

# **SOCIAL FORUM FOR VIT BHOPAL STUDENT S**

## **An Engineering Project in Community Service**

**Report Submitted by**

**19BCY10025 ESHAAN BAHUGUNA**

**19BCY10168 ASMI BHARDWAJ**

**19BCY10076 PARTH SARTHI DUBEY**

**19BCE10394 ATUL SHARMA**

**19BCE10163 RAHUL RATHORE**

**19BEE10025 DHEERENDRA KUMAR**

**19BEC10046 SANDEEP KUMAR GADARI**

**19BEE10027 RADHIKA GURJAR**

*In partial fulfillment of the requirements for the degree of*

*Bachelor of Engineering and Technology*



VIT Bhopal University

Kothri Kalan

Madhya Pradesh, 466114

April, 2022



**VIT<sup>®</sup>**  
**B H O P A L**

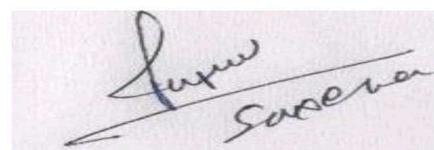
### **Bonafide Certificate**

Certified that this project report titled “Social Forum for VIT Bhopal Students” is the bonafide work of 19BCY10025 Eshaan Bahuguna, 19BCY10168 Asmi Bhardwaj, 19BCY10076 Parth Sarthi Dubey, 19BCE10394 Atul Sharma, 19BCE10163 Rahul Rathore, 19BEE10025 Dheerendra Kumar, 19BEC10046 Sandeep Kumar Gadari, 19BEE10027 Radhika Gurjar who carried out the project work.

This project report (Phase II) is submitted for the Project Viva-Voce examination held on 22-04-2022

A handwritten signature in black ink, appearing to read "Sh. K. Bhagat".

**Supervisor**



**Comments & Signature (Reviewer 1)**

**Comments & Signature (Reviewer 2)**

<b>Sl. No.</b>	<b>Topic</b>	<b>Page No.</b>
<b>1.</b>	Introduction	<b>1</b>
<b>1.1</b>	Motivation	<b>2</b>
<b>1.2</b>	Objective	<b>2</b>
<b>2.</b>	Existing Work	<b>3-4</b>
<b>3.</b>	Topic of the work	<b>5</b>
	a) System Architecture	<b>5</b>
	b) Working Principle	<b>7</b>
	c) Results and Discussion	<b>15</b>
	d) Individual Contribution by members	<b>15</b>
<b>4.</b>	Conclusion	<b>15</b>
<b>5.</b>	References	<b>16</b>

## **1. INTRODUCTION**

Is it possible for human connection through the internet to have a transforming effect on a person's life and society? When new, disruptive technology is introduced, it is always met with skepticism. Internet-based engagement has generally ignored the potential advantages at more inclusive levels of analysis, focusing instead on individual well-being (community and society). One of the essential advantages of online connection has been underestimated by researchers: its ability to lead to improved civic participation. According to social psychology, people join organizations for a variety of reasons, including emotions of identification and belonging, as well as knowledge and assistance in achieving goals. Individuals gain information, as well as self-identity, values, attitudes, and concepts of acceptable conduct, through participating in face-to-face groups. People also desire to join groups of individuals in the online world of virtual communities for similar reasons. According to the research, people frequent virtual communities because of the opportunity to communicate the information they provide.

Social support or friendships are other frequent motivations for joining a virtual community, depending on the main category of the virtual community. When seen in society as a whole, the frequency of each of these categories is fascinating, especially when it comes to friendship. Online discussion boards have been around for a long time, predating the internet. Forums are still routinely used by roughly 20% of internet users in the US and about 10% of online users in the UK, indicating the value that users continue to receive from them even though social networking sites such as Facebook have apparently superseded them in the last decade.

This value may arise, at least partly, because internet forums are one of the only places where users may participate anonymously. Forums are unique, and their potential to create social capital and influence off-line civic behavior is virtually unexplored. They risk being overshadowed by their larger, more tempting modern social networking counterparts. We would consider it a tragedy if this were to occur. The need for forums hasn't gone away, and forum operators should be aggressively advertising the benefits of forum use to a broader audience. Unconverted, committed, and active users may still require persuasion, but converted, committed, and active users already know that forums can change lives.

## 1.1 Motivation

While a forum may be filled with individuals who are very different in most other respects, they may frequently find value in one another's presence by starting from a point of having something appealing in common. Students are confronted with a variety of issues, and the methods through which they interact with one another in order to come up with a solution are limited. That is why it is necessary to provide an efficient and simple way for students to interact with one another in order to harness the power of working together to solve academic problems. Furthermore, the majority of the problems that some students are currently facing have already been solved by someone else, so creating an online student discussion forum is the exact answer students want, as it allows them to communicate with one another from the comfort of their own homes, at any time. There hasn't been a platform that allows our college's students to communicate with one another and exchange their expertise.

We've discovered four main elements that influence how individuals utilize forums:

- Anonymity: it is crucial to many people. You may use whatever username you like and just share the information you want. It's a lot less personal, which allows for a lot more intimacy. No one knows who you are or where you came from, allowing you to be far more open, unguarded, and honest than you would in real life.
- Similarity: successful forums succeed because they mirror the interests and needs of their users. 'People who are similar to us' appeals to us. We share a sense of belonging, of trust, and of comprehension.
- Specificity: Forums allow us to share very specific aspects of our lives with others, such as questions we have. It enables us to pose extremely precise questions to folks who are more likely to understand what you're talking about and how to respond.
- Connectivity: Forums link us to strangers who understand what we're talking about, how we feel, and what we need when our immediate network can't. It's a North Star, leading individuals on comparable paths to the same destination.

- Friendship: It's simpler to get along with folks that are similar to us. This is made possible via forums. There have been several instances of threads igniting with individuals jumping into talks to offer encouragement to one another.

## 1.2 Objective

To make a social platform and host it on a server that enables the students to post their questions that they have regarding academics and are notified of the events going on around the campus. Members can post their questions or discussion prompts and reply to each other. To also give them the ability to download the material for any subject that they might require.

