**GHANA COMMUNICATION TECHNOLOGY UNIVERSITY (GCTU)**

**FACULTY OF ENGINEERING**

**DEPARTMENT OF COMPUTER ENGINEERING**



***Topic:***

DESIGN AND DEVELOPMENT OF AN ENHANCED E-LEARNING PLATFORM FOR AN INTERACTIVE EDUCATIONAL EXPERIENCE

A Project Work Submitted in Partial Fulfillment of the Requirements For

BSc. in Computer Engineering

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**CHAPTER ONE**

**INTRODUCTION**

**1.1 Overview**

E-learning is a learning system based on leveraging the capabilities of technology in teaching and learning practices. It has been on the rise in the past few years. Many e-learning platforms have been developed to solve problems that arose due to the pandemic. According to the Ghana Journal of Higher Education, the modern landscape of higher education is undergoing a shift towards digital platforms, allowing for a wider accommodation of students across a relatively broader geographical area for teaching and learning. Amid the necessities that arose because of the pandemic, e-learning rose to become a basic form of education at all teaching levels, which actually led to an increased accessibility and flexibility and also enabled a broader reach for students across different locations. However, there is the question about the sustainability of this e-learning trend post-pandemic, and whether there will be a return to traditional teaching and learning methods, or that the development of e-learning platforms will be continued by innovators.

The emergence of e-learning in the traditional teaching and learning presents its own sets of opportunities and challenges. Gyamfi and Addo discuss the limitations of the traditional model, especially in addressing the modern demands of education. This approach has struggled to accommodate the evolving needs of the modern digital age, particularly in providing access to education, especially in remote regions, contributing to a gap in effective online learning as compared to traditional learning. They emphasize the importance of acknowledging the limitations of traditional teaching methods and embracing innovative approaches to education, such as e-learning. One such approach would be in the development of a comprehensive, integrated learning platform that caters to the modern demands of education:- personalize the learning experience for each student, catering to their individual strengths and weaknesses; incorporate opportunities for students to develop critical thinking skills through interactive activities, simulations and project based learning;developing of digital literacy skills as well as fostering collaboration and communication among students and tutors.

There are many such e-learning systems in the world we live in today. Such platforms like Udemy, ALX SE, Edureka, Scrimba, Harvard Extension, among others, have played a vital role in facilitating access to educational resources and opportunities (educational democratization), however, these platforms often focus on specific niches or cater to a more individual learner journey.

Kim, Lee & Yoon came up with a model to guide the design and development of an e-learning platform so it would be successful. They suggest five factors that contribute to the success of an e-learning platform.These are;

1. system quality - this is the functionality, reliability and usability of the e-learning platform
2. lecture content - referring to the quality, relevance and accessibility of learning materials on the platform.
3. teaching quality - which is the effectiveness on the lecturer's part in delivering educational content.
4. online interaction - refers to the level of engagement and interaction among students, instructors and course materials.
5. achievements - which are the tangible outcomes attained by students and instructors in relation to predefined learning objectives and performance standards that have been set.

By focusing on these core principles, we aim to create an integrated teaching and learning environment using GCTU as a case study. The internet is the perfect tool for learning, as it offers flexibility and expediency to learners at the same time offering endless opportunities for innovative teaching.

**1.2 Problem Statement**

This project proposes the development of a comprehensive, integrated e-learning platform to enhance teaching and learning in Africa. It will address the challenges of student location and accessibility while remaining cost-effective in the long term. Universities in Ghana, especially, GCTU face challenges in with growing student population. There is also the limited accommodation on campus as well as around campus that create a bottleneck, hindering access to education for many qualified students. Furthermore, the need for providing quality education to individuals in remote regions and also expanding the university’s reputation or reach beyond the Ghana geographical borders is also there.

