

Developer's Community

CREATED BY :- Hrishikesh Pawar

Table of Contents

S. No	Content	Page No
1	Introduction	1
2	Rationale	2
3	Objectives	3
4	Literature Review	4
5	Feasibility Study	7
6	Methodology/ Planning of work	8
7	Facilities required for proposed work	9
8	Conclusion	10
9	References	11

Introduction

This project is aimed to developing an online Developer's Community. The entire project has been developed keeping in view to share the information through online platform(web-app). Our project is aiming to create dev community across global platform . Through this application any person who is interested in technology can register himself and get the updates and information related to tech world . Moreover, if any general Developer wants to create online blog related with their expertise. He can also take the help of others developer(blog's). Developers is having the authority to perform addition, deletion, and modification of their blogs if required. The project has been planned to be having the view of centralized storage of the database. The application for the storage of the data has been planned using mongodb and all the user interfaces have been designed using the React technology. We are Creating a web-app using the MERN(Mongodb ,Expressjs,React js ,node js). The application takes care of different modules and their associated reports, which are produced as per the applicable strategies and standards that are put forwarded by the administrative staff.

Rationale

The main aim of this project is to provide data to users on our site. Students can gather the information from one site as well as give their feedback and create their own blog. Users can post their views and thought and analyze themselves. Besides all such core functionalities, the application also includes features like FAQ, request, feedback etc. so as to provide a satisfactory user experience.

Objectives

1. The main objective of the Project on “Developer’s community” is to create global Developer Community for Tech beginner’s and for students too, so they can upgrade themselves and learn new tech things.
2. Provides the searching facilities based on different categories
3. “Dev’s community” also manage the Content details online for Entries details, Views details, Blogs.
4. Shows the information and description of the Blogs.
5. Share important news with users.
6. Contribute to an existing conversation.
7. Promote a product/service.
8. Manage the information of Entries.

Literature Review

Blogging has recently gained considerable interest among EFL teachers and learners as a new approach to teach writing in classroom. Blogs place a special focus on learners' writing mechanics, energize them, and provide them with greater classroom writing dynamics. Blogging is an excellent way for learners to communicate with one another in a socially based context through technology (Lamonica, 2010, p. 5). Using blogs makes learners' writing more participatory and more focused on everyday language use (Penrod, 2007; Boling, 2008; Higginson, 2009; Stanley, 2013). Research studies reveal that blogs play a considerable role in improving learner reflection, classroom dialogue and social networking (Ray & Hocutt, 2006; KhoureyBrown, 2005; Efimova & de Moor, 2005). Blogs also enhance the writing skills of elementary, intermediate and secondary school students (Glewa & Bogan, 2007; Lomicky & Hossain, 2008). The aim of this research paper is to investigate the effectiveness of online blogging for students' individual and group writing skills. The paper also explores how blogs can help students to develop their writing skills in nontraditional ways, which can in turn add a great value to writing pedagogy and methodology.

What is good about using blogs in writing classes is that they introduce the use of outside school practices of literacy (Pahl & Rowsell, 2005). According to sociocultural theory, literacy is as a socially based practice and is mediated by a person's culture (Larson & Marsh, 2005). It can be enhanced through dialogue, discussion and storytelling. This creates self-expression and helps students discuss their ideas and then put them in writing either individually, in pairs or in a group. In this sense, blogging per se is not technology; rather, it is literacy, which underscores the strengths of authentic writing. Collaborative writing becomes a key issue at school that students should be engaged in (Boling et al., 2008). Unlike traditional methods of teaching writing skills, blogging introduces students to conversation, interaction, communication and debate before the actual writing stage. Many teachers unfortunately limit themselves to using a paper-and-pencil method to teach a writing class, but this often seems desultory (Barone & Wright, 2008). Blogging also gives students a personal purpose that makes writing more engaging than the academic critical thinking adopted by most curricula (Boling, 2008).

Academic blogging provides a good environment for literacy processes of various kinds, such as critical thinking, reflection, questioning, modeling, social practices, discussion and development, when teachers adopt it for classroom practices (Merchant, 2005; McGrail & Davis, 2011). Blogging also provides a space for writing down ideas in their embryonic stage to be refined later (Davies and Merchant, 2007, p. 170). When engaged in academic blogging, writers can develop and nourish their community through collaboration (Miller and Shepherd, 2004). Inasmuch as humans are born with an innate desire to learn in a social setting involving collaborative practices, literacy involves all socializing practices that begin at home and are later developed by further communication with others, and blogging is a case in point (Lamonica, 2010, p. 5).

