased user activity, social interaction, or quality and productivity of actions. Research conducted by Yapici and Karakoyun (2017) using the quiz game application Kahoot demonstrated positive engagement and motivation. Which shows the correlation of motivation to engagement, hence becoming a central role in Gamification, as it determines the level of engagement and involvement of the application users. Successful implementation of Gamification can provide motivation and continuous engagement to those who seek to learn more about ethnobotany, by improving the preservation and development of the traditional knowledge.

Nevertheless, it is not like these technological integrations are nonexistent; a surge of ethnobotanical applications came to light in the past years, just like the previously mentioned mobile application. However, these applications have yet to be well known due to the limited technological merge (Ibrahim, Mohd, & Tengku, 2016). Many technological factors come into play as to why this is the case, but in order to see the root cause of its unpopularity, we should first look into what makes an application successful in the first place. Jiang et al. (2018) looked into factors that make applications popular and successful. The study results show that one of those is a consistent user-interface design. Dela Riva (2021) states that a consistent UI gives the users a feeling of control, which is the user's engagement toward the application. User engagement is present in every application, from the entertaining leisure we get from video games to the laborious tasks in online learning. However, good user engagement utilization comes not only from the contents of the application itself but also from how the user interacts with the application. For instance, Ozkan & Topsakal (2019) found that students' positive attitudes toward learning ethnobotany are correlated to learning through fun and engagement. Concluding that performing activities, experiments, and observations that are encompassed with the intent to "learn with fun", can be factored into students' thoughts and attitudes toward learning about plants. Showcasing that to create a successful ethnobotanical application, the focus should be on creating a learning environment that will continuously engage and interact with its users.

Examples of successful plant applications can be found with Swann, A (2023) of Brightly and Baker, P (2023) of CNN listing their best plant applications. All of their listed applications were inclined to plant identification. Some of the listed applications have the feature of GIS that helps in the presentation of data for the plants. However, gamification is not present into these applications which may lessen the motivation of users to use the applications consistently. Though there is no gamification aspect among the listed applications, there are plant applications that focus on gaming. These games are focused on gardening, simulation, and knowing how to take care of a certain plant (Edelmayer, 2020).

As previously discussed, studies and applications have integrated one or two of these technologies: Plant Image Processing, GIS Mapping, and Gamification. Discussed the aforementioned "LeafSnap PH" application, it was recommended to implement a map function to state the plant's location where it was taken, suggesting that GIS technology may be added to improve the application design and functionality, thus introducing the void of a lack of incorporating GIS mapping into ethnobotanical applications. The study of Nagda et al. (2020) promotes a plant application that incorporates gamification. They noted that their application has quite a few gamified features, such as plant leveling, goals, and in-game rewards. These were improvements based on the results of their previous work, "gardening kits for Children," which did not incorporate gamification and led to boredom and lower user engagement. The web application "Medicinal Plants in the Philippine Cordillera Region," developed by the Cordillera Administrative Region Tuklas Lunas Development Consortium (Balangcod, Licnachan, & Gueco, 2018), offers a database of ethnomedicinal plants and their uses but has no implementation of Image Processing and Gamification Elements.

Despite these significant progress in ethnobotanical research, as we have seen there is a void in integrating all three (Image Processing, GIS, and Gamification) in preserving

ethnobotanical knowledge. While other researchers explored these technologies separately, the combined application of these technologies in ethnobotany still needs to be explored, as integrating these technologies can create a comprehensive framework that enables a more efficient, engaging, and interactive approach to preserving ethnobotanical knowledge. To make the most of the discovery and the conservation of plants, this research paper aims to integrate plant image processing, GIS, and gamification in an application to capitalize on the discovery and preservation of plants while maintaining users' engagement toward the application.

1.2 Research Objectives

The objective of this study is to develop an Ethnobotanical Mobile Application for the different kinds of indigenous plants found in the country of Philippines with the intent of preserving the knowledge online and teaching the public with the use of different engagement tools, specifically GIS Mapping, Plant Image Processing, and Gamification. In line with these objectives are the following in aiding the research study, with regards to:

A. Application Design

1. Create a design for the ethnobotanical mobile application in line with the core features and engagement tools.
 - i. Determine the core features of the ethnobotanical mobile application.
 - ii. Determine the software architecture to be utilized for the application
 - iii. Determine the design of the different user interfaces to be used in the ethnobotanical mobile application
2. Designing the gamification aspect
 - i. Determine interactive gamification elements, within the mobile application to enhance user engagement, retention, and active participation regarding indigenous plants.
 - ii. Determine how to implement the gamification elements to the ethnobotanical application.

B. Application Development

1. Image Processing Model
 - i. Determine the Training and testing processes
 - ii. Determine the Evaluation metrics used to ensure the accuracy of the model.
2. Determine how to develop the application.
 - i. Determine the software development model to be followed for the development of the application
 - ii. Determine the software development tools and frameworks to develop the application

1.3 Research Questions

The study aims to answer the following question: How will the researchers design the ethnobotanical mobile application to engage with the use of GIS Mapping, Gamification, Plant Image Processing as the engagement tools while also being educational with contents comprising the different indigenous plants within the Philippines? From here, the following sub-questions will help in answering the main question:

A. Application Design

1. How will the researchers develop the design for the Ethnobotanical Mobile Application that integrates the engagement tools?
 - i. What are the core features of the Ethnobotanical Mobile Application?
 - ii. What software architecture will be used for the Ethnobotanical Mobile Application
 - iii. What will be the design of the user interfaces to be used in the Ethnobotanical Mobile Application?
2. How will the design of the gamification aspect be developed?
 - i. What interactive gamification elements will be implemented to enhance user engagement, retention and active participation regarding indigenous plants?
 - ii. How will the implementation of the gamification elements to the ethnobotanical application be conducted?application?

B. Application Development

1. How will the Image Processing Model be developed?
 - i. What training and testing methods will be used?
 - ii. What evaluation metrics are appropriate for the image processing model developed
2. How will the Ethnobotanical Mobile Application be developed?
 - i. What is the software development life cycle model used for the development of the application?
 - ii. What are the software development tools and frameworks used in order to make the application?

1.4 Scope and Limitations

This study is a part of collaborative research for the ethnobotanical study headed/conducted by other research teams. This study focuses on developing a design and application for an ethnobotanical mobile application for introducing or spreading information about the Philippines' indigenous plants with engagement tools' features, specifically: GIS Mapping, Plant Image Processing, and Gamification. A part of the design will expect the implementation of engagement tools to keep the users from being engaged and retain information. In creating the design and application, the researchers studied the engagement tools, specifically their effectiveness towards user engagement and implementation in the mobile application.

In this study, the researchers will utilize a temporary dataset for the dataset while the other research teams gather the required data. With that said, the temporary dataset the researcher will be implementing will only contain a portion of the Philippine indigenous plants. Additionally, in relation to the image processing model the data that will be used on the training and testing process will be the leaf of the plants. With regards to capturing the image of the plant, the leaf will be the only one registered and identified by the application.

1.5 Significance of the Study

Through ethnobotany, traditional medicines are being discovered. The discovery of ethnobotanical plants may also lead to the discovery of medicinal plants. If there is no documentation of those discoveries, they may be permanently lost, as stated in the article by Qureshi et al. (2016). The knowledge of ethnobotany is an important key aspect of forest conservation and sustainability. Usually, the knowledge of ethnobotany comes from traditional knowledge which came from past generations. There is a possible loss of traditional ethnobotany knowledge since it comes from word of mouth stated in the review article by Dapar and Alejandro (2020). If there is a loss of knowledge from ethnobotany in a certain location, scientists need to learn how to take care of the plant and the usages, which could result in the possible extinction of the plant and new knowledge. Through the advancements of technology, specifically the internet, knowledge sharing is bigger than traditional knowledge sharing or the word-of-mouth approach due to the internet provides electronic word of mouth through the use of social media, and it is not only targeting known people but also people who are geographically far away or people with the same interests, as stated in the journal of Yang (2016). Knowledge sharing can also be seen in mobile applications, as mentioned in a study in the book of Ahmed et al. (2021); the results of their study were that most of the participants in their sample were eager to use mobile applications in sharing information.