## 2. Existing Work / Literature Review

Increasing class numbers, shrinking resources, and broadening the variety of student cohorts have all put pressure on higher education, encouraging it to experiment with novel pedagogies. Identifying the most effective uses of technological tools available in higher education and effectively deploying them in the classroom to increase student learning is currently a major study topic in accounting education.

Using an asynchronous medium for learning has become an important component of course delivery in higher education in this setting. Higher education institutions have begun to implement hybrid or blended learning models, which integrate classroom instruction with asynchronous and dispersed learning settings. These hybrid models have resulted in the convergence of conventional classroom and online learning modes, combining the benefits of face-to-face and online learning modes of learning, and have become one of the primary answers to the changing higher educational climate.

Online discussion forums are a kind of classical learning that encourages discourse, reflection, knowledge development, and self-evaluation. Online discussion forums have been increasingly accepted as tools for online learning due to their potential benefits. Students' critical thinking and problem-solving abilities, decision-making capacity, and writing communication skills may all benefit from online chats, as well as their ability to organize and evaluate information. Combining an online discussion forum with a case study approach, which is a standard pedagogical methodology used in many business schools, is seen to be an effective way to inspire students to connect theory to practice.

As a result, several academics have begun to use online discussion forums to educate utilizing the case approach. While the learning objectives of online and face-to-face case discussions are essentially the same, there is little research on the pedagogy and assessment of the online case method in business and accounting education.

However, the effects of these hybrid learning models, which mix traditional classroom case study pedagogy with asynchronous media like online discussion forums, on learning outcomes and processes, remain unknown. Given the recent extensive use of course management systems (CMS) and learning management systems (LMS) by academic institutions, more research is needed to provide insights into the field's present and future trends. Students' perceptions of online case method teaching in business education have been investigated in two studies.

According to a research by Jonassen and Kwon, participants of the online group reported better satisfaction and perceived quality of the discussion process and outcomes than members of face-to-face groups.

They discovered that online groups went through more cycles of the ideal problem-solving process, which included identifying the problem, framing the conversation, and formulating a solution. In their research, they discovered that online groups had less verbal engagement than their face-to-face counterparts. Webb et al. contrasted groups using varied "doses" of online components in case method education from fully online to strictly face-to-face in another research. They claim that participants who were exposed to intense online settings had more favorable evaluations of peer connection during the conversation than others, and that they surpassed face-to-face pupils in terms of conceptual and factual understanding about the case addressed. Because of the disparities in the examples and themes presented to these distinct groups, these findings must be viewed with care.

Furthermore, rather than an increased dose of online debate, it's probable that newly gained online abilities led to these favorable results. Researchers have uncovered many limits to threaded forums, which are one of the most extensively utilized settings for online debate, despite the fact that they are strongly supported by learning theories. Some of the issues limiting chances for meaningful thought, social engagement, and knowledge production include an excessive concentration on new postings, overlapping exchanges and hierarchical structure of discussion threads, and a lack of timely response. Improvements to student rules and instructions, as well as designing online activities to interest learners, teaching or moderating tactics, and improving the architecture of settings to facilitate excellent debate, have all been recommended by researchers. Despite the fact that learning through online discussion forums has been researched by a number

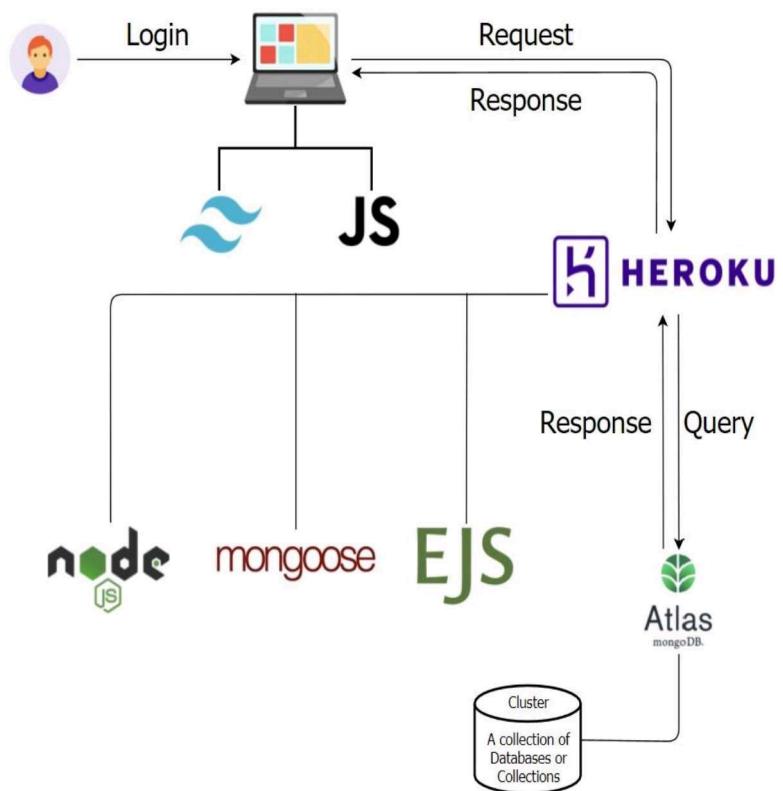
of scholars, research on the online case-method pedagogy and evaluation is scarce. Furthermore, results on the usefulness of online discussion forums are mixed and dependent on the type of discussion setting.

An online discussion forum is simply another technology-enabled tool, and the same concepts of technological acceptability, usability, and simplicity of use will apply here as well. Other external elements such as incentives to engage, perceived value of such tools, moderator's abilities, quality of the discussion setting, and prior experience of students in utilizing those tools impact the learning effectiveness. However, factors such as the online environment's structure, students' past abilities, the facilitator's style, and participation may have an impact on the quality of the debate and the consequences. There were no studies that examined the success of the design and delivery of online case discussion and evaluation in a business school context, despite the fact that best practices, methods, and effective design environments were offered. The fundamental difficulty with asynchronous discussion forums is a lack of engagement by the majority of students and the domination of a small group of students. The fear of losing marks as a result may limit their engagement to some level; nevertheless, grading may actually inspire students to participate in the conversation with thought and preparation.

