ONLINE LEARNING MANAGEMENT SYSTEM WITH SMS NOTIFICATION FOR GATEWAYS INSTITUTE OF SCIENCE AND TECHNOLOGY

A Thesis Proposal

Presented to the Faculty of the

Information and Communications Technology Program

STI College Fairview

In Partial Fulfilment

of the Requirements for the Degree

Bachelor of Science in Information Technology

Adrian C. Ibon

Dancel B. Tee

Darrell B. Cheng

Karlo J. Bonayon

September 2017

ENDORSEMENT FORM FOR PROPOSAL DEFENSE

TITLE OF RESEARCH: Online Learning Management System with SMS Notification for Gateways Institute of Science and Technology

NAME OF PROPONENTS: Adrian C. Ibon

Dancel B. Tee

Darrell B. Cheng

Karlo J. Bonayon

In Partial Fulfilment of the Requirements

for the degree Bachelor of Science in Information Technology

has been examined and is recommended for Proposal Defense.

ENDORSED BY:

Mr. Rubinato G. Lubian III

Thesis Adviser

APPROVED FOR PROPOSAL DEFENSE:

Mr. Rubinato Lubian III

Thesis Coordinator

NOTED BY:

Ms. Mary Rose C. Columbres

Program Head

September 2017

# **APPROVAL SHEET**

This thesis proposal titled: Online Learning Management System with SMS Notification for Gateways Institute of Science and Technology prepared and submitted by Karlo J. Bonayon; Darrell B. Cheng; Ibon C. Adrian; and Dancel B. Tee, in partial fulfilment of the requirements for the degree of Bachelor of Science in Information Technology, has been examined and is recommended for acceptance an approval.

Mr. Rubinato G. Lubian III

Thesis Adviser

Accepted and approved by the Thesis Review Panel

in partial fulfilment of the requirements for the degree of

Bachelor of Science in Information Technology

|  |  |
| --- | --- |
| Ms. Gladys Broncano | Mr. Clifford Espino |
| Panel Member | Panel Member |

Ms. Carolyn M. Samonteza

Lead Panelist

Noted:

|  |  |
| --- | --- |
| Mr. Rubinato Lubian III | Ms. Mary Rose C. Columbres |
| Thesis Coordinator | Program Head |

September 2017

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# **Introduction**

One of the widely used aspect of technology is a website. A website is a set of interconnected web pages, usually including a homepage, generally located at the same server, and prepared and maintained as a collection of information by person, group, or organization. One of the major strengths of the web is that virtually everyone who owns a computer may contribute high-value information and to make valuable information be found.

A Learning Management System (LMS) is a software application or web-based technology used to plan, implement, and assess a specific learning process. A Learning Management System provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance. It also involves the administration, documentation, tracking, reporting, and delivery of electronic educational technology courses or training programs.

## Background of the problem

General Problem

When it comes to learning, there are many different problems to be asserted depending on the educational capabilities of the school, but in general, lack of technology in the school is the root of these problems.

**Specific Problems**

1. Insufficiency of learning materials given to the students.

This is a common problem especially to public schools. Lack of learning materials may cause poor quality of education.

2. Insufficient time given for the students to learn.

Multitasking is part of being a student, but it also has a negative effect. There is no sufficient time for the students to focus and concentrate on one task alone.

3. Incapability of monitoring the student's progress.

We cannot expect a single teacher to accurately monitor each and every student in a classroom.

4. Communication between the students and the teachers.

Not all teachers are easily approachable, and teachers can be busy with their works so they have no time for the students.

These are major concerns that the school organizations should solve immediately. It is vital for the school organizations to adapt to the growing technology that surrounds them and embrace the fact that they need these technologies in order to give more high-quality education for the students. Online Learning Management System will solve these problems through the features that it contains. Insufficiency of learning materials will be solved through the use of uploading handouts or e-books to the system. Insufficient time for the students to learn will be solved through these handouts that’s given to them. They can study/read these handouts anytime/anywhere. Incapability of monitoring the student’s progress will be solved through the charts and graphs that are located in the system. These charts represent the progress of the students based on their scores in their assignments and/or quizzes. Lastly, communication between the students and the teachers will be solved through the use of the real-time messaging feature of the system.