Creating technological applications of ethnobotany is a way to present knowledge while increasing peoples' interest in ethnobotany. According to the journal of Rose et al. (2021), using gamification in technological applications gives extra motivation and interest to the application users. Adding the gamification aspect may also entice individuals to look into ethnobotany. The team will add the concept of Gamification, GIS, and Plant Image Processing to the proposed application to boost user engagement. It benefits professionals aligned with ethnobotany with more accessibility to ethnobotanical information and encourages the preservation of ethnobotanical knowledge, culture, and tradition of local and indigenous people. Lastly, the study will benefit other researchers that aim to study ethnobotany and its technological applications' impact on the Philippines.

1.6 Research Framework

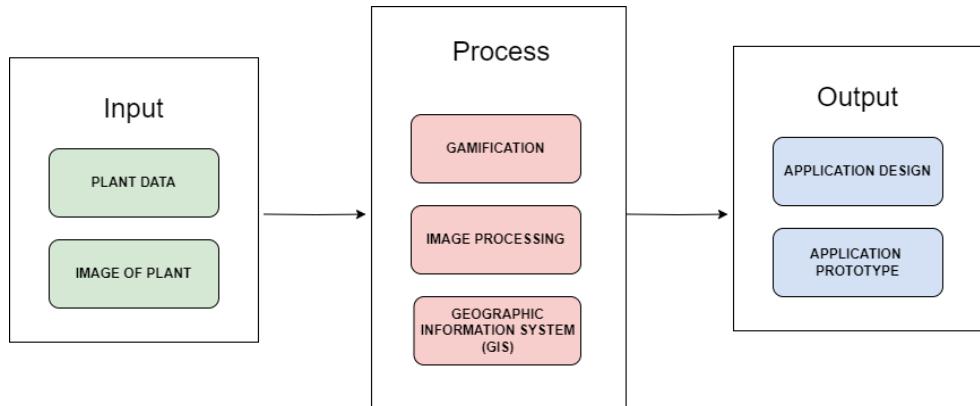


Figure 1. Framework

CHAPTER 2

METHODOLOGY

This chapter discusses the methods utilized in answering the research questions.

Section 3.1 discusses the Ethnobotanical Mobile Application design and the methods used in selecting the features.

Section 3.2 discusses the methods in the development of the Application.

2.1 Application Design

This section outlines the methodology and tools used in the design process, and discusses the methods how the researchers found and utilized the resources gathered from their review of related literature and review of similarly built applications.

2.1.1 Design

With the intent of incorporating an educational game-based learning approach to the application design, to promote active learning and increase user engagement (Asniza et al., 2010). The researchers reviewed related literature, previous studies, and mobile applications to determine the appropriate design for the said approach. In addition, focus groups and meetings with stakeholders will be conducted, in order to determine the relevance of the features taken from the studies for the desired application. This will allow the researchers to determine whether the selected features are beneficial to promoting active learning, increasing user engagement, and retaining information.

2.1.1.1 Core Features

The core features for the applications are essential in creating an engaging ethnobotanical mobile application, with the focus on preserving ethnobotanical knowledge and increasing user interest. This section presents the various studies that the researchers reviewed in tabular format, with each study presented along with the features that they have utilized.

Researches	Authors	Feature/s Applied
Web GIS Based Identification and Mapping of Medicinal Plants	Biswas, B., Walker, S., & Varum, M. (2017).	GIS
LeafSnap	Kumar, N. et al. (2012)	Image Processing
LeafSnap PH	Marasigan, M. C. (2016, May)	Image Processing
iNaturalist	Matheson, C. A. (2014)	Image Processing and GIS
Pl@ntNet Mobile App	Goëau, H. et al. (2013, October 1)	Image Processing
Gamification in Plant	Nagda, M., Mehta, P., Lamba, S., &	Gamification

Education for Children	Kanani, P. (2020, June)	
------------------------	-------------------------	--

Table 1. Different Ethnobotanical Applications with their main feature/s.

2.1.1.2 Application Software Architecture

Software architecture establishes clear communication and coordination among the system components while offering a solution to address the system's complexity. As it serves as the system's blueprint, influencing its performance and quality, the decision of choosing an appropriate architecture for making the software is crucial. With that in mind, the researchers reviewed literature that evaluates the performance of the three commonly used architectures for android application development, namely, Model View ViewModel (MVVM), Model View Presenter (MVP), and Model View Controller (MVC) Architectures.

2.1.1.3 User Interface Designs

The researchers reviewed similar applications that focused on ethnobotany or plants. Also, the design will be based on the general target audience who are not tech savvy. With that, the researchers will look for simple and consistent user interface designs to draw inspiration from then integrate it to the application.

2.1.2 Gamification Design

This section discusses how the researchers determined the gamification elements to be used for the application and their implementations. Through reviews of studies and applications related to ethnobotany, Section 3.1.2.1 discusses how the elements were determined and 3.1.3.2 discusses the implementation.

2.1.2.1 Gamification Elements

In order to identify the gamification elements that can enhance user participation, knowledge retention, and motivation within an application, the researchers will conduct a literature review of the application of gamification elements in various studies. The review will be focused on analyzing existing studies that explore the effectiveness and benefits of gamification elements. Alongside existing studies, the researchers will also be reviewing other applications that implemented gamification, specifically educational based applications, ethnobotanical/plant based applications, and popular applications.

2.1.2.2 Implementation of Gamification Elements

To determine the implementation approach for the gamification elements, the researchers will draw inspiration from existing game applications. More specifically, applications that have implemented a daily activity cycle. As this allows for the most efficient and effective manner of creating daily participation from the user. With this in mind, the researchers will examine and analyze how these game applications have successfully incorporated gamification elements and adapt those strategies to suit their own context and objectives. The figure below shows the blueprint for the gamification aspect of the ethnobotanical mobile application.

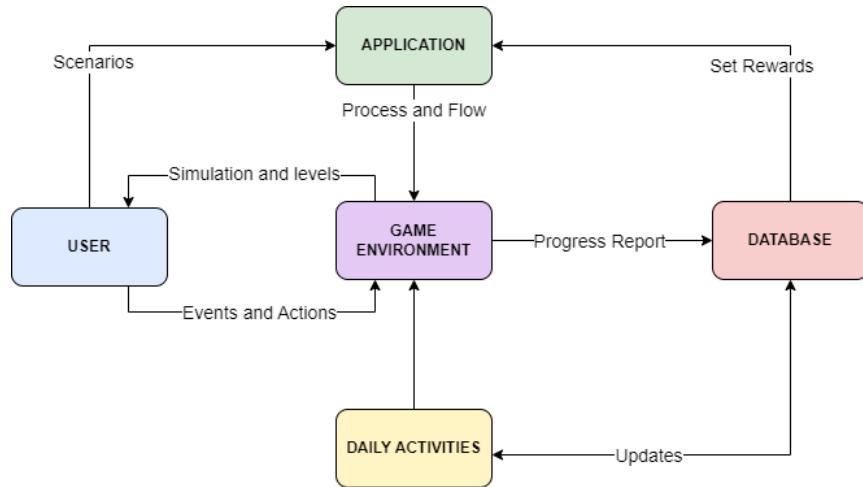


Figure 2. Gamification Blueprint

2.2 Application Development

This section discusses the development and implementation of the designs that are mentioned from Section 3.1.1. The possible tools and libraries that may be used in the development process were also discussed.

2.2.1 Image Processing Model

The researchers comprehensively analyzed existing technologies and techniques that leverage image processing as a key feature. The researchers discovered numerous innovative applications throughout their investigation, including the distinguished LeafSnap application. After evaluating the various image processing methods underpinning LeafSnap, the researchers decided to adapt the image processing methods used by LeafSnap to suit their research objectives, which proved to be a highly effective approach. In order to make a significant contribution to the advancement of ethnobotanical applications, the researchers recognized the need to build upon existing methods and practices that have been proven efficacious in this field. The researchers set out to further improve the measures employed by LeafSnap in their image processing method.