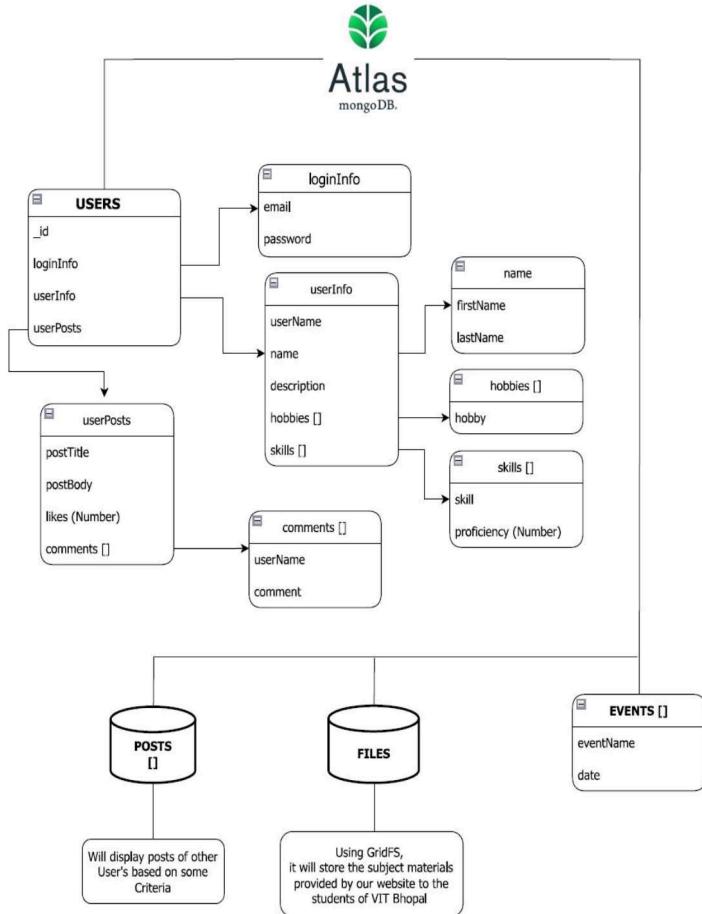
An effective learning environment and assessment must be carefully planned in order to avoid unintentionally diminishing learning motivation. Despite the fact that collaborative learning is critical, and that technology is a powerful enabler that matches what is required for discussion and collaboration, the extent to which asynchronous discussion forums have succeeded in enabling learning is unknown, and there is insufficient empirical evidence where a case study assessment is included.

#### **4. Topic of the work**

##### **a) System Design / Architecture**



*System Architecture/Working Modules*



## b) Working Principle

The project titled “SOCIAL FORUM FOR VIT BHOPAL” is designed using NODE JS as the server side scripting language and MONGODB as the DATABASE.

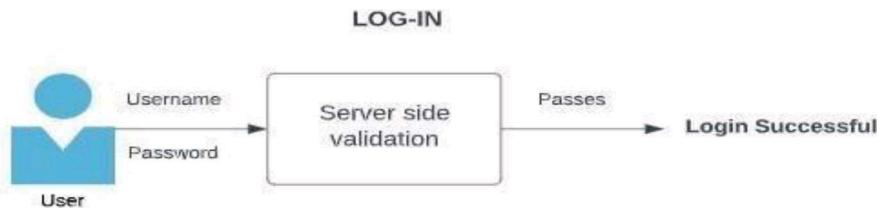
The project contains seven main modules.