## Overview of the current state of the technology

## Lecture

## The way they conduct their lecture is the common way how a typical school/professor give his/her lecture. They give it in oral based form or sometimes they just give handouts to their students and the students will photocopy it and they will distribute the photocopied lecture to their classmates.

**Distribution of handouts/syllabus**

Hard copy of handouts is given to the students. Syllabus of the subjects are also in hard copy. The teacher will make the treasurer collect money to his/her classmates for the photocopying of their handouts. Once the handout was photocopied, the students can now take down notes using their handouts. The students don’t have such materials to study their lessons when there are no classes. Here are the reasons why there are no classes:

1. Suspension of classes

2. Events of the school

3. Holidays

**Notifications**

Absent students are not notified when there are quizzes or assignments given to the class unless they ask their classmates or their classmates notify them voluntarily because teachers notify the students in a verbal manner.

**Quizzes**

The teachers have to create a quiz based on their lesson plan and give it to their students. Quizzes of the students are given manually by dictation or in written format. In dictation, the teacher will dictate the questions for the quiz and the students have to write their answers on a sheet of paper. In written format, the teacher will write the questions of the quiz and the students will answer on a sheet of paper.

**Assignments**

Assignments of the students are given manually by dictation or in written format. The teachers have to create assignments for their students. In dictation, the teacher will dictate the questions of the assignment then the students will write it down and pass their assignment before the stipulated time. I written format, the teachers will photocopy a particular sheet of paper that contains the quiz and the students will answer on the photocopied paper.

## Objectives of the study

The main objective of the proponents is to provide a learning system for Gateways Institute of Science and Technology designed to improve their education through the use of technology.

The proponent’s specific objectives are as follows:

1. Provide sufficient learning materials/resources for the students.

-The learning materials that the professor/admin will give to the students will cover the whole topic for the quarter/semester the students enrolled for.

2. Provide a learning system that the students can use to advance through their lessons.

-The students can advance through their lessons using their handouts, because their handouts cover the whole quarter/semester’s topics, they can read it and study for it in advance.

3. Provide a learning system that the teachers can use to monitor the student’s progress and performance.

-Our Learning System have a feature of monitoring for the teachers so that they can monitor their student’s progress and performance, they can see the percentage of how many students view/download the handouts they give and also the teachers can see the percentage of the students who passed a specific question in a certain task and who failed a specific question in a certain task and also the teachers can monitor the score of the students in answering the questions in their respective tasks.

4. Provide a learning system that will ease the work of teachers to give assignments and quizzes.

-Our Learning System helps the teachers to give assignments and quizzes and also handouts easily by just uploading questions in the specific section and give it as an assignment or a quiz.

5. Provide a learning system that can be used by the students and teachers for their communication.

-Our Learning System has a real time chat feature so that the teacher and student can communicate to each other easily, and we know that not every student can talk to a certain teacher easily, some students are shy or some are just lazy and we also know that every professor is busy in their works and studies, that also make them hard to approach. But our Learning System provide a feature that can help them communicate to their respective teachers easily.

## Scope and limitations of the study

# The general purpose of this study is to provide a learning system for the teachers to use to give better education for the students and for the students to learn through the use of technology. Students, teachers and/or faculty members, and administrators are the target users or beneficiaries of the study.

Maintenance

-Administrator

>Program

The administrator can add, edit, or delete program.

>School Year

The administrator can add or inactive a school year.

>Curriculum  
The administrator can add, edit, or delete a curriculum.

>Semester

The administrator can inactive or active a semester.

>Section

The administrator can add, edit, or delete sections.

>Subject

The administrator can add, edit, or delete subjects.

>User Level

The system administrator can add, edit, or delete a user level.

>Administrator

The system administrator can add, edit, or inactive administrators.

>Teacher

The administrator can add, edit, or inactive teachers.

>Student

The administrator can add, edit, or inactive students. Adding students can be manual, or imported from an excel file.

>Handout

The administrator can add, edit, and delete handouts for the students.

>Reminder

The administrator can add, edit, or delete a reminder.

>Trivia

The administrator can add, edit, or delete a trivia.

-Teacher

>Handout

The teacher can upload handouts for the use of the students.

>Photo

The teacher can add, or delete his/her photos.

>Assignments

The teacher can add, edit, or delete assignments.

>Quizzes

The teacher can add, edit, or delete quizzes.  
>Rubrics

The teacher can add, edit, or delete a rubric for a quiz.