2.2.1.1 Training and Testing Methods

By carefully designing and implementing the training and testing processes, this study aims to develop an accurate and reliable model for identifying plant species based on their features, with potential applications in plant identification. This study aims to make a significant contribution to this effort by developing a machine learning model that could accurately and efficiently identify different plant species based on their distinct physical attributes.

2.2.1.2 Evaluation Metrics

To ensure that the model's predictions are reliable and accurate, various evaluation metrics are employed as a means of assessing the model's performance and determining its efficacy in accomplishing the intended task. In looking for the correct evaluation metrics, the researchers will follow different related researches and use it as an inspiration to evaluate the model.

2.2.2 Development of the Mobile Application

This section will discuss the methods and the tools used to develop the application for the ethnobotanical application. The application development process is specially made to address the application's peculiarities. The researchers reviewed different native tools and frameworks in developing the ethnobotanical mobile application for the Android Mobile Operating System (AndroidOS) in Section 3.2.2. In order to choose the appropriate development approach, the researchers did a comparative analysis between traditional and agile methodologies in section 3.2.1. A comparative analysis was also conducted between the common software architectures in section 3.2.3 to determine the appropriate software architecture.

2.2.2.1 Software Development Life Cycle Model

With the use of a software development model, the application development process can have a foundation supported by a detailed plan and sets of guidelines. Creating a development process with the total control of the researchers and providing appropriate time-frames for the planning, implementation, review, and evaluation steps. The researchers reviewed different software development methodologies, determining which methodology will be appropriate for the researchers and the development process.

2.2.2.2 Software Development Tools and Frameworks

The development process is supported by various platforms ranging from tools, frameworks, and Programming APIs and Languages, each having their respective implementations that will help the process to be more efficient while not sacrificing the quality. With the proper tools, the application's development process and team productivity can be improved. In this particular study, the researchers will use a design tool to envision the design of the application then later on apply it using a full-stack framework together with its functionalities.

With multiple User Interface (UI) and User Experience (UX) prototyping tools on the market, it is essential to determine which ones provide the best and most appropriate tools and features. Sharma & Tiwari (2021) discussed the relevance of UI/UX to the users with brief discussion on the current UI/UX tools, specifically; Figma, Adobe XD, and Sketch.

To implement the design into a working mobile application, an appropriate framework needs to be established. As the research is focused on the development of a mobile application, the framework needs to be a native framework. Additionally, the mobile application should be able to adapt itself in two different platforms, these being Android and iOS. As such, the framework should be cross-platform while also having the flexibility in developing in one platform and converting to the other. Wu (2018) discusses the comparison between two cross-platform frameworks, namely React Native and Flutter.

CHAPTER 3

RESULTS

This chapter shows and discusses the findings of the study. Section 4.1.1 discusses the design of the ethnobotanical mobile application. Section 4.2.2 discusses how the ethnobotanical mobile application was developed using the methods under Section 3.2.2.

3.1. Designing the Ethnobotanical Mobile Application

The section discusses in detail on how the design of the ethnobotanical application was finalized. The design is based on the core features, software architecture, and the application's user interfaces.

3.1.1 Determine the core features

Through the different related literature the researchers studied and read on, the various features seen and considered were GIS, Plant Image Processing, and Gamification. These features were seen in different studies, some incorporating two of these features at the same time but no current study incorporates these three features altogether. Through further examination of these studies, the benefits and contributions of incorporating these features were seen and considered in creating an ethnobotanical application that is engaging and educational.

Core Features
GIS
Image Processing
Gamification Elements

Table 2. List of Core Features

3.1.2 Software Architecture

In this research, the researchers utilized the MVC pattern to create an ethnobotanical mobile application, which is designed to provide users with information on the traditional uses of plants. The MVC pattern provided clear separation between the application's Model, View, and Controller, which allowed the researchers to manage each component independently. The Model component was responsible for handling the application's data and business logic, the View component was responsible for presenting the data to the user interface, and the Controller component acted as the mediator between the Model and View, handling user input and updating both accordingly. This separation of concerns helped the researchers to maintain the application's functionality and organization throughout the development process.

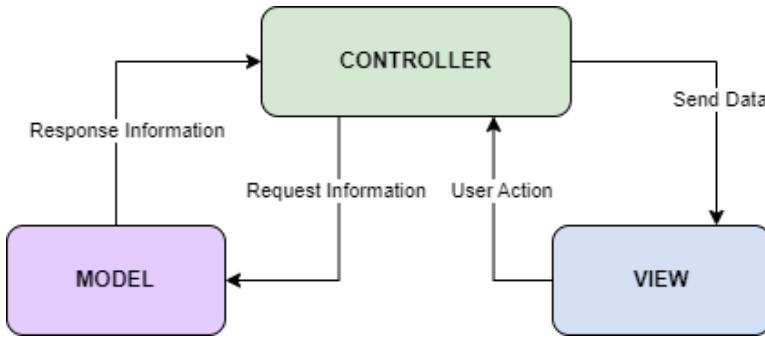


Figure 3. Model-View-Controller design pattern

3.1.3 Design of User Interfaces

The visual representation of information is a vital communication medium between users and researchers. The present study aims to create a minimalist user interface (UI) design that presents a vibrant representation while ensuring an easy-to-use and non-overwhelming experience. To achieve this, the researchers drew inspiration from multiple free and commercially available UI designs, including undraw. Co for illustrations and feathericons.com for icons while developing the UI design. The researchers also included all the necessary front-end frameworks and appropriate libraries from react-native while developing the user interface.

When the user first opens the application they are greeted with the default welcome screen seen in figure 3. As they navigate through the welcome screen, they will be redirected towards the login screen (see figure 4), and if they currently don't have an account they are able to register through the registration screen as seen in figure 5.

Upon logging in, users will be greeted by the home screen (See figure 6), which contains clickable icons which are the scan that leads the user to the camera screen, the locate that leads the user to the map screen, the library that leads the user to the plant library screen, and guide. Additionally, the home screen features a navigation bar for easy navigation, presenting icons such as home for returning to the home screen, a star for accessing the daily quest screen, and a profile icon for accessing the profile screen.



Figure 3. Welcome Screen

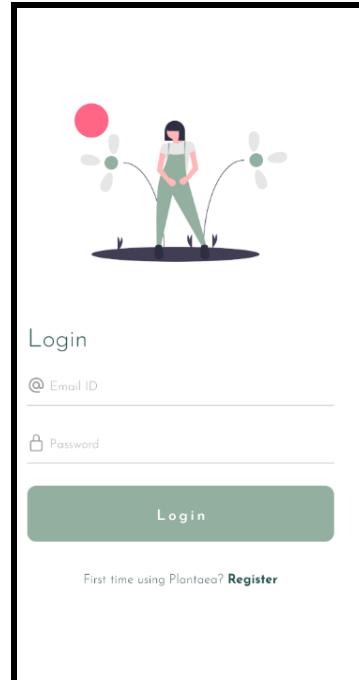


Figure 4. Login Page

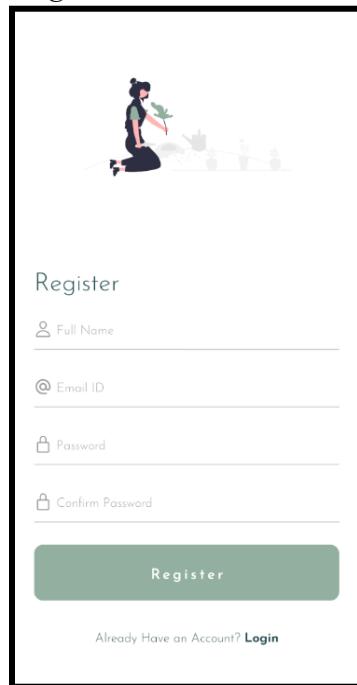


Figure 5. Registration Page



Figure 6. Home Screen

Exploring the functional icons at the home screen will lead the user to the following screens:

Scan

Upon clicking the scan it will direct the user to the camera screen (See figure 7), where they can utilize the application's camera feature to identify a plant. Subsequently, the user will be presented with another screen (See figure 8) that provides options to save, discard, share, or scan the captured plant

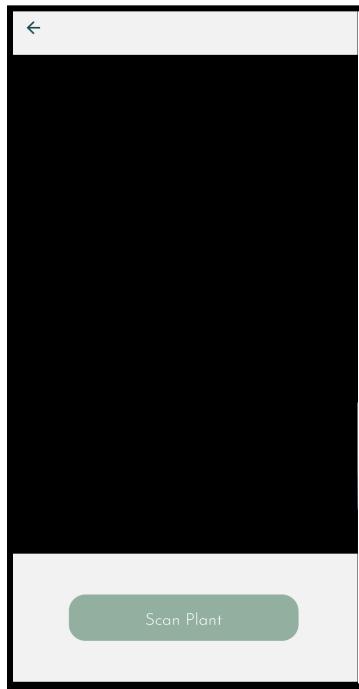
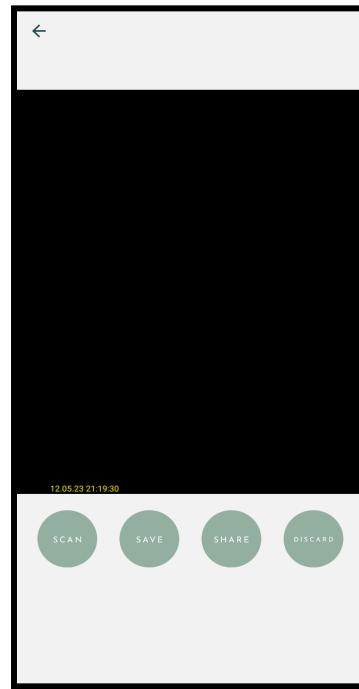


Figure 7. Camera screen



*Figure 8. Camera Screen
w/ other options*

Locate

Upon clicking the locate, it will direct the user to the map screen(See figure 9) , where they can utilize the application's map feature to locate plants and establishments such as plant markets and department of agriculture offices. The screen also provides a filter option(see figure 10) that enables users to selectively display map markers for medicinal(See figure 10.1), ornamental (See figure 10.2), and consumable plants (See figure 10.3) and establishments(See figure 10.4). Moreover, when clicking on any plant markers, a clickable prompt will appear showing the plant's name and a sample picture. Clicking on the prompt will direct the user to the plant library, where they can access the plant description.

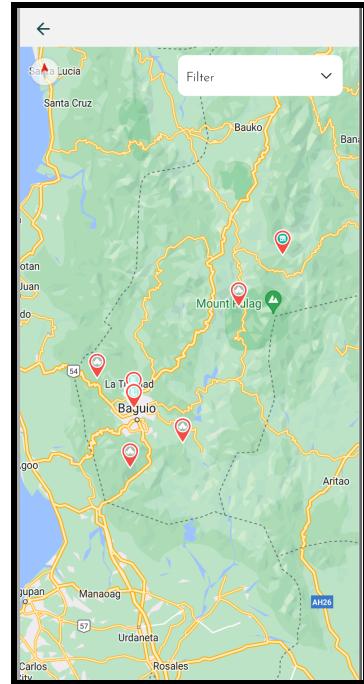


Figure 9. Map Screen

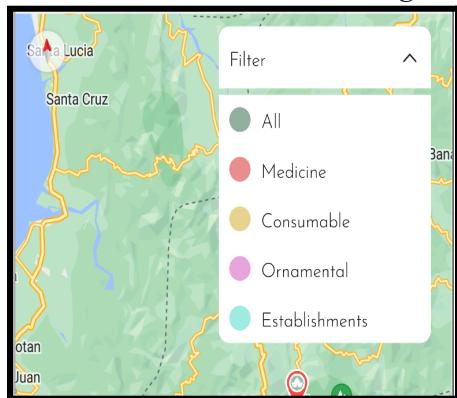


Figure 10. Map markers filter

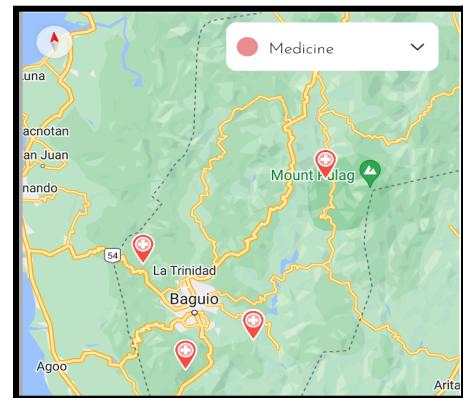


Figure 10.1. Medicinal Plant locations

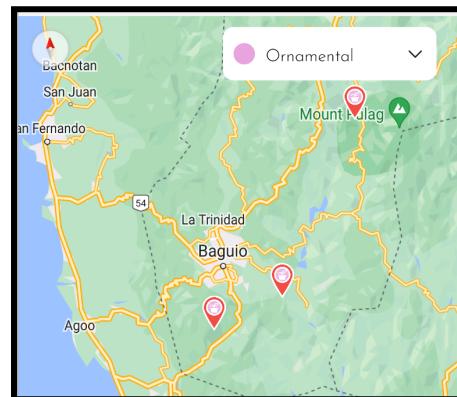


Figure 10.2. Ornamental plant locations

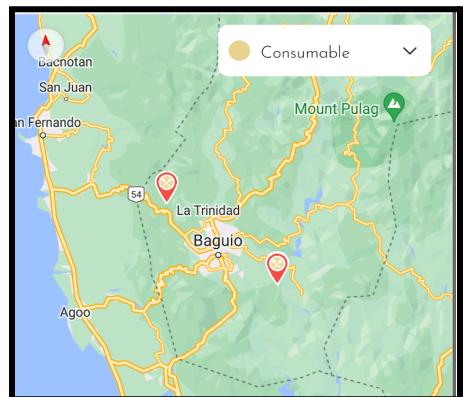


Figure 10.3. Consumable Plant locations



Figure 10.4. Establishment locations

Library

Upon selecting the library icon, users will be redirected to the plant library screen (See figure 11) to explore and acquire knowledge about various plants. The screen has a filtering feature (See figure 12) allowing users to view medicinal, ornamental, and consumable plants. The list of plants displayed on the screen is interactive, enabling users to access detailed information about each plant on the plant details screen (See figure 13). The plant details screen presents the plant's description, category, uses, and location. Clicking on the uses button will direct users to a YouTube video demonstrating the proper preparation or utilization of the plant, while selecting the location will lead them to the map screen, specifically indicating the plants.