- Authentication System
- Post Question
- About me and Skills
- Events

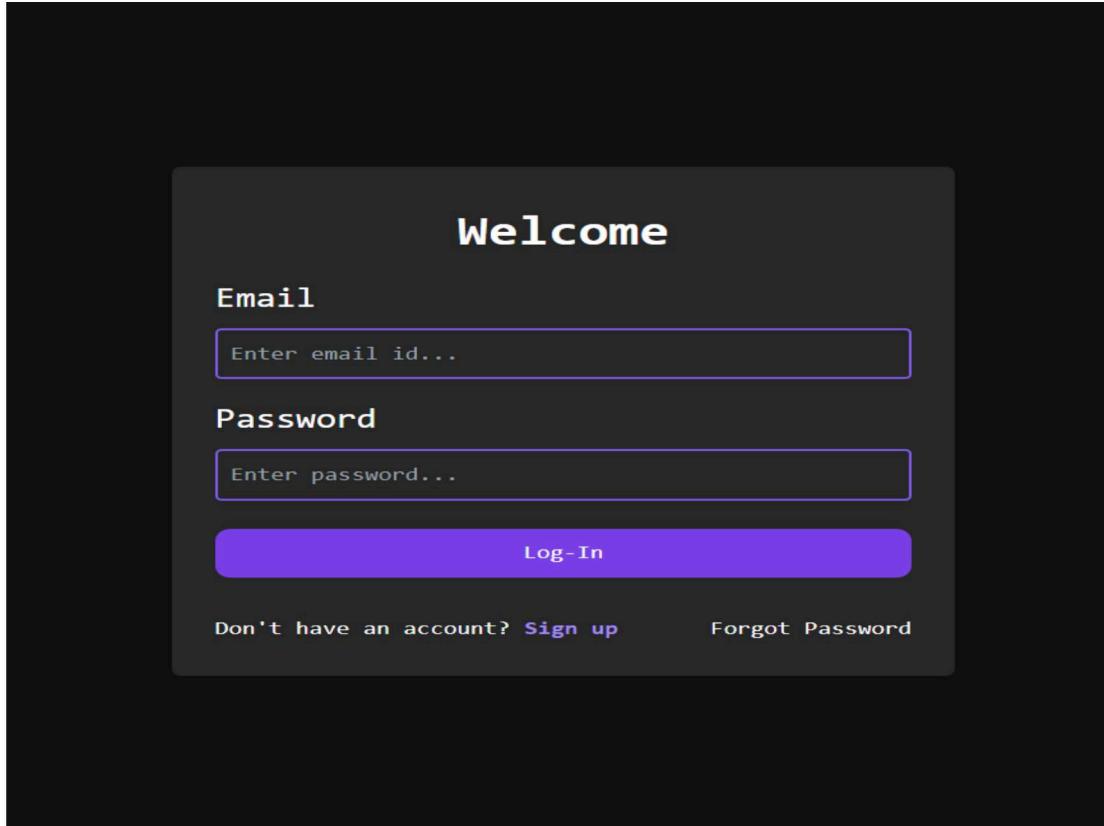
- Contact
- Materials
- Reply
- Admin

## **Authentication System:**

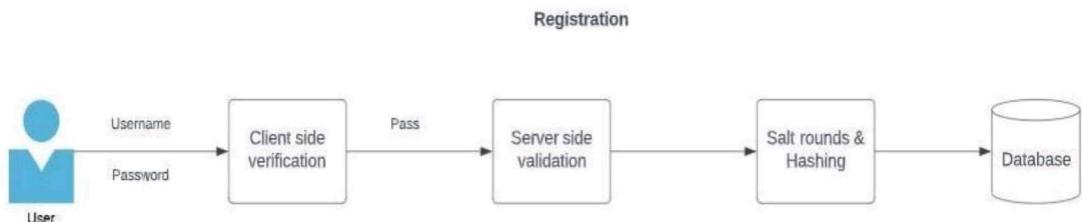
### **1. Log-in system**



Once the user submits the username and password, the server checks whether an account with such an email id exists or not in the database. If not then, it sends back the message to the client that no such account exists but if it does, then it converts the entered password by the user into a hash with the appropriate number of salt rounds and checks whether it matches with the hash present inside the database. The login is successful if both the hashes match, then the user is redirected to its home page, else, “password do not match” message is thrown to the user.



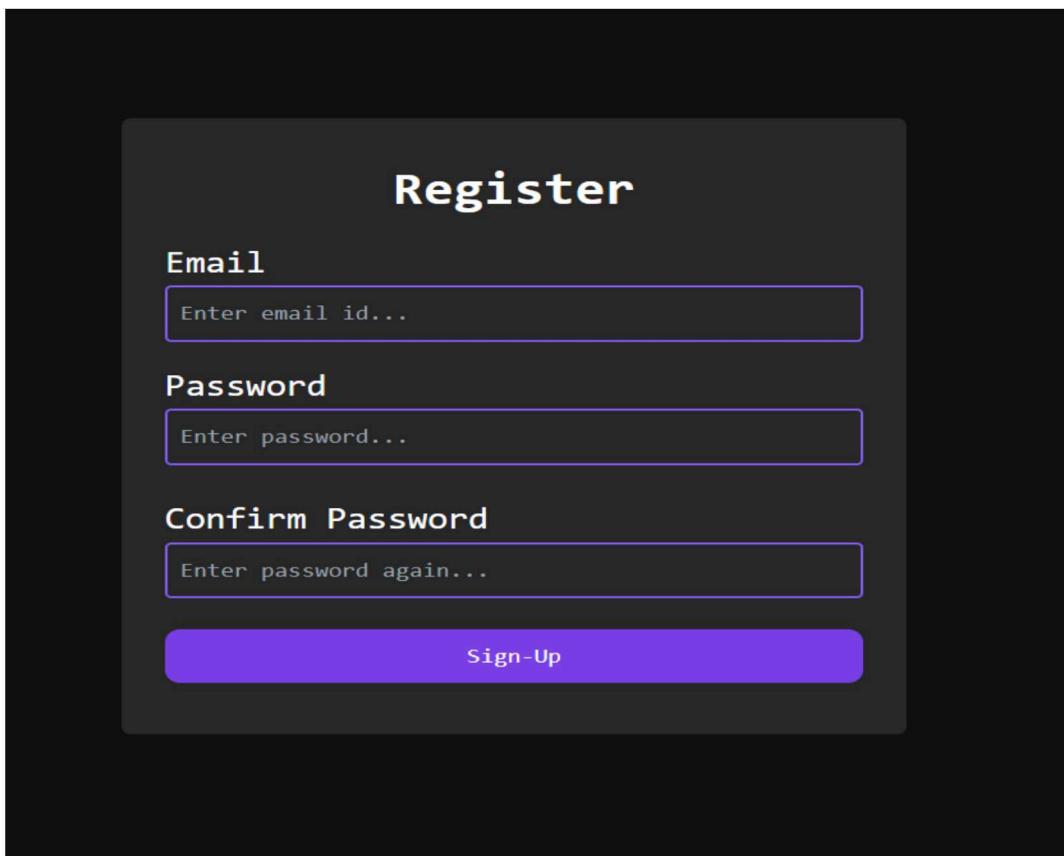
## 2. Registration



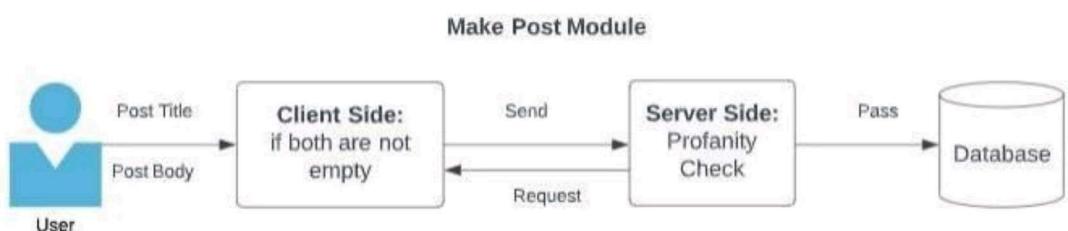
In this section, a new user registers his/her account before logging into the website.

The user is asked about their email id along with a password that they would want to set. Once all of the required fields in the registration form are filled by the user and it passes the client-side validation, which checks for the validity of the email and whether the password entered twice matches or not, the data is then sent to the server. The server then checks whether an account with the entered email id already exists or not in the database, if so, it throws the message of “account already exists” to the user. If the entered username and password passes both the client and

server-side validation, then the server hashes the password with randomized salt added to the password for a number of salt rounds before storing it into the database to make sensitive information like passwords stored into the database more secure and invulnerable to brute-force attacks.