ELearning provides a very promising solution to this challenges by reducing the reliance on physical classrooms, thereby enhancing access to education for students in remote areas and also expand the universities global reach. It will solve the problem of accommodation constraints by offering courses online, eliminating the need for everybody to come to campus at once. Also students in remote areas can access the quality education by using the e-learning platform, regardless of their location. This bridges the geographical gap and allows for fair and equal access to quality education. Finally, the university would be able to extend its wings and offer access to education to students worldwide. Harvard University’s extension school, for instance, offers a variety of online courses and even full degree programs to learners worldwide. This move by Harvard, shows that they recognized the limitations of traditional educational models in meeting the demands. This would increase the university’s international recognition and would contribute in creating a global learning community, whereby students from different countries worldwide can collaborate and learn together.

**1.2.1 Limited Accommodation and Accessibility Challenges at GCTU**

This university faces a significant challenge in providing adequate on-campus housing for its student population and the ones available around campus are costly. This results in a large portion of the students body residing far from campus, often at least 10 kilometers away. This geographical distance creates a barrier to traditional in-person learning, giving that lectures start at 8 am, it forces students to make long and potentially expensive and exhausting daily commutes to attend lectures.

**1.2.2 The High Cost of Existing Solutions**

While third-party video conferencing platforms like Zoom or TeamViewer provide an option for remote learning, the ongoing costs associated with these services could result in a substantial financial challenge for GCTU. For a technical institution like GCTU, which encourages innovation and seeks to capitalize on its own experience, this is particularly concerning.

**1.2.3 The Need for a Custom, Cost-Effective E-Learning Platform**

A comprehensive e-learning platform that is specifically built to cater for GCTU's particular circumstances is important. This platform would be required to provide top priority to features like:

Video-conferencing: This feature would aim to facilitate real-time interaction and collaboration between instructors and students regardless of location.

Flexibility and Accessibility: This feature would aim to cater to the different learning needs of students by offering asynchronous learning opportunities alongside live lectures.

Cost-Effectiveness: This approach would aim to eliminate ongoing licensing fees for external video conferencing platforms, saving GCTU valuable resources.

**1.3 Research Aim and Objectives**

**1.3.1 Research Aim**

The main objective is to design and implement a web-based application that facilitates a high-quality, remote learning experience for students. This platform will eliminate the need for physical campus attendance by providing a comprehensive suite of educational tools, including:

1. **Video conferencing**: To enable real-time interaction between instructors and students.
2. **Centralized repository**: To offer a secure and organized location for accessing learning materials such as lectures recordings, notes, assignments.
3. **Assessment tools**: Allows instructors to evaluate student comprehension through various methods such as quizzes, exams, projects.

**1.3.2 Specific Objectives**

1. **Develop a user-friendly interface**: The goal of this objective is to build a platform that is simple to use and intuitive for students with varying levels of technical experience.
2. **Implement diverse assessment tools**: This focuses on building functionalities in order to properly assess student learning such as multiple choice quizzes, open-ended essays, peer reviews.
3. **Develop a content management system (CMS)**: Provide a content management system (CMS) so that lecturers can quickly add, modify, and manage the educational resources they share with students.
4. **Design and develop an admin interface** for platform management, user control, and data analysis.
5. **Design and develop a lecturer interface** for course creation, content upload, communication tools, and grade management.
6. **Design and develop a student interface** optimized for access to learning materials, communication, assessment participation, and progress tracking.

**1.4 Significance of study**

The COVID-19 pandemic accelerated the shift towards digital learning, as highlighted by research conducted by Jakhar et al. (2020). Even though many schools are trying to transition back to face-to-face or in-person teaching and learning, the need for having a flexible and accessible learning solution still remains a priority. In a similar research conducted by the students of GCTU last year (2023), Adagobo et al, proposed that successfully developing a platform that serves in the context of e-learning would serve the university in improving learning procedures on campus. Implementing a hybrid approach to learning, combining the positives of asynchronous learning and synchronous learning would greatly improve teaching and learning in the school. Students residing far from campus or juggling work and studies can access course materials and complete assignments on time, and since some students grasps concepts quickly, while others benefit from revisiting materials and practicing at their own pace, the features incorporated on this platform would allow them to focus on understanding before moving on. Some students also prefer visual learning through recordings, while others benefit from interactive activities. This hybrid approach would cater to these different learning styles.