>Threaded Discussions

The teacher can add, edit, or delete threaded discussions.

>Information

The teachers can edit their information on the system.

**-Student**

>Photos

The students can add or delete photos.

>Information

The students can edit their information on the system.

**Transaction  
-Teacher**

>Upload handouts

The teacher can upload handouts for the students to download.

>Create quizzes

The teacher can create quizzes for the students to take. Questions in the quiz can be imported from and exported to the question bank. The purpose of the question bank is to handle and give questions. Once the teacher exports questions in the question bank, those questions can be imported to other sections too. This avoids the repetition of creating questions for quizzes and assignments.

>Create assignments

The teacher can create quizzes for the students to take.

>Create threaded discussions

The teacher can create threaded discussions for the students to answer.

>Import and export questions in the question bank

The teacher can import and export questions in the question bank to avoid the repetition of creating quiz questions.

-Student

>Download Handouts

Handouts uploaded by the teachers can be previewed/downloaded by the students.

>Take quizzes

Quizzes given by the teacher can be taken by the students.

>Take assignments

Assignments given by the teacher can be taken by the students.

>Answer threaded discussions

Threaded discussions given by the teacher can be answered by the students.

**-Administrator**

>Assign subject to section

This module allows the administrator to assign subjects a section.

>Enroll students to section

This module allows the administrator to enroll students to a section.

>Assign section and subjects to teacher

This module allows the administrator to assign section and subjects to a teacher.

Utilities

**-Backup & Restore**

The purpose of this is to protect the database against data loss and reconstruct the database after data loss. This also involves data preservation and data transfer.

**-Log History**

The Log History records the activities made by the administrators, teachers, or students.  
-**Archive**

The proposed system can handle archiving, which can be used for long-term preservation of data.

Reports

**-Gradebook**

This involves the scores of the students on their assignments, quizzes, and threaded discussions.

**-Distribution Report**

This report contains the summary of the distributed quiz, assignments, threaded discussion, and handouts by the teachers.

**-Student’s progress**

This is a chart that represents the percentage of downloaded handouts by the students.

-**Item Analysis**

This contains the statistics such as the percentage or rate of the students who passed or failed a certain task.

-**Class List**

This contains the list of students in a class. The administrator can search students through school year, curriculum, and section.

**-Master List**

This contains the list of all students in a particular year level.

**-Enrolled Students in a Subject**

This contains all enrolled students in a particular subject.

**Limitations**

>Online examinations

The proposed system does not cater online examinations as it is too risky. Unstable internet connection may cause problems and conflicts when taking the exam.

>Viewing of overall grades

The system produces only the scores of student’s quizzes, assignments, or answers in the discussion forum. Therefore, viewing of the overall grade of the students is not possible.

# **LitErature Review**

## Review of related literature, studies or systems

## Learning management systems are known in the literature by several different names. These include course management systems, virtual learning environments, and e-learning courseware. Some authors recognize distinctions between course management systems and e-learning management systems, while others argue that the term "course management system" abandoned, since the acronym CMS is also used for content management systems and may cause confusion.

## -LMS Growth

## The Campus Computing Project reported in 2002 that approximately three-quarters of all colleges and universities in the U.S. had adopted an LMS and that nearly one-fifth of all college courses used an LMS. By 2006, LMS adoption had increased to 90%. (Yefim K., 2010)

## Bersin & Associates, researching industry trends in North American LMS usage, note that between the years 2004 and 2006, the LMS market enjoyed a growth of 26% and generate an estimated 480 million dollars in annual revenues. (Yefim K., 2010)

## With these, the proponents can say that LMS has become popular among universities not only in the Philippines, but also around the world as the vast majority of U.S. based journals and other printed and digital media tend to use the terms “learning management system” and “course management system” interchangeably, while the designation “virtual learning environment” is most popular in Europe and Asia. (Yefim K., 2010)

## -LMS Features

## Dabbagh & Bannan-Ritland (2005) identified the most common features of an LMS by categorizing them as pedagogical tools for: content creation, communication, assessment, and administration. (Yefim K., 2010)

## The proponents can conclude the similarities between the proposed system and the author’s views in terms of the LMS features. The proposed system also handles content creation, communication, assessment, and administration.