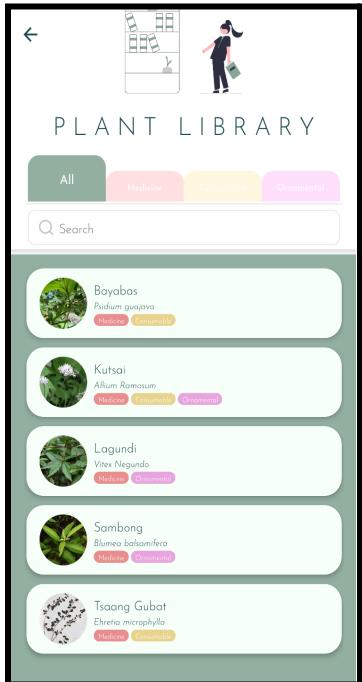


Figure 11. Plant Library Screen



Figure 12. Plant Library Filter

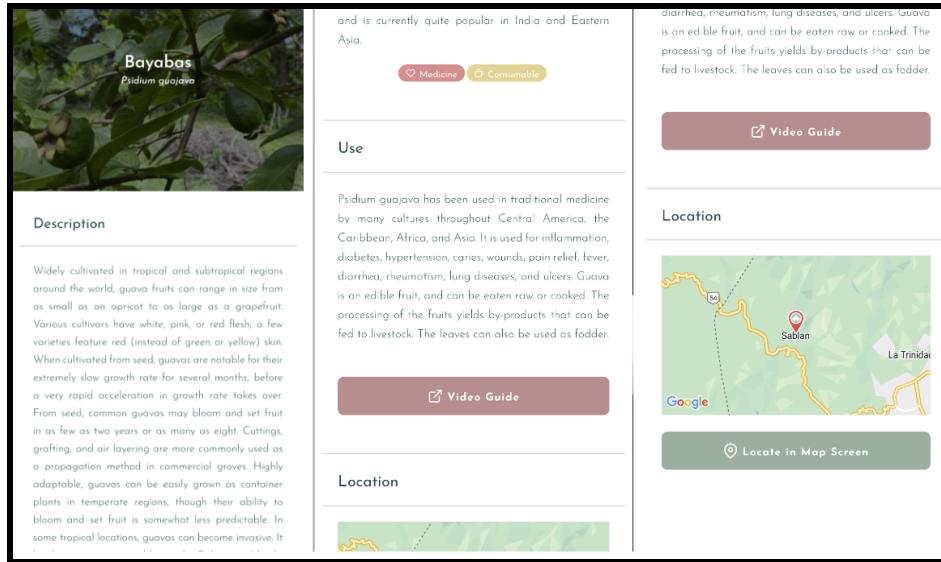


Figure 13. Plant Details Screen

By interacting with the navigation bar, it will lead the user to the following screens:

Dailies

Upon clicking the star icon, the user will be redirected to the dailies screen (See figure 14), which displays the user's current progress on their daily quest.

Profile

Upon clicking the profile icon, the user will be redirected to the profile screen (See figure 15), which displays the user's current points.

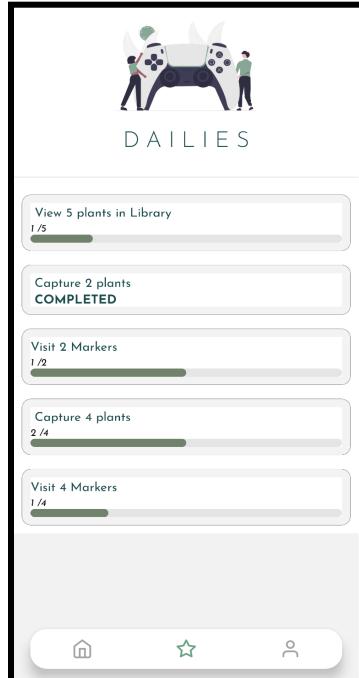


Figure 14. Dailies Screen

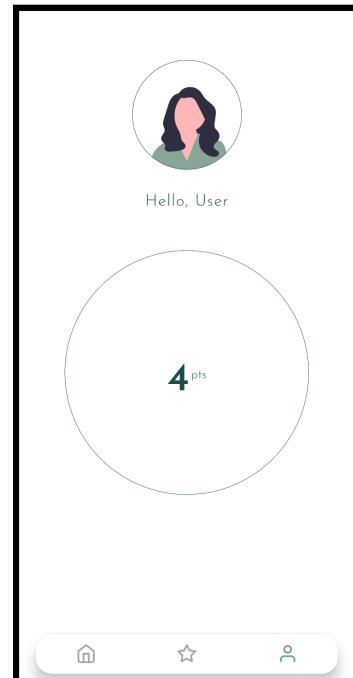


Figure 15. Profile Screen

3.1.2 Gamification Elements

Upon basing from existing game applications, the researchers have finalized the elements for gamification. The elements are namely: **Leveling, Rewards, and a Mission System**

Leveling System: A process conducted through the use of experience points, which will allow the user to continuously grow their account to their liking

Reward System: When the user has accomplished a set of tasks, they are rewarded in the various forms. As of the applications current version, the current reward set is experience points.

Mission System: The daily system that is set in place of the application that incentivizes the user to use the application daily and accomplish the tasks that are given.

Utilizing the all three together allows for a coherent process in which the users are incentivized to continuously use the application daily and reap the rewards.

3.2 Developing the Application

This section discusses in detail how the overall application was developed. It also discusses how all the core features were combined and placed into one application and satisfies the questions of Section 1.3 B.

3.2.1 Image Processing Model

In image processing, selecting appropriate methods that align with the research objectives is essential to obtain the most informative results. To this end, the researchers involved in the study thoroughly evaluated the image processing methods employed by LeafSnap. Following the evaluation, the researchers decided to customize the methods to suit their research goals, a crucial decision that could impact the accuracy and reliability of the results. One of the most significant modifications the researchers made was to change the measure used by LeafSnap to extract curvature values from images. While LeafSnap initially employed area measures to calculate curvature values at each contour point, the researchers decided to use integral curvature, a more accurate and informative measure of curvature. It is a measure of the curvature of an object's shape that considers the entire curve's curvature properties, providing a more comprehensive understanding of the object's shape (See figure 16). The measure is handy in object identification applications, where identifying the shape of an object is crucial. Unlike the area measures used in LeafSnap, which only consider the overlap between a disk centered at a particular contour point and the interior of the contour (See figure 16), integral curvature considers the entire curve's curvature properties, providing a more comprehensive understanding of the object's shape.

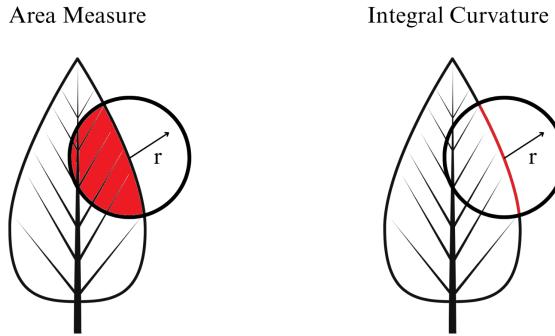


Figure 16. Curvature Measures

LeafSnap utilizes integral curvature as a measure of curvature by creating a circle at each contour point and performing calculations within that circle to obtain a more comprehensive understanding of the curvature of a shape or curve. This process is repeated multiple times, with the circle's radius gradually increasing during each iteration. Finally, for the Researchers to obtain a more comprehensive view of the curvature properties, a curvature image was created from the curvature values gathered, and based on the curvature image, the histograms of curvature values at different radii are computed and concatenated to form what is referred to as Histograms of Curvature over Scale (HOCs). These histograms offer a multi-scale representation of the curvature distribution and enable the characterization of curvature properties over different levels or scales of detail (See figure 17).

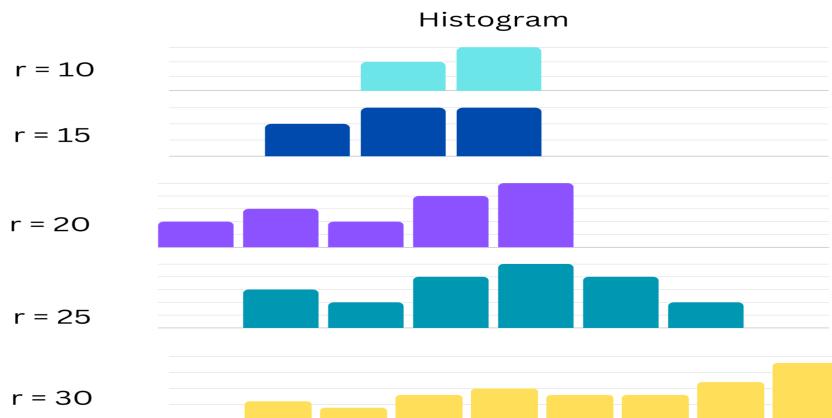


Figure 17. Hocs

3.2.1.1 Training and Testing the Model

Similar to LeafSnap, the researchers recognized the importance of quantitatively measuring the recognition performance of their proposed image processing method. In order to accomplish this, they turned to a widely-accepted technique known as leave-one-image-out species identification.