**1.5 Scope and Limitation**

**1.5.1 The scope of this research**

This research will focus on developing a comprehensive online learning module as a pilot program for the Computer Engineering and Telecommunications Engineering Program within the Faculty of Engineering at Ghana Communication Technology University. The platform will be designed with scalability in mind to accommodate future integration with other faculties in subsequent iterations.

**1.5.2 The limitations of this research**

* 1. The initial development phase will prioritize core functionalities like video conferencing, content delivery, and assessment tools. More advanced features like gamification or personalized learning paths will be incorporated in later iterations.

1. The pilot program will be implemented with courses offered by the Faculty of Engineering. Scaling the platform university-wide will require additional planning and resource allocation to accommodate the needs of other faculties.
2. External factors such as unreliable internet connectivity and power supply in some regions of Ghana could potentially impact the platform's effectiveness. Future research directions could explore incorporating offline functionalities or developing partnerships with internet service providers to address these challenges.

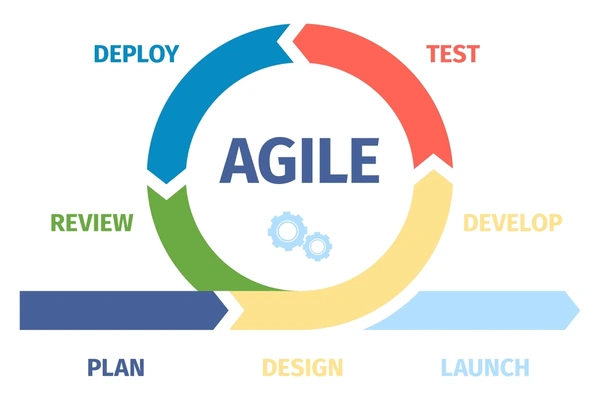
**1.6 Brief Methodology**

**1.6.1 Design Concept**

This project will implement an Agile development approach using the Scrum framework. Scrum places a strong emphasis on user feedback, iterative development, and continuous improvement.

1. Product Backlog: A comprehensive list of functionalities will be created, prioritizing features based on user needs and project goals.
2. Sprints: Development will occur in short, time-boxed sprints (2-week iterations) where a set of features is developed, tested, and deployed.
3. User Feedback: After each sprint, user feedback will be incorporated to refine the platform and prioritize features for future iterations.

This approach allows for flexibility and adaptation as the project progresses, ensuring the final platform effectively meets the needs of students, instructors, and administrators.



*Figure 1.1 The Waterfall Software Development Life Cycle*

**1.6.2 Software required**

1. Microsoft Windows 10 Home or 11 Home
2. Visual Studio Code for Windows
3. Chrome, Firefox Web Browsers

**1.6.3 Frameworks and Libraries**

1. MongoDB Atlas for hosting our MongoDB database
2. NodeJS to serve as the runtime environment for our server
3. ExpressJS as our web Framework
4. HTML, CSS and JavaScript for our client side development.
5. Socket.io for real-time bidirectional communication
6. Git and GitHub for version control

**1.6.4 Hardware Requirements**

1. Processor (CPU):

Minimum: Intel Core i5-8th Gen or AMD Ryzen 5 3rd Gen (or equivalent)

Recommended: Intel Core i7-10th Gen or AMD Ryzen 7 3rd Gen (or equivalent)

1. RAM:

Minimum: 8GB DDR4 RAM

Recommended: 16GB DDR4 RAM - This would allow us to run multiple development tools smoothly