## The differences in author’s views can be observed through the statement of Ioannu & Hannafin; Pina 2007, Siemens (2004), noted that the LMS interface is not friendly to many users and should be simplified and made more intuitive. (Yefim K., 2010)

This view is somehow vague because it generalizes the majority of LMS in his/her own opinion. This view contradicts the proponent’s point of view regarding the user interface as the user interface (from the perspective of the proponents) depends on the viewers or users of the system.

## Synthesis

The proponents related and differentiated the research based on the flow of the proposed system. The proponents believe that there was no duplication occurred in the process of developing the project as the project was built with the features depending on the requirements of the client.

Based on the literatures stated, the proponents conclude that the growing technology that surrounds us can be used not only for entertainment, but also to further improve the quality of education and maximize the learning capabilities of school organizations.

# **Project Management**

## Methodology

To accomplish this research, the proponents chose the 4th Generation Technique (4GT). The proponents believe that this methodology fits the proposed system. The methodology fits the proposed system because the 4GT uses 4th Generation Languages which is flexible and easy to understand. Other than that, it simplifies the programming process.

The term fourth generation techniques (4GT) encompasses a broad array of software tools that have one thing in common: each enables the software engineer to specify some characteristic of software at a high level. The tool then automatically generates source code based on the developer's specification. There is little a debate that the higher the level at which software can be specified to a machine, the faster a program can be built. The 4GT paradigm for software engineering focuses on the ability to specify software using specialized language forms or a graphic notation that describes the problem to be solved in terms that the customer can understand (Mishal, 2012).

4GLs are more programmer-friendly and enhance programming efficiency with usage of English-like words and phrases, thereby increasing the productivity of professionals able to engage in software development.

Stages of 4GT:

1. Requirements gathering – Is the gathering of information and requirements needed by the developers for the project.

The proponents gathered requirements/information that will be used in the development of the proposed system.

2. Design strategy – Strategizing and analyzing the flow of the proposed system to know what appropriate designs will be used.

The proponents strategized what designs will be suitable for the proposed system.

3. Implementation using 4GL – The coding phase.

At this phase, the proponents used a 4GL to develop the proposed system.

4. Testing – Critical examination or evaluation.

The proponents conducted tests to find bugs/errors in the proposed system.

## **H**ardware/Software

**-Hardware**

1. Operating System – Kali Linux and Windows 10 was the OS used by the proponents.

2. Memory – 4 gigabytes are the size of the of RAM (Random Access Memory) used by the proponents. 465 gigabytes are the size of the ROM (Read-Only Memory) used by the proponents.

**-Software**

1. Browser – Used by the proponents for testing.

2. Xampp – The server used by the proponents.

3. Sublime Text – Text editor used by the proponents.

4. SMS Gateway – Mobile application used by the proponents for SMS Notification.

## Calendar of Activities

1. Requirements Gathering - This phase involves gathering of information that will be used for solving the problem of the customer/client.

Interview – The proponents interviewed the dean of the school to acquire more information about their current state of technology.

Demonstration – The proponents demonstrated the proposed system to gather feedback about the system.

Gathering sample forms – The proponents were able to acquire the format of master list of the school, format of the student’s student ID, and signed copy of transcript of interview. The proponents will continue to gather other sample forms the school have, and will follow up those forms.

2. Design Strategy - This process involves working on the appropriate design for the system.

After the requirements and information gathering, the proponents started to design the proposed system. Listed below are the aspects of the system designed by the proponents in chronological order.

-Database – The data storage for the proposed system.

-Software Architecture – The flow of the system, modules to be used.

-User interface – The front-end of the proposed system.

3. Implementation using 4GL - This phase involves the generation of codes for the function of the system. The language to be used is a 4th Generation Language.

Analyzing the logic – The proponents analyzed first the flow of a particular function or a module before creating the module itself.

Coding – After the proponents analyzed the logic of a certain module, the proponents started coding the module.

4. Testing - This phase involves testing of the functions of the system to remove errors and improve the system.

Unit testing – The proponents tested the system per unit, meaning per modules, to greatly observe the functionalities of each module.

Integration testing – After the proponents conducted the unit testing, or testing individual modules, the proponents then combined those modules as a group and tested its functionalities.

Validation testing – The proponents tested if the product actually met the client’s needs.