### Post Question Module:



This is where a user can make posts and ask their questions. The post before getting stored into the database is processed by both on the client and server side. If any profane words are found in

either title or the body of the post, the user is said to make the appropriate changes if they want to publish the post for other people to see.

The image displays two dark-themed user interface components, likely from a mobile application. Both components feature a text input field at the top and a purple 'Post' button at the bottom. The first component contains the text "What can an asshole do?" and "this is to check if profanity filters are working or not." The second component contains the text "What can an \*\*\*\*\* do?" and "this is to check if profanity filters are working or not." A red message "Profane words found in title" is displayed below the second component's text input field.

What can an asshole do?  
this is to check if profanity filters are working or not.

---

Post

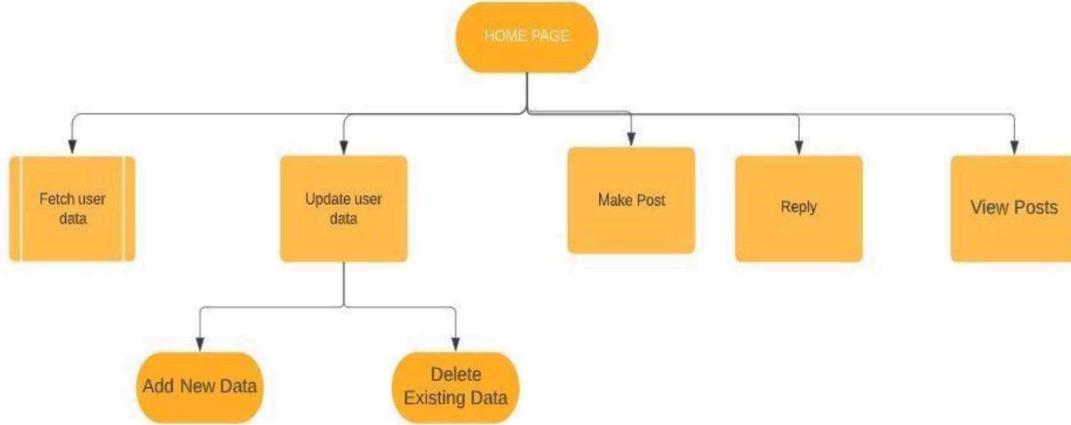
What can an \*\*\*\*\* do?  
this is to check if profanity filters are working or not.

---

Post

*Profane words found in title*

## Home page:



## About me and Skills Module:

This portion of the website allows users to display their technical skills as well as information about themselves.

The screenshot shows the "VIT Bhopal Social Forum" website. At the top, there is a navigation bar with links for Home, Materials, Events, Contact, and user profile icons. Below the navigation, there is a user profile section for "Eshaan Bahuguna" featuring a circular profile picture, the user's name, and a "Post" button. To the right of this is a "Skills" section listing HTML/CSS, JavaScript, Node.js + Mongoose, and C++ with corresponding progress bars. Further down, there is a "Posts" section displaying a post by "DhruvKumar" with a description, 100K+ likes, and 127 comments. Below the posts is a "Events" section listing various events with dates and descriptions. On the left side of the main content area, there are "About Me" and "Hobbies" sections, which are currently empty.

## Events Module:

By visiting this site, users may learn about forthcoming activities at the college along with the holidays being offered by the college.

The screenshot shows the 'Events' section of the VIT Bhopal Social Forum website. At the top, there is a navigation bar with links for Home, Materials, Events, Contact, and user profile. Below the navigation, the word 'Events' is displayed in large bold letters, followed by the message 'No Upcoming Events!'. A horizontal line separates this from the 'Holidays' section. The 'Holidays' section is divided into three columns: 'March', 'April', and 'May'. Under 'March', it lists '18 March 2022, Friday: Choti-Holi' and '19 March 2022, Saturday: Holi'. Under 'April', it lists '10 April 2022, Saturday: Rama Navami', '14 April 2022, Thursday: Dr. B. R. Ambedkar Birthday', and '15 April 2022, Friday: Good Friday'. Under 'May', it lists '3 May 2022, Tuesday: Eid ul-Fitr'.

## Contact module:

This module allows the user to send their feedback/queries regarding the platform or any bugs that they might've encountered to the developers so that they can improve this social forum website. If the users want to directly contact the responsible people, they can do so by using the contact information provided in this module.

The screenshot shows the 'Contact Us' page. On the left, there is a 'Contact Us' heading and a list of contact information: a mobile phone icon with numbers +91 7982-951-689, +91 9352-163-914, and +91 6395-680-797; an envelope icon with emails eshaan.bahuguna2019@vithopal.ac.in, asml.bhardwaj2019@vithopal.ac.in, and parth.sarthi2019@vithopal.ac.in; and the address ♀ Vellore Institute of Technology, Bhopal, Madhya Pradesh, India. On the right, there is a form titled 'Write your queries/feedback to us' with fields for Name, Email, and Message, and a Submit button.

## **Materials Module:**

This module allows users to check and download subject resources for their chosen disciplines.

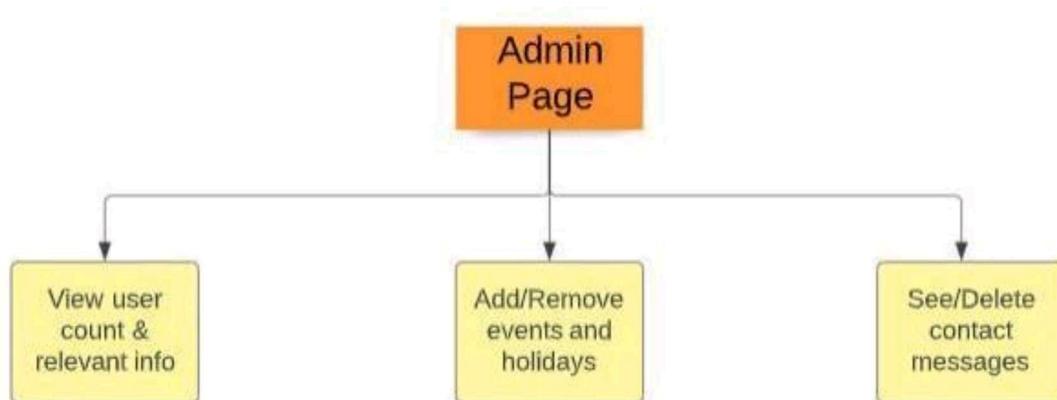
## **Search Module:**

This section is used to find answers to their questions, articles, and innovations. Users who are both registered and unregistered can search here.