1. Storage:

Minimum: 256GB SSD for faster loading times and overall performance

**1.7 Organization of Project**

The project is organized as follows: Chapter 1 covers the introduction, study background, issue description, major and secondary objectives, significance of the study, scope and limitations, process, and project organization. In Chapter 2, the literature review is discussed in order to offer an analysis of relevant and current research studies. The project's methodology is thoroughly discussed in Chapter 3. This is an extended version of the brief method from chapter 1. Chapter 4 covers outcomes and analysis, or the evaluation and analysis of results. Chapter 5 is meant to be the conclusion.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 Overview**

This chapter conducts a comprehensive review of the existing literature relevant to the field of study. It lays the foundation for the proposed project by by providing a detail analysis of each of the projects parts. This chapter explores the theoretical frameworks and methodological approaches used in earlier studies. It offers an evaluation of of relevant projects pertaining to WebRTC (Web Real Time Communication), SSR (Server Side Rendering), Scalable Database management Systems and the use of ODM (Object Data Modelling) libraries, Containerization, System architecture design to avoid SPOF (Single Point of Failure) as well as Web Sockets. Reviews in this chapter are drawn from online resources and journal publications.

**2.2 Current Issues of Concern**

The university system in Ghana is having a hard time keeping up with the increasing number of students enrolled. The restricted housing options on and around campus leads to bottlenecks, and students in remote locations frequently do not have access to high-quality educational programs. Universities also find it difficult to have a solid worldwide reputation and reach outside of Ghana. These problems undermine both the overall influence of Ghanaian institutions and educational equity.

Furthermore, the increasing demand for flexible and accessible learning options adds another layer of complexity. Students are looking for educational options that work with their hectic schedules and geographic constraints. This increasing demand for flexibility may not be met by traditional classroom environments.

**2.3 Definition of Related Areas**

This section reviews detailed definitions that are closely related to the project topic and scope, aiming to make things clearer and further understanding of the project.

**2.3.1 WebRTC (Web Real Time Communication)**

WebRTC, which stands for Web Real-Time Communication, empowers peer-to-peer associations without the require for third-party servers.Information sharing over WebRTC is straightforward, supported by WebRTC APIs, and accessible at many stages thanks to its simplicity. At first, servers are required for clients to set up associations. After the initial setup, clients can talk directly to each other, without the server involved.When a client sends data to the signaling server, the server transfers this data to the other client. After accepting this information, the client stores it locally. In this way, this client sends its claim information to the server, which transfers it to the other client. This trade guarantees both clients are mindful of each other, encouraging an association foundation. Signaling servers, utilized for this information trade, are standard servers with the sole reason of encouraging client information trade. The method of exchanging information from one client to another in WebRTC is called signaling. In WebRTC session establishment, the initial step is offer generation. A client initiating communication creates an offer, typically a JavaScript object encapsulating Session Description Protocol (SDP) data. The Session Description Protocol (SDP) embedded within the offer specifies media capabilities, such as video and audio codecs supported. The client sends this offer to the signaling server, which forwards it to the other client. Upon receiving the offer, the other client stores it locally and constructs an answer containing its own SDP information.. This answer, also transmitted via the signaling server, details the recipient's media capabilities. While both parties now possess a mutual understanding of each other's media offerings, an additional exchange of data, termed ICE (Interactivity Connection Establishment) candidates, is necessary to establish the peer-to-peer connection. Clients give URLs of these servers to the WebRTC API to get ICE candidates. As the client makes an offer, ICE candidates are recovered from the servers. These candidates are at that point sent to the other client by means of the signaling server. The same handle happens when creating answers. Once both clients have each other's SDP information and ICE candidates, they can build up a coordinate peer-to-peer association. Information transmission through WebRTC APIs from that point happens straightforward between the clients, empowering efficient and secure real-time communication.