This technique involves removing one image at a time from the dataset, and then using the remaining images to train the model to recognize the species of the omitted image. The model is then tested on the omitted image to see if it correctly identifies the species. This process is repeated for all images in the dataset, allowing for a comprehensive assessment of the model's recognition performance.

3.2.1.2 Evaluation of Model

The findings show that the correct match index is among the first n results. It is important to note that similar metrics have been employed in previous research on leaf identification, indicating the practical significance of these findings.

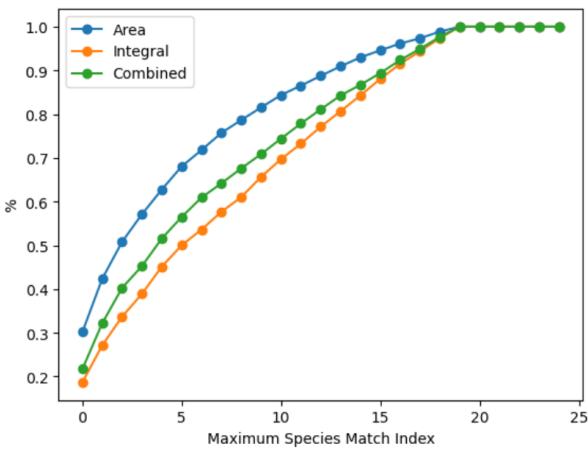


Figure 16: Maximum Species Match Index of Area, Integral, and Combined

	0	1	2	3	4	5	6	7	8	9
area	30.17	42.37	50.81	57.12	62.76	68.06	71.78	75.73	78.65	81.54
integral	18.68	27.14	33.68	38.91	45.14	50.01	53.61	57.65	61.04	65.65
mixed	21.7	32.19	40.27	45.27	51.57	56.49	60.94	64.17	67.61	70.86

Table 2: Different curvature measurement % of Maximum Species Match within N

Depending on the index, the match percentage for the area metric ranges from 30.17% for index 0 to 81.54% for index 9. The integral metric's match percentage ranges from 18.68% for index 0 to 65.65% for index 9. For the mixed metric, the match percentage ranges from 21.7% for index 0 to 70.86% for index 9. The correct prediction will be displayed among the top N results as the number of indices rises.

3.2.2.1 Software Development Model Used

The researchers chose and used the software development model that focuses on the features of the application which is the Feature Driven Development (FDD) model. This was the model chosen and utilized because the flow of the model matches the focus of the study

which are the selected features namely Image Processing, GIS, and Gamification. According to Anwer (2017), the FDD model consists of five main processes. Sequentially, these processes are: Develop an overall model, Build a features list, Plan by feature, Design by feature, and Build by feature. The research group uses the FDD model as a guide in order to build the application of the study.

- **Develop an Overall Model**

This is where the researchers defined the scope and the context of the project or application with the help of the research promoters and an expert in the field of botany. This is also the stage wherein the type of application is finalized by the research team.

- **Build a Features List**

Upon having meetings with the research promoters, the final main features list has been decided. These features are namely: Image Processing, GIS, and Gamification. These features have also been broken down into smaller tasks since the said features have a lot of components.

- **Plan by Feature**

After having the features listed, the researchers sorted the tasks according to features. The researchers also prioritized and assigned tasks to all the group members equally. This is also where the researchers made a schedule for each particular task to be done within a week or two.

- **Design by Feature**

Before building the application based on the features, the researchers designed an application on how those features will be placed together in one application. The researchers also sought approval and guidance from the research promoters on the design of the application.

- **Build by Feature**

In this final stage of the FDD model, the researchers implemented the design to the application with the use of different software development tools and frameworks. After each task has been done, the researchers made use of unit testing to ensure that the task has been implemented to the application successfully.

3.2.2.2 Software Development Tools and Frameworks Used

The researchers used different tools and frameworks in order to aid the creation of the application. These tools and frameworks have been used from designing to developing the ethnobotanical mobile application.

Tools	Utilization
Design	
Figma	Used to create the initial layout, design, and functionality of the application.

Undraw.co	Used to create the designs and images for the application.
Feathericons.com	Used to create the icons for the application.
Google Images	Used to look and review inspirations for the designs
Adobe Illustrator	Utilize to create and modify designs that the researchers have thought of.
Development	
Visual Studio Code	An IDE that the users used to develop the application
Jupyter Notebook	A web-based computing platform that allowed the users to develop the model for the image processing
GitHub	An internet hosting service that allowed the researchers to communicate through version controls and develop the application together.

API/Framework/ Language	Utilization
Python	The programming language used for developing the image processing model
JavaScript	The programming language used for the development of the application
Nodejs	The interpreter that the researchers used for the JavaScript Language
React Native	The software javascript framework the researchers used for the development of the application.
React-Native-Map	An API within the React Native Community that was used for the integration and implementation of the GIS technology.

CHAPTER 4 DISCUSSION

In this research paper, the researchers have presented the development of an ethnobotany mobile application designed to address the issues that affect the ethnobotanical field of study. With the aim of providing a solution for the slow rate of development of ethnobotany in relation to technology, preservation, and the spreading of knowledge and information.

To achieve the objectives that the researchers have set, a systematic development process was followed, specifically the Feature Driven Development Life Cycle Model. There are several reasons why the Feature Driven Development (FDD) model was used and a variety of software development tools and frameworks. The FDD model was chosen because it fits with the study's primary focus, which are the application's chosen features of Image Processing, GIS, and Gamification. With specific goals and tasks arranged in accordance with the application's features, the researchers were able to construct the application using the FDD model. This method made sure that every feature was created effectively and efficiently, and that the finished application was functional and useful.

The development of the application required the use of numerous software development frameworks and tools. The researchers were able to collaboratively and effectively design, develop, and test the application thanks to these frameworks and tools. For instance, the application's initial layout and design were created using Figma, and its development was carried out using Visual Studio Code as the IDE. On the other hand, the image processing model was created using Jupyter Notebook, a web-based computing environment. The researchers were able to speed up the development process and guarantee that each task was successfully finished by utilizing these tools and frameworks.

The selection of the application's programming languages, APIs, and frameworks was also very important. To create the image processing model, Python was used as the programming language, and JavaScript was used to create the application. React Native served as the JavaScript framework for the software, and React-Native-Map served as the API for implementing and integrating GIS technology. These options were chosen because they are compatible with the languages and framework chosen, alongside with the fact that they are well used in the development community and have successfully produced other useful and user-friendly applications (O'Reilly).

Throughout the development process, the researchers have encountered several challenges, such as incompatibility with other APIs or Libraries, the depreciation of older libraries, slow paced training and testing time of the Image Processing Model, and many more. However, through proper communication and effective problem solving, the researchers were able to find ways to address these challenges and make sure the application will be stable and usable.

The developed application offers a range of features that correlates with the identified objective. These features include the Image Processing ,which is used to identify a plant

through its leaves, the Geographical Information System, which allows the user to view a map with information relating to the indigenous plants, and the Gamification Elements that are implemented to create a fun learning environment and to increase user engagement. Through the implementation of these technologies/features, the researchers aimed to improve the slow rate of development of ethnobotany by incorporating it through the modernized way of utilizing the mobile phone instead of the old ways of using books and localized teachings. By utilizing the app, the spreading of knowledge is conducted through virtual means and allows individuals outside of the area of the indigenous plant to know and understand the importance of these indigenous plants. While the researchers did not perform a performance evaluation or usability assessment of the developed ethnobotanical mobile application, these aspects can be explored in future research.

As we discuss these technologies, the results of the image processing model were identified and reviewed. From the results of the Image Processing Model, the researchers are able to see that in comparison to the curvature integral measure and the combined curvature area-integral measure, the curvature area measure seems to be a better descriptor for differentiating between different leaf species. The higher percentage match indices across all maximum species match indices tested using the curvature area measure support this.