## **Reply module:**

This module allows others to reply to someone's post, thereby allowing users to share their knowledge and opinions regarding the post made by a user.

## **Admin page:**



### **c) Results and Discussion**

The website, once implemented correctly with all of its moving parts working in harmony, will enable its users to not only interact with one another but also share and acquire knowledge.

They will also have access to resources they might require in their college life by using the Materials section of the website. The users will be notified of any upcoming events happening in the college. The developers of the website need to look into a system of how potential abusive behavior can be mitigated and a healthy environment can be sustained.

### **d) Individual Contribution by me**

1. Working on the development of the project as a team member.
  
  
  
2. Managing and helps in designing part and front end part.
  
  
  
3. Learnt about all of the technologies that will be used in our project.
  
  
  
4. The technologies learnt include are as follows-
  - HTML5/CSS3
  - Adobe XD

## **4. CONCLUSION**

VIT Bhopal's students are presented with a range of challenges, and the ways in which they communicate with one another to find a solution are restricted. That is why, in order to harness the potential of working together to tackle academic difficulties, it is vital to create an efficient and straightforward mechanism for students to engage with one another. Furthermore, the majority of the problems that some students are currently experiencing have already been solved by someone else, so creating an online student discussion forum is the exact solution.

This project proposes an online forum that helps in bringing learning community of our college and its learning items together on the same page .

This social forum uses seven main modules namely:Authentication System , Post Question, About me and Skills, Events, Contact, Materials, Reply and Admin.

Free registration is required to post and participate in the many features of the community

After properly developing and implementing these modules, with all of its moving pieces operating in unison, it allowed its users to not only connect with one another, but also exchange and learn information and inculcate their inquisitiveness.

They will also have access to materials that they may need during their academic career by accessing the Materials area of the website. Users will be alerted of any future activities at the college. We also investigated a strategy for mitigating possible abusive conduct and sustaining a healthy atmosphere.

This approach is useful for both students as well as faculties in order to solve problems of each other. It alleviates the shortcomings of current scenario and will be useful for the college in future. Overall, the current project's development is noteworthy since it provides the first step toward another perspective of eradicating the problems faced by college community .

## **5. Reference:**

1. [https://en.wikipedia.org/wiki/List\\_of\\_Internet\\_forums](https://en.wikipedia.org/wiki/List_of_Internet_forums)

Helped us in summarizing and comparing the existing works in the literature till now.

2. <https://it-maniacs.com/best-forums-for-students-high-school-undergrad-grad-s>

Got a general understanding about online forums available for schools and college's students.

3. <http://www.akamarketing.com/forums-pros-and-cons.html>

Helped us in knowing both sides of social forums. We kept in mind the cons of social forum and then decided to work upon them.

4. <https://www.hindawi.com/journals/edri/2014/589860/>

Took help from this reference for writing the literature review.

5. <https://www.sciencedirect.com/science/article/pii/S074756321500268X>

Learned about the future of social forums in coming decade and how it will be useful for our college's students in the future.

6. [https://www.behance.net/gallery/68545647/Taking-the-old-forums-into-2018?tracking\\_source=search\\_projects%7Csocial%20forums](https://www.behance.net/gallery/68545647/Taking-the-old-forums-into-2018?tracking_source=search_projects%7Csocial%20forums)

Took inspiration for the UX design of our website.

7. <https://dribbble.com/shots/15385888-Forum-dedicated-to-University-Community>

Another inspiration for UI/UX design for our different webpages of site.

8. <https://www.canva.com/>

Used for creating a logo for our social forum.

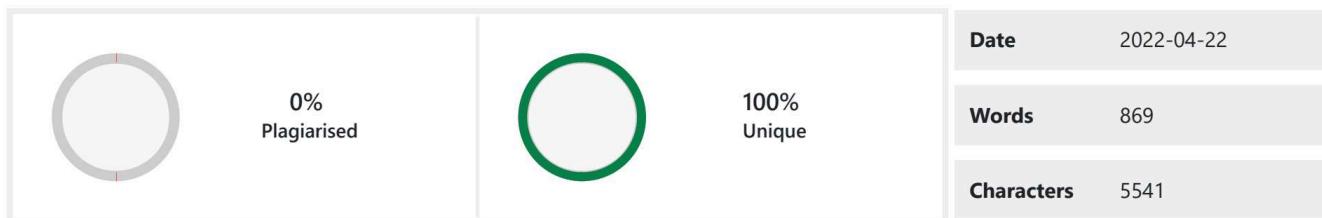
9. <https://fontawesome.com/>

Got frameworks and toolkits for the most popular plugins and packages .

10. <https://htmlcolorcodes.com/>

Helped in changing the color of the background and texts on a web page.

## PLAGIARISM SCAN REPORT



## Content Checked For Plagiarism

- INTRODUCTION

Is it possible for human connection through the internet to have a transforming effect on a person's life and society? When new, disruptive technology is introduced, it is always met with skepticism. Internet-based engagement has generally ignored the potential advantages at more inclusive levels of analysis, focusing instead on individual well-being (community and society). One of the essential advantages of online connection has been underestimated by researchers: its ability to lead to improved civic participation.

According to social psychology, people join organizations for a variety of reasons, including emotions of identification and belonging, as well as knowledge and assistance in achieving goals. Individuals gain information, as well as self-identity, values, attitudes, and concepts of acceptable conduct, through participating in face-to-face groups. People also desire to join groups of individuals in the online world of virtual communities for similar reasons. According to the research, people frequent virtual communities because of the opportunity to communicate the information they provide. Social support or friendships are other frequent motivations for joining a virtual community, depending on the main category of the virtual community. When seen in society as a whole, the frequency of each of these categories is fascinating, especially when it comes to friendship.