**2.3.2 Web Sockets**

Web Sockets allow for two way communication, between a client like a web browser and a server through a persistent, full-duplex connection. Unlike HTTP requests where the client typically initiates communication and the connection closes after each response, WebSockets remain open, allowing both the client and server to exchange messages at any time. This back and forth communication is ideal for applications requiring low latency real time updates, such as chat platforms, online games or collaborative editing tools. By using a handshake process (“HTTP upgrade request” and “WebSocket Handshake”) to establish connections, Web Sockets can efficiently receive data in both directions without the need for repeated setup. This efficiency makes Web Sockets more effective for real time communication compared to methods like polling or long polling. In summary Web Sockets offer a solution, for creating web applications that demand immediate responsiveness and minimal delays.

**2.3.3 Server Side Rendering**

Server-side rendering (SSR) is a procedure that renders a web page on the server instead of within the browser. When a website is rendered on the server, a completely rendered page is sent to the client and the client's JavaScript bundle locks in and empowers the Single Page Application system to function.  Server side rendering (SSR) is a method employed in web development where the server dynamically creates the HTML content of a web-page and sends it to the clients browser. This differs from client side rendering, where the browser uses JavaScript to generate the HTML content after receiving HTML from the server.In SSR, when a user asks for a web page, the server handles the request, collects the data from a database or external APIs, and then generates the HTML content incorporating this data. The entire HTML page is then transmitted to the client's browser for display without any processing. This approach can lead to quicker initial page loading times. Improved search engine optimization (SEO) since search engines can easily scan and index the HTML content. SSR is frequently utilized in web applications developed with server side technologies like Node.js, Django, Ruby on Rails and PHP. It proves advantageous for websites with content or dynamically generated content where SEO and performance play vital roles. Nonetheless implementing SSR may add complexity to development and up keep efforts as it necessitates handling of server side and client side logic to ensure consistency and optimal performance, across platforms and devices.

**2.3.4 Success of e-learning platforms**

The rise of online learning platforms can be explained by several key factors. First, their on-demand access model grants learners anytime, anywhere learning, enabling them to progress at their own pace. Second, eLearning platforms offer a varied content library, catering to various learning preferences through multimedia elements like quizzes, interactive videos, and simulations. These elements promote increased learner engagement and improve knowledge retention. Finally, the inherent scalability and adaptability of eLearning platforms allow them to effectively serve a wide range of learners with diverse learning needs. Research conduction by S.Kim et al(2015) suggests that five core principles significantly contribute to the success of an eLearning platform:

1. System Quality: This encompasses the platform's technical functionality, reliability, and user-friendliness. Here, factors like intuitive interface design, responsiveness, and seamless content delivery are crucial.
2. Content Quality: This refers to the quality, relevance, and accessibility of learning materials hosted on the platform. Content should be well-organized, current, and aligned with established learning objectives.
3. Instructional Design: This focuses on the effectiveness of the instructional methods employed in delivering the learning content. This includes factors like clear learning objectives, well-structured content delivery, and the use of appropriate pedagogical approaches.
4. Online Interaction: This emphasizes the level of engagement and interaction within the platform. This includes fostering communication and collaboration among learners, instructors, and the learning materials themselves through discussion forums, group activities, and interactive assessments.
5. Learning Outcomes Assessment: This refers to the process of measuring and evaluating the knowledge and skills acquired by learners against predefined learning objectives and performance standards. Effective assessment strategies should be integrated within the platform to track learner progress and provide feedback for continuous improvement.

By focusing on these core principles, eLearning platforms can create an integrated and learner-centric teaching and learning environment.

**2.3.5 Scalable No-SQL Database Management Systems**

MongoDB stands out as a liked No-SQL database recognized for its ability to scale effectively. Its distributed architecture is the key, to this scalability allowing it to manage data volumes and heavy traffic loads efficiently. MongoDB utilizes sharing to distribute data among servers facilitating scaling. This implies that as data and traffic increase you can expand the number of servers in the MongoDB cluster to accommodate the growing demand. The adaptability of MongoDB schema also plays a role in its scalability. Unlike databases MongoDB does not mandate a predefined schema making it simple to introduce new fields or modify existing ones without any downtime. This adaptability proves beneficial in environments where requirements are subject to frequent changes. Apart from scaling MongoDB also supports scaling by enabling you to enhance individual server resources (such as CPU and RAM) within the cluster to manage higher workloads. The combination of vertical scaling capabilities makes MongoDB a scalable database solution suitable for various applications ranging from small startups, to large enterprises.