Stress testing – The proponents tested the robustness, availability, and error handling under heavy load of the proposed system.

The Gantt chart presents the summary of activities. Listed are the activities and opposite them are their duration or periods of execution.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MONTH | JUNE | | | | JULY | | | | AUGUST | | | | | SEPTEMBER | | | | | OCTOBER | | | | | NOVEMBER | | | | | DECEMBER | | | | JANUARY | | | |
| ACTIVITY | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | | 2 | 3 | 4 | 1 | | 2 | 3 | 4 | 1 | | 2 | 3 | 4 | 1 | | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Requirements  Gathering |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Interview |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Demonstrations |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Gathering sample forms |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Design Strategy |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Database |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Software architecture |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| User interface |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Implementation  using 4GL |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Analyzing the logic |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Coding |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Testing |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Unit Testing |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Integration Testing |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Validation Testing |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |
| Stress Testing |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |  |  |  |

**Gantt chart of Activities**

**Budgetary Estimate**

|  |  |  |
| --- | --- | --- |
| Quantity | Specifics | Approximate Cost |
| 20 pages, 3 copies | Printing of documentation | Php 60 |
| 1 | Paid domain | Php 1000 |
|  | Transportation | Php 550 |
|  | Food | Php 1500 |
| 3 pcs. | Folder | Php 24 |
| 3pcs. | Clip | Php 15 |

## Human Resources

The following pages contains the curriculum vitae of the researchers and the Adviser’s Acceptance Form.

Curriculum Vitae of

KARLO J. BONAYON

Block 30 Lot 1 Good Harvest Subdivision Novaliches, Caloocan City

bonayon.karlo@gmail.com

09173302328

EDUCATIONAL BACKGROUND

|  |  |  |
| --- | --- | --- |
| Level | Inclusive Dates | Name of school/ Institution |
| Tertiary | June 2014 | STI College Fairview |
| Vocational/Technical |  |  |
| High School | June 2010 | Caloocan City Business High School |
| Elementary | June 2004 | Urduja Elementary School |

PROFESSIONAL OR VOLUNTEER EXPERIENCE

|  |  |  |
| --- | --- | --- |
| Inclusive Dates | Nature of Experience/  Job Title | Name and Address of Company or Organization |
|  |  |  |

Listed in reverse chronological order (most recent first).

AFFILIATIONS

|  |  |  |
| --- | --- | --- |
| Inclusive Dates | Name of Organization | Position |
| January 2017 | Student Council of STI College Fairview | Member |

Listed in reverse chronological order (most recent first).

SKILLS

|  |  |  |
| --- | --- | --- |
| SKILLS | Level of Competency | Date Acquired |
| Java | Intermediate | June 2015 |
| C# | Intermediate | June 2015 |
| HTML | Expert | June 2016 |
| CSS | Intermediate | June 2016 |
| JavaScript | Intermediate | June 2016 |
| PHP | Intermediate | May 2016 |
| C++ | Beginner | May 2017 |
| Python | Beginner | May 2017 |

TRAININGS, SEMINARS OR WORKSHOP ATTENDED

|  |  |
| --- | --- |
| Inclusive Dates | Title of Training, Seminar or Workshop |
| June 2017 | FEU Tech Summit 2017 |

Listed in reverse chronological order (most recent first).

Curriculum Vitae of

DARRELL B. CHENG

Barangay 178 area D Camarin, Caloocan City

cheng.darrell12@gmail.com

09264668713

EDUCATIONAL BACKGROUND

|  |  |  |
| --- | --- | --- |
| Level | Inclusive Dates | Name of school/ Institution |
| Tertiary | June 2014 | STI College Fairview |
| Vocational/Technical |  |  |
| High School | June 2010 | Pagsahang National High School |
| Elementary | June 2002 | Dapdap Elementary School |

PROFESSIONAL OR VOLUNTEER EXPERIENCE

|  |  |  |
| --- | --- | --- |
| Inclusive Dates | Nature of Experience/  Job Title | Name and Address of Company or Organization |
|  |  |  |

Listed in reverse chronological order (most recent first).

AFFILIATIONS

|  |  |  |
| --- | --- | --- |
| Inclusive Dates | Name of Organization | Position |
|  |  |  |

Listed in reverse chronological order (most recent first).