Online discussion boards have been around for a long time, predating the internet. Forums are still routinely used by roughly 20% of internet users in the US and about 10% of online users in the UK, indicating the value that users continue to receive from them even though social networking sites such as Facebook have apparently superseded them in the last decade. This value may arise, at least partly, because internet forums are one of the only places where users may participate anonymously.

Forums are unique, and their potential to create social capital and influence off-line civic behaviour is virtually unexplored. They risk being overshadowed by their larger, more tempting modern social networking counterparts. We would consider it a tragedy if this were to occur. The need for forums hasn't gone away, and forum operators should be aggressively advertising the benefits of forum use to a broader audience. Unconverted, committed, and active users may still require persuasion, but converted, committed, and active users already know that forums can change lives.

In the words of Radin , the forum formula "...succeeds in transforming many casual visitors into people who wholeheartedly contribute to the community...by their very existence, [online forums] are planting the seeds of revolution."

#### 1.1 Motivation

While a forum may be filled with individuals who are very different in most other respects, they may frequently find value in one another's presence by starting from a point of having something appealing in common. Students are confronted with a variety of issues, and the methods through which they interact with one another in order to come up with a solution are limited. That is why it is necessary to provide an efficient and simple way for students to interact with one another in order to harness the power of working together to solve academic problems. Furthermore, the majority of the problems that some students are currently facing have already been solved by someone else, so creating an online student discussion forum is the exact answer students want, as it allows them to communicate with one another from the comfort of their own homes, at any time. There hasn't been a platform that allows our college's students to communicate with one another and exchange their expertise.

We've discovered four main elements that influence how individuals utilize forums:

- Anonymity is crucial to many people. You may use whatever username you like and just share the information you want. It's a lot less personal, which allows for a lot more intimacy. No one knows who you are or where you came from, allowing you to be far more open, unguarded, and honest than you would in real life.
- Similarity: successful forums succeed because they mirror the interests and needs of their users. 'People who are similar to us' appeals to us. We share a sense of belonging, of trust, and of comprehension.
- Specificity: Forums allow us to share very specific aspects of our lives with others, such as questions we have. It enables us to pose extremely precise questions to folks who are more likely to understand what you're talking about and how to respond.
- Connectivity: Forums link us to strangers who understand what we're talking about, how we feel, and what we need when our immediate network can't. It's a North Star, leading individuals on comparable paths to the same destination.
- Friendship: It's simpler to get along with folks that are similar to us. This is made possible via forums. There have been several instances of threads igniting with individuals jumping into talks to offer encouragement to one another.

## 1.2 Objective

To make a social platform and host it on a server that enables the students to post their questions that they have regarding academics and are notified of the events going on around the campus. Members can post their questions or discussion prompts and reply to each other. To also give them the ability to download the material for any subject that they might require.

## Matched Source

No plagiarism found

---

Check By:  Dupli Checker

## PLAGIARISM SCAN REPORT



## Content Checked For Plagiarism

## 2. Existing Work / Literature Review

Increasing class numbers, shrinking resources, and broadening the variety of student cohorts have all put pressure on higher education, encouraging it to experiment with novel pedagogies. Identifying the most effective uses of technological tools available in higher education and effectively deploying them in the classroom to increase student learning is currently a major study topic in accounting education. Using an asynchronous medium for learning has become an important component of course delivery in higher education in this setting. Higher education institutions have begun to implement hybrid or blended learning models, which integrate classroom instruction with asynchronous and dispersed learning settings.

These hybrid models have resulted in the convergence of conventional classroom and online learning modes, combining the benefits of face-to-face and online learning modes of learning, and have become one of the primary answers to the changing higher educational climate.

Online discussion forums are a kind of classical learning that encourages discourse, reflection, knowledge development, and self-evaluation. Online discussion forums have been increasingly accepted as tools for online learning due to their potential benefits. Students' critical thinking and problem-solving abilities, decision-making capacity, and writing communication skills may all benefit from online chats, as well as their ability to organize and evaluate information. Combining an online discussion forum with a case study approach, which is a standard pedagogical methodology used in many business schools, is seen to be an effective way to inspire students to connect theory to practice.

As a result, several academics have begun to use online discussion forums to educate utilizing the case approach. While the learning objectives of online and face-to-face case discussions are essentially the same, there is little research on the pedagogy and assessment of the online case method in business and accounting education.

However, the effects of these hybrid learning models, which mix traditional classroom case study pedagogy with asynchronous media like online discussion forums, on learning outcomes and processes, remain unknown. Given the recent extensive use of course management systems (CMS) and learning management systems (LMS) by academic institutions, more research is needed to provide insights into the field's present and future trends.

**Students' perceptions of online case method teaching in business education have been investigated in two studies.**

According to a research by Jonassen and Kwon, participants of the online group reported better satisfaction and perceived quality of the discussion process and outcomes than members of face-to-face groups. They discovered that online groups went through more cycles of the ideal problem-solving process, which included identifying the problem, framing the conversation, and formulating a solution. In their research, they discovered that online groups had less verbal engagement than their face-to-face counterparts. Webb et al. contrasted groups using varied "doses" of online components in case method education from fully online to strictly face-to-face in another research.

They claim that participants who were exposed to intense online settings had more favorable evaluations of peer connection during the conversation than others, and that they surpassed face-to-face pupils in terms of conceptual and

factual understanding about the case addressed. Because of the disparities in the examples and themes presented to these distinct groups, these findings must be viewed with care. Furthermore, rather than an increased dose of online debate, it's probable that newly gained online abilities led to these favorable results.

Researchers have uncovered many limits to threaded forums, which are one of the most extensively utilized settings for online debate, despite the fact that they are strongly supported by learning theories. Some of the issues limiting chances for meaningful thought, social engagement, and knowledge production include an excessive concentration on new postings, overlapping exchanges and hierarchical structure of discussion threads, and a lack of timely response.

Improvements to student rules and instructions, as well as designing online activities to interest learners, teaching or moderating tactics, and improving the architecture of settings to facilitate excellent debate, have all been recommended by researchers.