**2.3.6 Containerization (with Docker)**

Docker, an example of containerization transforms the landscape of software development and deployment by packaging applications and their requirements, into self contained units known as containers. These containers operate reliably across settings spanning from development, to production guaranteeing behavior of applications regardless of their deployment location. Containerization offers application segregation, flexibility and optimized resource usage simplifying the development and deployment workflow while enhancing resource efficiency compared to machines.

**2.3.7 System Architecture Design (avoiding Single Point of Failure)**

A critical aspect of system architecture design is the elimination or mitigation of Single Points of Failure (SPOFs). An SPOF is a single component whose failure can cause the entire system to become inoperable. It's really important to make sure that a our system doesn't rely on one part that could cause the whole thing to fail. When a single point of failure occurs it means that if one component breaks the entire system will stop working. To prevent this, methods like having backups and being able to handle faults are used to keep the system running even if something goes wrong with one or more parts. This is particularly crucial, in systems where any downtime could lead to losses or affect how users interact with it. Ultimately avoiding points of failure helps boost the reliability, availability and resilience of a system.

**2.4 REVIEW OF RELATED AREAS**

This section provides an overview of other studies done by other authors that are relevant to this work. It briefly outlines the working of the systems examined in these related works, along with the methodologies used by the respective authors. Furthermore, it evaluates the strengths and weaknesses in these related works.

**2.4.1 Reviewed Work One**

**The Design and Implementation of an E-Learning System By; (Muhammad Hajara Hussaini. 2022)**

In this paper, the author discusses that the surge in admission requests to educational institutions globally has increased the strain on limited school resources across various regions. This strain can be seen in the limited number of human and material resources that is required to adequately cater for the needs of growing enormous populations. He argues that a new learning environment must be built that provides autonomy and flexibility, establishes contacts and facilitates smooth communication between cultural knowledge centers, and allows all members of a knowledge-based society easy access. He proposed that one approach to accomplishing this is through the use of virtual classrooms.The virtual classroom would supplement the traditional classroom method of teaching and learning, and it can be implemented using a variety of technology including teleconferencing or videoconferencing.

**Methodology used**

The author aimed to develop a web application for the eLearning platform. He set the system up into two parts; a client-side (front-end) which was developed using HTML5, CSS3 and JavaScript; and a server-side (back-end) which was developed using PHP and MySQL.

The application served three fundamental user interfaces, an administrator’s interface, an instructor’s interface and a learner’s interface. The administrator would be responsible for managing user details, course materials and user access rights and permissions. The instructor would be able to upload materials that were relevant to the course, as well as interact with students on the platform. The student would be able to register for courses, join virtual classrooms for lectures and have access to a centralized repository of course materials.

**Authentication**

The author set up authentication on the back-end of and makes use of the database which stores user accounts, and authentication credentials. The client-side interface was set up in a way that, the login page was universal and learners and instructors and admins would have to select their user type before entering their username and passwords.

**Virtual Classroom**

The author setup the virtual classroom without a videoconferencing feature. The virtual classroom served as a platform for access to learning materials, quizzes, assignment materials as well as class schedules, among others.

**Strengths of the study.**

The research provided insights into the following:

1. The study highlights the issue of pressure on education resources globally, setting a relevant context for the proposed solution
2. The author proposes good comprehensive solution in proposing for the development of a new learning environment. This solves the problem of pressure on limited resources available in universities.
3. The author recognized the need for a supplement for teaching and learning through the implementation of a virtual classroom. This is in line with the trend in higher education to accommodate growing student population.
4. Despite the absence of videoconferencing features in the virtual classroom, the platform offers practical utilities such as access to learning materials, quizzes, and class schedules. This pragmatic approach prioritizes functionality and usability, aligning with the study's objectives.