SKILLS

|  |  |  |
| --- | --- | --- |
| SKILLS | Level of Competency | Date Acquired |
| Java | Intermediate | June 2015 |
| C# | Intermediate | June 2015 |
| HTML | Intermediate | June 2016 |
| CSS | Intermediate | June 2016 |
| JavaScript | Intermediate | June 2016 |
| PHP | Intermediate | May 2016 |
| AngularJS | Intermediate | May 2017 |
| NodeJS | Intermediate | May 2017 |
| Kali Linux | Intermediate | March 2017 |
| PenTesting | Intermediate | March 2017 |

TRAININGS, SEMINARS OR WORKSHOP ATTENDED

|  |  |
| --- | --- |
| Inclusive Dates | Title of Training, Seminar or Workshop |
| June 2017 | FEU Tech Summit 2017 |
| August 2016 | Programmers, Developers Meetup |

Listed in reverse chronological order (most recent first).

Curriculum Vitae of

ADRIAN C. IBON

Waterhole A Unit 1 Barangay Commonwealth, Quezon City

adrianian38@gmail.com

09754174658

EDUCATIONAL BACKGROUND

|  |  |  |
| --- | --- | --- |
| Level | Inclusive Dates | Name of school/ Institution |
| Tertiary | June 2014 | STI College Fairview |
| Vocational/Technical |  |  |
| High School | June 2010 | Kalayaan National High School |
| Elementary | June 2004 | North Fairview Elementary School |

PROFESSIONAL OR VOLUNTEER EXPERIENCE

|  |  |  |
| --- | --- | --- |
| Inclusive Dates | Nature of Experience/  Job Title | Name and Address of Company or Organization |
|  |  |  |

Listed in reverse chronological order (most recent first).

AFFILIATIONS

|  |  |  |
| --- | --- | --- |
| Inclusive Dates | Name of Organization | Position |
|  |  |  |

Listed in reverse chronological order (most recent first).

SKILLS

|  |  |  |
| --- | --- | --- |
| SKILLS | Level of Competency | Date Acquired |
| Java | Beginner | June 2014 |
| C# | Beginner | June 2015 |
| HTML | Beginner | June 2016 |
| CSS | Beginner | June 2016 |
| JavaScript | Beginner | June 2016 |
| PHP | Beginner | May 2016 |

TRAININGS, SEMINARS OR WORKSHOP ATTENDED

|  |  |
| --- | --- |
| Inclusive Dates | Title of Training, Seminar or Workshop |
|  |  |

Listed in reverse chronological order (most recent first).

Curriculum Vitae of

DANCEL B. TEE

1055 St. Clare St. Barracks 2 Tala, Caloocan City

danceltee2624@gmail.com

09476444765

EDUCATIONAL BACKGROUND

|  |  |  |
| --- | --- | --- |
| Level | Inclusive Dates | Name of school/ Institution |
| Tertiary | June 2014 | STI College Fairview |
| Vocational/Technical |  |  |
| High School | June 2010 | Lagro High School |
| Elementary | June 2004 | School of Our Lady Trinity |

PROFESSIONAL OR VOLUNTEER EXPERIENCE

|  |  |  |
| --- | --- | --- |
| Inclusive Dates | Nature of Experience/  Job Title | Name and Address of Company or Organization |
|  |  |  |

Listed in reverse chronological order (most recent first).

AFFILIATIONS

|  |  |  |
| --- | --- | --- |
| Inclusive Dates | Name of Organization | Position |
|  |  |  |

Listed in reverse chronological order (most recent first).

SKILLS

|  |  |  |
| --- | --- | --- |
| SKILLS | Level of Competency | Date Acquired |
| HTML | Intermediate | June 2015 |
| CSS | Intermediate | June 2015 |
| PHP | Intermediate | June 2016 |

TRAININGS, SEMINARS OR WORKSHOP ATTENDED

|  |  |
| --- | --- |
| Inclusive Dates | Title of Training, Seminar or Workshop |
|  |  |

Listed in reverse chronological order (most recent first).

# **References**

Yefim, K. (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications [E-Book]. Retrieved from: <https://books.google.com.ph/books?id=2OsPGIvgjGwC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false>

Mishal (2012) Software Engineering 4th Generation Techniques [Webpage]. Retrieved from:<http://www.1000sourcecodes.com/2012/05/software-engineering-fourth-generation.html>