Despite the fact that learning through online discussion forums has been researched by a number of scholars, research on the online case-method pedagogy and evaluation is scarce. Furthermore, results on the usefulness of online discussion forums are mixed and dependent on the type of discussion setting. An online discussion forum is simply another technology-enabled tool, and the same concepts of technological acceptability, usability, and simplicity of use will apply here as well. Other external elements such as incentives to engage, perceived value of such tools, moderator's abilities, quality of the discussion setting, and prior experience of students in utilizing those tools impact the learning effectiveness. However, factors such as the online environment's structure, students' past abilities, the facilitator's style, and participation may have an impact on the quality of the debate and the consequences. There were no studies that examined the success of the design and delivery of online case discussion and evaluation in a business school context, despite the fact that best practices, methods, and effective design environments were offered.

The fundamental difficulty with asynchronous discussion forums is a lack of engagement by the majority of students and the domination of a small group of students. The fear of losing marks as a result may limit their engagement to some level; nevertheless, grading may actually inspire students to participate in the conversation with thought and preparation. An effective learning environment and assessment must be carefully planned in order to avoid unintentionally diminishing learning motivation. Despite the fact that collaborative learning is critical, and that technology is a powerful enabler that matches what is required for discussion and collaboration, the extent to which asynchronous discussion forums have succeeded in enabling learning is unknown, and there is insufficient empirical evidence where a case study assessment is included.

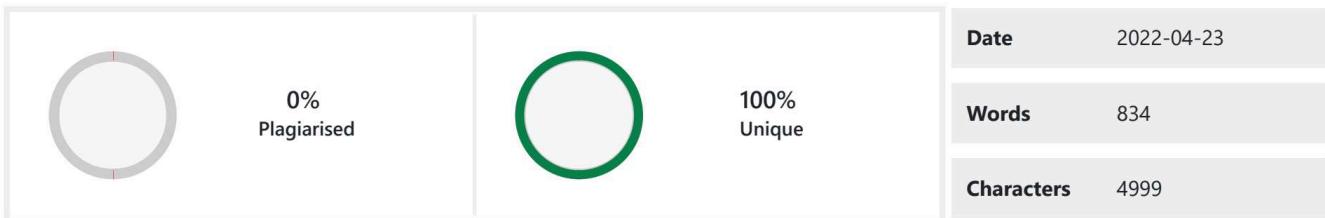
## Matched Source

### Similarity 7%

Title: [\(PDF\) Using cases as a teaching tool in IS education Student Feedback on Distance Learning with the Use of WebCT](#)

[https://www.researchgate.net/publication/27398868\\_Using\\_cases\\_as\\_a\\_teaching\\_tool\\_in\\_IS\\_education](https://www.researchgate.net/publication/27398868_Using_cases_as_a_teaching_tool_in_IS_education)

## PLAGIARISM SCAN REPORT



## Content Checked For Plagiarism

## b) Working Principle

The project titled "SOCIAL FORUM FOR VIT BHOPAL" is designed using NODE JS as the server side scripting language and MONGODB as the DATABASE.

The project contains seven main modules.

- Authentication System
- Post Question
- About me and Skills
- Events
- Contact
- Materials
- Search
- Reply
- Admin

7

Authentication System:

1. Log-in system

Once the user submits the username and password, the server checks whether an account with such an email id exists or not in the database. If not then, it sends back the message to the client that no such account exists but if it does, then it converts the entered password by the user into a hash with the appropriate number of salt rounds and checks whether it matches with the hash present inside the database. The login is successful if both the hashes match, then the user is redirected to its home page, else, "password do not match" message is thrown to the user.

8

2. Registration

In this section, a new user registers his/her account before logging into the website.

The user is asked about their email id along with a password that they would want to set. Once all of the required fields in the registration form are filled by the user and it passes the client-side validation, which checks for the validity of the email and whether the password entered twice matches or not, the data is then sent to the server. The server then checks whether an account with the entered email id already exists or not in the database, if so, it throws the message of "account already exists" to the user.

If the entered username and password passes both the client and server-side validation, then the server hashes the password with randomized salt added to the password for a number of salt rounds before storing it into the database to make sensitive information like passwords stored into the database more secure and invulnerable to brute-force attacks.

9

Post Question Module:

This is where a user can make posts and ask their questions. The post before getting stored into the database is processed by both on the client and server side. If any profane words are found in either title or the body of the post, the user is said to make the appropriate changes if they want to publish the post for other people to see.

10

Home page:

About me and Skills Module:

This portion of the website allows users to display their technical skills as well as information about themselves.

11

Events Module:

By visiting this site, users may learn about forthcoming activities at the college along with the holidays being offered by the college.

Contact module:

This module allows the user to send their feedback/queries regarding the platform or any bugs that they might've encountered to the developers so that they can improve this social forum website.

If the users want to directly contact the responsible people, they can do so by using the contact information provided in this module.

Materials Module:

This module allows users to check and download subject resources for their chosen disciplines.

12

Search Module:

This section is used to find answers to their questions, articles, and innovations. Users who are both registered and unregistered can search here.

Reply module:

This module allows others to reply to someone's post, thereby allowing users to share their knowledge and opinions regarding the post made by a user.

Admin page:

c) Results and Discussion

The website, once implemented correctly with all of its moving parts working in harmony, will enable its users to not only interact with one another but also share and acquire knowledge.

They will also have access to resources they might require in their college life by using the Materials section of the website.

The users will be notified of any upcoming events happening in the college.

The developers of the website need to look into a system of how potential abusive behavior can be mitigated and a healthy environment can be sustained.

13

d) Individual Contribution by members

1. Working on the development of the project as a team member.

2. Managing and helps in designing part and front end part.

3. Learnt about all of the technologies that will be used in our project.

4. The technologies learnt include are as follows-

- HTML5/CSS3

- Adobe XD

4. CONCLUSION

1. Looked into the working of the web application and how the individual modules will be interacting with one another.

2. Learned about Tailwind CSS framework which will help in the development of the UI of our Web Application.

3. Learned about how Node.js server is implemented by using Express and EJS.

4. Learned about Mongoose which connects the Node.js application to MongoDB database.

5. Looked into the deployment of a Web Application in the real world by working with Heroku.

6. Learned about Mongo Atlas which enables us to host our database onto a remote server.

## Matched Source

No plagiarism found