**Limitations of the study**

1. The virtual classroom setup described in the study lacks videoconferencing capabilities. This limitation could restrict the interactive and engaging quality of online lectures, thereby hindering effective communication between instructors and students.
2. While the study describes functionalities for administrators, instructors, and students, it does not include ways for encouraging active involvement and participation in the virtual classroom setting. Without proper methods to encourage learner involvement and collaboration, the usefulness of the eLearning platform may be jeopardized.

**2.4.2 Reviewed work two**

**The Process of Designing the Functionalities of an Online Learning Platform- A Case Study By; (Robert Oliwa, 2021)**

In this study, the author is looking into the process of designing the functionalities of an online learning platform as proposed by three distinct user groups: students, academics, and administrative staff. Furthermore, the study aims to acquire insight into how these participants' opinions influence the platform construction process. Using a case study design, the author investigates whether users of the online learning platform can help define its functionalities, specifically remote class creation and sharing, test administration, and enhanced student activity reporting. Within the context of Ghana Communications Technology University, by involving students, instructors, and administrative staff in platform development, the proposed e-learning platform for GCTU can address diverse needs and preferences, ensuring accessibility, flexibility, and cost-effectiveness.

**Methodology**

The study used a mixed-methods approach to assess the design and functionality of an online learning platform through the eyes of students, professors, and administrative staff.

**Qualitative Data Collection**

Individual interviews were held with randomly selected individuals from each user group (students, teachers, and administrative personnel). These interviews provided detailed insights into participants' preferences, experiences, and needs for the online learning platform. Questions that were open-ended allowed participants to freely express their ideas and suggestions, leading to an even more specific understanding of their perspectives.

**Quantitative Data Collection**

A detailed online survey was distributed to a handful of students and teachers to get quantitative data on their thoughts and experiences with the online learning platform's functions or what said functions should be. The survey used structured questions and Likert scales to quantitatively assess participants' attitudes and preferences. This enabled a systematic examination of replies and the discovery of trends and patterns across various user groups. This study has established grounds for the development of a successful e-learning platform by employing a mixed-methods approach.

**Strengths of study**

1. By combining qualitative feedback from individual interviews with quantitative data from surveys, the study gathered a wide spectrum of viewpoints from students, teachers, and administrative personnel.
2. The integration of qualitative and quantitative data enabled a comprehensive synthesis of findings, resulting in useful suggestions for improving the design and effectiveness of an online educational platform.

**Limitations of the study**

1. The study sample size which was used might have been limited which would mean that the conclusions drawn from the study cannot be applicable in a more generalized setting or outside the context of the research.

**2.4.3 Reviewed Work 3**

**Design And Implementation Of A Desktop Based System To Enhance Teaching Using Screen Sharing Technology Through Wlan Using GCTU As A Case Study( Adabogo Emmanuel, Gertrude Fafali, 2022)**

This study aims to address several key challenges and to improve the overall learning experience for both lecturers and students. Their approach aimed to allow for seamless sharing of educational materials, presentations to eliminate the need for costly subscription-based virtual classrooms. Using real-time video and audio sharing mechanisms with WebRTC, they aimed to optimize the platform to allow for interactive discussions and collaborations between lecturers.

**Methodology**

The methodology that the authors employed encompasses several key components aimed at designing and implementing a screen-sharing software for e-learning purposes.

1. **Technology Selection:** The study begins by carefully identifying appropriate technologies for designing and implementing the screen-sharing system. This phase considers factors like efficiency, tolerance for errors, scalability, and cost efficiency.
2. **WebRTC Implementation:** They utilize WebRTC to facilitate real-time communication and data transfer between lecturers and students. This technology provides a framework for audio and video peer to peer streaming over the web without the need for a third party, making it ideal for this application.
3. **Backend Development:** The utilized JavaScript runtime, NodeJS for the back-end development, which is responsible for the server-side operations.
4. **User interface design:** They used HTML and CSS from the front-end or user interface, which is the part of the application that users interact with.
5. **Scalability Assessment**: The system's scalability is assessed, taking into account elements such as the number of concurrent users it can support and its ability to handle increasing workload demands.