Maximum Species Match Index	% Difference for Area and Integral Curvatures	% Difference for Area and Mixed Area-Integral Curvatures	% Difference for Integral and Mixed Area-Integral Curvatures
0	38.10%	39.06%	13.93%
1	35.96%	31.65%	15.69%
2	33.70%	26.15%	16.36%
3	31.89%	26.19%	14.05%
4	28.08%	21.71%	12.47%
5	26.51%	20.48%	11.46%
6	25.32%	17.80%	12.02%
7	23.86%	18.00%	10.16%
8	22.39%	16.32%	9.73%
9	19.48%	15.07%	7.35%
10	17.38%	13.40%	6.31%

Table 3: % Differences for each curvature measurement with respect to the maximum species match index

This result could be explained, in part, by the fact that the curvature area measure, as opposed to the curvature integral measure, which concentrates on the local curvature of the leaf contour, captures more overall information about the leaf shape (See figure 16). This may strengthen the curvature area measure's resistance to variations in leaf shape within a particular species and improve its ability to distinguish between various species.

The curvature area measure's greater sensitivity to variations in leaf size, which may be a key trait in identifying certain species, is another explanation that has been put forth (Liu et al., 2020). This is corroborated by the fact that, when compared to the other measures, the area measure had the largest percentage differences. It's crucial to remember that the specific dataset and application of the feature extraction techniques used may have an impact on the study's outcomes. These results may require confirmation by additional research and also different utilization of various open-source datasets, which should also explore the advantages of combining various features or employing various feature extraction techniques altogether.

CHAPTER 5 CONCLUSION

I. Conclusion

In conclusion, this research paper presented the development of an ethnobotanical mobile application that utilizes the three technologies, namely Image Processing, GIS, and Gamification Elements, to solve the issues that halt and slow the development of ethnobotany. Through a deliberate and strategic choice, the researchers chose to use the FDD model, as well as various software development tools and frameworks to create the ethnobotanical mobile application. The researchers were able to create a useful and well-rounded application using these methods, and while making sure that the development process was quick and effective, and would result in a functional ethnobotanical mobile application. This research lays a foundation for potential advancement in the field of application development, image processing model implementation, and ethnobotany, and offers a valuable insight for future studies.

II. Future Directions

In order to further enhance the core features of this research, several possible future directions could be explored.

To improve image recognition, the dataset currently used by the researchers - which is similar to LeafSnap - could be evaluated to identify potential areas for improvement. Furthermore, the Philippine Ethnobotanical dataset could be utilized for further development, and plant features such as branches and fruits could be incorporated to enhance the plant recognition process. Additionally, the camera function could be adapted to work with the current Augmented Reality features and facilitate the plant recognition process during the scanning phase.

In relation to the GIS feature, as the current result represents only the initial phase of a fully-functional application, multiple sub-features could be integrated to enhance its functionality. For example, users could be enabled to add markers for specific plants to facilitate collaborative data collection. A cloud-based backend could also be integrated to handle and verify the collected data and assist with the overall process of the mobile application. Moreover, a Google API key could be generated to enable the GIS function to operate when the app is built.

Regarding gamification, sub-features could be incorporated into the application to enhance user engagement and interaction. Full-fledged games, developed with appropriate research methodologies, could be integrated, and a leaderboard could be introduced and supported by a cloud-based backend. Lastly, deploying the application to the Google Play Store and App Store could help to maximize its reach and impact.

These potential future directions could be valuable in expanding the knowledge base and functionality of the research, while also potentially enabling researchers to gain deeper insights into the benefits and limitations of the application.

REFERENCES

- Ahmed, S. M., Hampton, P., Azhar, S., & D. Saul, A. (Eds.). (2021). Collaboration and Integration in Construction, Engineering, Management, and Technology. Advances in Science, Technology & Innovation.
- Airhart, E. (2022, September 30). The Best Plant Identification app. The New York Times.
- Al-Azawi, R., Joe, S. A., Al-Obaidy, M., & Westlake, J. (2019). The use of Gamification Technique in Agile Development Methodology. SpringerLink.
- Alsawaier, R. S. (2018, January 2). The effect of gamification on motivation and engagement. *The International Journal of Information and Learning Technology*.
- Anwer, F., Aftab, S., Waheed, U., & Muhammad, S. S. (2017). Agile software development models tdd, fdd, dsdm, and crystal methods: A survey. *International journal of multidisciplinary sciences and engineering*, 8(2), 1-10.
- Asniza, I. N., Zuraidah, M. O. S., Baharuddin, A. R. M., Zuhair, Z. M., & Nooraida, Y. (2021). Online Game-Based Learning Using Kahoot! To Enhance Pre-University Students' Active Learning: A Students' Perception in Biology Classroom. *Journal of Turkish Science Education*, 18(1), 145-160.
- Baker, P. (2023, April 11). Best plant identification apps for mobile in 2023, tested by our editors | CNN underscored. CNN.
- Balangcod, A. D., Licnachan, L. O. C., & Gueco, R. E. N. (2018.). About car-TLDC project 3. About | Ethnomedicinal Plants in the Philippine Cordillera Region. Retrieved December 11, 2022, from <https://cartldc.upb.edu.ph/about>
- Burlian, T. (2019). Gamification with the universal game heuristic to develop a ... - oulu. Master's Thesis - Triando.
- Biswas, B., Walker, S., & Varum, M. (2017). Web GIS Based Identification and Mapping of Medicinal Plants: A Case Study of AGRA (U.P.), India
- Borsos, E. (2018). The gamification of elementary school biology: a case study on increasing understanding of plants. *Journal of Biological Education*, 1–14.
- Chua-Barcelo, R. (2014). Retrieved from National Library of Medicine: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4025321/#b1>
- Cixiao Wang. (2017). The Research on the Application of Plant Identification and Mobile Learning APP based on Expert System
- Dapar, M. L., & Alejandro, G. J. (2020). Ethnobotanical Studies on indigenous communities in the Philippines ... Ethnobotanical Studies on Indigenous Communities in the Philippines: Current Status, Challenges, Recommendations and Future Perspectives.
- Deb, S. (2014). Information Technology, its impact on society and its future. *Advances in Computing*.
- Dela Riva, M. (2021, September 6). Retrieved from Career Foundry
- Dickey, M. D. (2005). Engaging by design: How engagement strategies in Popular Computer and video games can inform Instructional Design - Educational Technology Research and Development. SpringerLink.
- Dileep, M. R., & Pournami, P. N. (2019). AyurLeaf: A Deep Learning Approach for Classification of Medicinal Plants. TENCON 2019 - 2019 IEEE Region 10 Conference (TENCON).