**Strengths**

1. By utilizing WebRTC technology and implementing real-time screen sharing capabilities, the study offers an innovative solution to address the challenges faced in traditional e-learning environments.
2. The research's focus on building a desktop-based system with open-source technologies such as JavaScript, HTML, and CSS shows its focus on cost-effectiveness. The study offers universities a more financially sustainable alternative to pricey subscription-based virtual classroom applications.
3. Along with basic screen-sharing capabilities, the system supports chat, file-sharing, and audio streaming. These extra features improve the e-learning experience by encouraging interaction and collaboration between lecturers and students in virtual classroom environments.
4. The system's design prioritizes scalability, with up to 26 individuals using a single 4G WIFI interface. This scalability means that the system can effectively serve different class sizes while also adapting to the changing needs of educational institutions throughout time.

**Limitations**

1. The study focuses primarily on the development and testing of a screen-sharing system that employs WebRTC technology. It may not include all aspects of e-learning, including assessment methodologies, curriculum design, and learner engagement strategies.
2. While the system has effective screen-sharing features, it may have technical restrictions such as bandwidth, latency, and device compatibility. Users with slower internet connections or older technology may have performance issues, which limit the system's accessibility and usability.
3. The findings of the study may be specific to the context in which it was conducted, such as the particular technological infrastructure and user preferences within the university campus; drawing the results to other educational settings or cultural contexts might require additional change.

**2.4.4 Reviewed Work 4**

**Design and Implementation of Online-Learning platform with a large class size: Case study at University of Energy and Natural Resources-Ghana By; ( Peter Appiahene, Christopher Ninfaakang, 2017)**

This research explores the experimental use of a web-based platform to supplement and improve the teaching and learning of the Computer Literacy and Information Technology course at Ghana's University of Energy and Natural Resources (UENR103). The study was conducted over two academic years with a combined class of over 300 students each year. The document discusses the methodology used in developing the online-learning platform, the results of implementing the platform, student engagement through activities like group discussions and self-assessment tests, and the overall response from students and instructors to the technology-supported learning environment. The study aims to showcase the application of online learning for large classes and how it was implemented at the University of Energy and Natural Resources, providing insights into the benefits and challenges of using technology in education.

**Methodology**

The first phase of the study focused on developing a web-based platform tailored to supplement the teaching and learning of the Computer Literacy and Information Technology course at the University of Energy and Natural Resources (UENR). This involved collaboration between instructional designers, web developers, and subject matter experts to create a platform that aligns with course objectives and student needs. The developed online-learning platform was implemented over two academic years, accommodating a combined class of over 300 students each year. This phase involved integrating the platform into the course curriculum, providing access to students, and facilitating instructor training on platform usage and management. Throughout the study, student engagement was promoted through a variety of activities supported by the online learning platform. These activities included group discussions, self-evaluation assessments, interactive quizzes, multimedia information delivery, and collaborative projects. The goal was to encourage active learning, involvement, and knowledge retention among students.

**Strengths**

1. Providing the option for students to read materials or watch videos caters to diverse learning styles and preferences, accommodating different ways in which students may absorb information effectively.
2. The ability for students to submit assignments online and download materials from the platform streamlines the process of academic tasks, making it more convenient and efficient for both students and faculty.
3. The implementation and testing phase of the project highlight the main features of the e-learning system, such as authentication mechanisms, database utilization, user account management, and error handling, indicating a comprehensive and well-thought-out development process.

**Limitations**

1. The authors faced challenges in gathering information and data from users for an objective assessment of the proposed e-learning products was challenging. Expected users were unwilling to provide input or gave vague information, leading to uncertain results.