- Dwivedi, M.K. et al. (2019) Geospatial mapping of antimalarial plants used by the ethnic groups of Anuppur District (Madhya Pradesh, India), NOPR. NISCAIR-CSIR, India.
- Edelmayer, S. (2020, June 12). The Best Mobile Gardening Games for Android and iPhone. MUO.
- Faruque, M. O., Uddin, S. B., Barlow, J. W., Hu, S., Dong, S., Cai, Q., . . . Hu, X. (2018, February 6).
- Goëau, H., Bonnet, P., Joly, A., Bakić, V., Barbe, J., Yahiaoui, I., Selmi, S., Carré, J., Barthélémy, D., Boujema, N., Molino, J.-F., Duché, G., & Péronnet, A. (2013, October 1). Pl@ntNet mobile app: Proceedings of the 21st ACM international conference on multimedia. ACM Conferences.
- Iwu, M. M. (n.d.). Retrieved 2002, from ScienceDirect
- Jiang, Z., Kuang, R., Gong, J., Yin, H., Lyu, Y., & Zhang, X. (2018, May 17). Retrieved from IEEE Xplore: <https://ieeexplore.ieee.org/document/8359170>
- Joy, M. M., & Chiramel, M. J. (n.d.). Fun is the future. Google Books.
- Kumar, G., & Bhatia, P. (2014). A detailed review of feature extraction in image ... - IEEE xplore. A Detailed Review of Feature Extraction in Image Processing Systems.
- Kumar, N. et al. (2012). Leafsnap: A Computer Vision System for Automatic Plant Species Identification. In: Fitzgibbon, A., Lazebnik, S., Perona, P., Sato, Y., Schmid, C. (eds) Computer Vision – ECCV 2012. ECCV 2012. Lecture Notes in Computer Science, vol 7573. Springer, Berlin, Heidelberg.
- Marasigan, M. C. (2016, May). LeafSnap PH: A Mobile Application for Identifying Leaf Samples of Philippine Plants. Retrieved from <http://dspace.cas.upm.edu.ph/jspui/bitstream/123456789/416/1/Marasigan%20SP%20Doc%20Final.pdf>
- Martin, F., & Bolliger, D. (2018). Engagement matters: Student perceptions on the importance of ... - ed. L_1092_Martin.
- Martin, G. (2004, January 1). Ethnobotany A Methods Manual [Review of Ethnobotany A Methods Manual]. Taylor and Francis Group. <https://www.taylorfrancis.com/books/mono/10.4324/9781849775854/ethnobotany-gary-meyer>
- Meyer, S. (2019, March 12). 6 tools you can use to start measuring your UX and usability today. TestingTime.
- Matheson, C. A. (2014). iNaturalist. Reference Reviews, 28(8), 36-38.
- Mourato, S., Fernandez, P., Marques, F., Rocha, A., & Pereira, L. (2021, May). An interactive web-GIS fluvial flood forecast and alert system in operation in Portugal. International Journal of Disaster Risk Reduction.
- Nagda, M., Mehta, P., Lamba, S., & Kanani, P. (2020, June). (PDF) gamification in plant education for children - researchgate.
- Nguyen, T., Le, T., Vu, H., & Hoang, V. (2019). Towards an Automatic Plant Identification System without Dedicated Dataset.
- O'Brien, H., Cairns, P., & Hall, M. (2018, January 10). A practical approach to measuring user engagement with the refined user engagement scale (UES) and new UES short form. International Journal of Human-Computer Studies.

- Ozkan, G., & Topsakal, U. (2019, November 5). Students Views on the Ethnobotany-Based Nature Education Program and Their Attitudes towards the Plant. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1232527.pdf>
- Panchenko, M. (n.d.). 7 essential usability metrics and how to use them. 7 Essential Usability Metrics and How to Use Them.
- Qayum, A., Lynn, A.M. and Arya, R. (2014) Traditional knowledge system based GIS mapping of antimalarial plants: Spatial distribution analysis, Journal of Geographic Information System. Scientific Research Publishing.
- Qureshi, R., Ghazanfar, S. A., Obied, H., Vasileva, V., & Tariq, M. A. (2016). Ethnobotany: A living science for alleviating human suffering. Evidence-Based Complementary and Alternative Medicine.
- Rauch, M. (1970, January 1). Best practices for using enterprise gamification to engage employees and customers. SpringerLink.
- Rose, J., Polesny, Z., Ballini, E., Tixier, M.-S., & This, D. (2021, December 2). Innovative teaching approaches in Applied Plant Sciences: Experiences from European Universities within the Escapade Network. Institut National de Recherche en Agriculture, Alimentation et Environnement.
- Roslan, N. A. M., Diah, N. M., Ibrahim, Z., Munarko, Y., & Minarno, A. E. (2023). Automatic plant recognition using convolutional neural network on malaysian medicinal herbs: the value of data augmentation. International Journal of Advances in Intelligent Informatics, 9(1), 136-147.
- Sanjaya, M., Saputra, A., Putra, B., & Azhar, I. (2020). Mobile Android based Geographic Information System (GIS) software ... Mobile Android Based Geographic Information System (GIS) Software Development for Tourist Destination Seekers in Palembang City Using Rasch Model Measurements.
- Shinozuka, M., & Mansouri, B. (2014, March 27). Synthetic aperture radar and remote sensing technologies for structural health monitoring of Civil Infrastructure Systems. Structural Health Monitoring of Civil Infrastructure Systems.
- Sioson, C. (2020, April 17). Discover: 5 must-have apps for plant parents. Lifestyle.INQ.
- Somakeerthi, S., De Silva, U., De Silva, T., Chandrasiri, S., & Joseph, J. (2020). Amazon Biology: An augmented reality-based e-book for Biology. Amazon Biology: An Augmented Reality-Based E-Book for Biology.
- Sjödén, B. (2015). What makes good educational software? (Doctoral dissertation, Lund University).
- Somakeerthi, S., De Silva, U., De Silva, T., Chandrasiri, S., & Joseph, J. (2020). Amazon Biology: An augmented reality-based e-book for Biology. Amazon Biology: An Augmented Reality-Based E-Book for Biology.
- Swann, A. (2023). 10 plant identification apps for gardeners, hikers, and houseplant enthusiasts. Brightly. <https://brightly.eco/blog/best-plant-identification-app>
- Swu, Vikaho & Kharir, Ibaphyrnaishisha & Bora, Dibya. (2020). Identification of Different Plants through Image Processing Using Different Machine Learning Algorithms. 43. 172-179.
- Thammachot, N., Bootkote, P., Thanimkarn, S., & Preecha, C. (2021). Identification of lime leaf diseases with deep learning technique on ... Identification of Lime Leaf Diseases with Deep Learning Technique on Android Smartphone.

- Thomas, M. B. (2008, March). Emerging Synergies Between Information Technology and Applied Ethnobotanical Research. Doi:10.1 7348/era.1.0.65-74.
- United States Geographical Survey. (2017). What is a geographic information system (GIS)? What is a geographic information system (GIS)? | U.S. Geological Survey.
- Vandebroek, I., & Balick, M. J. (2012). Globalization and Loss of Plant Knowledge: Challenging the Paradigm. PLoS ONE, 7(5), e37643.
- Venkatarajua, A., Arumugamb, D., Stepanc, C., Kiran, R., & Peters, T. (2022, August 1). A review of machine learning techniques for identifying weeds in corn. Smart Agricultural Technology.
- Vincent, S. (2023, January 12). 6 best plant-care apps to download for all your plant needs. Reader's Digest.
- Yang, F. X. (2016). Effects of Restaurant Satisfaction and Knowledge Sharing Motivation on eWOM Intentions. Journal of Hospitality & Tourism Research, 41(1), 93–127.
- Yapici, U., & Karakoyun, F. (2017). Gamification in Biology Teaching: A Sample of Kahoot Application. 357010. Retrieved from <https://dergipark.org.tr/en/download/article-file/357010>
- Zen, B. P., A, I. K., & Francisca, D. C. (2022). Applications for detecting plant diseases based on Artificial Intelligence. Sinkron : jurnal dan penelitian teknik informatika.
- Liu, W., Zheng, L., & Qi, D. (2020, July 15). Variation in leaf traits at different altitudes reflects the adaptive strategy of plants to environmental changes. Ecology and evolution. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7417217/>

Authors' Information Page

Project Title: A Mobile Application for Philippine Ethnobotany Integrating GIS, Plant Image Processing, and Gamification

UGRP No.: 4

Name:	Cabuenas, Michael Luke	Name:	Capistrano, Bryan Kenneth
Email add:	2200603@slu.edu.ph	Email add:	2200252@slu.edu.ph
Contact No:	09087785893	Contact No:	09495955638
Name:	Dino, Karylle Marie	Name:	Domantay, Nico Bernard
Email add:	2200161@slu.edu.ph	Email add:	2200314@slu.edu.ph
Contact No:		Contact No:	
Name:	Ferrer, Miguel Patrick	Name:	Madriaga, Jeremy
Email add:	22000361@slu.edu.ph	Email add:	2200093@slu.edu.ph
Contact No:		Contact No:	09266651774
Name:	Mendoza, Bryan Benchmark	Name:	Napeek, Kaiser Moen
Email add:	2200196@slu.edu.ph	Email add:	22001188@slu.edu.ph
Contact No:	09998017946	Contact No:	09616105571