When blogging is used in classroom, it helps learners to be active members of a community characterized by its constant changing rhythm, where knowledge is built

up within a large sociocultural system (Larson & Marsh, 2005). This makes a quantum leap in teaching writing, with a shift from traditional methods such as teacher-centered and student-centered methods to a learning-centered method. This means that optimally learning takes place through participation and collaboration in a sociocultural context mediated by instruction. For undergraduate students, blogging is a key to learning, as they share ideas, socialize, communicate, debate, discuss and better express their ideas when they see those of their classmates, and vice versa.

Upper-elementary teachers reported a lack of preparation for teaching writing (Gilbert & Graham, 2010) due to the short 15-minute time period. Given such time constraints, teaching metacognitive thinking skills relating to writing ideas and writing development is impossible (Kixmiller, 2004). It is also good to know one's reader and that reader's interpretation of the blogging-based writing material. This is a real challenge for students learning writing skills through blogging activities (Kellogg, 2008). At the undergraduate stage; students must take their writing ideas and their reader's possible interpretation(s) into consideration. With their readers in mind, students writing through blogging can imagine their audience's point of view and thus can revise and improve their ideas and writing style (Hollaway & McCutchen, 2004). Several blogging platforms provide students with access to a larger audience, and when blogging practices are well designed and planned, students can write about interesting ideas for longer periods of time (McGrail & Davis, 2011, p. 417). As such, readers can also serve as a barometer of students' writing in terms of development, interest and sense (Torrance, 2007).

The paradigm shift in language learning dictates a shift from so-called teacher-centeredness to learner-centeredness in an EFL context since the 1950s (Brown, 1987). Empowered by digitization, the learning process can also now shift toward learning-centeredness, and the project-based approach has become more popular. *International Education Studies* Vol. 11, No. 1; 2018 preferable among EFL teachers and learners (Özdemir & Aydin, 2015, p. 372).

The learning environment, among other socio cultural factors, is one challenge that EFL learners and teachers face in their writing classes (Okan, 2008). A persistent problem is the lack of classrooms designed for language learning and equipped with the necessary audio-visual tools to facilitate learning language skills (Özdemir & Aydin, 2015, p. 373). What facilitates language learning by learners' perceptions is the way instructions are delivered (Lowyck & Clarebout, 2004). Nonetheless, students with positive attitudes toward their learning environment are more likely to write better. Crowded classrooms can negatively affect language learning (Yaman, 2009).

As practical tools, blogs create wonderful opportunities in an EFL environment both for teachers and for learners (Aydin, 2014). The use of blogging in writing classes could help students improve their writing performance when they receive well-organized instructions (Wu, 2005). In a research study conducted by Vurdien (2013), the results revealed that the use of blogs by teachers helped students improve their writing ability and write better in specific tasks. Blogs also fostered collaboration among students, and the use of blogging played a positive role in understanding how the learners' feedback can be effective. A research study was conducted to examine the

effects of extensive writing. The study used different stages of blog entries written by the participants sampled for the same study. The results showed that blogs could play a useful role in improving students' writing performance through motivating them and enhancing what is known as learner autonomy in boosting writing skills (Sun, 2010).

When the potential use and value of blogs in language learning was examined in Taiwan, the results revealed that there was a general acceptance of blogs by students as a productive tool to improve their language skills, such as writing, vocabulary, selfexpression, socializing and thinking skills (Noytim, 2010). In the same vein, Hashemi and Najafi (2011) stated that the use of blogs has a positive impact on teaching writing skills to EFL learners. Arslan and Şahin-Kızıl (2010) observed that blog-based writing can play an important role in improving students' writing performance. Similarly, a study conducted by Koçoğlu (2009) revealed that the use of blogs was significant in terms of learners' writing and speaking skills.

Feasibility Study

This will describe the very first step of software engineering i.e. feasibility study of the project that include the feasibility, need and significance of the project

After doing the project Online Blogging System, study and analyzing all the existing or required functionalities of the system, the next task is to do the feasibility study for the project. All projects are feasible - given unlimited resources and infinite time.

Feasibility study includes consideration of all the possible ways to provide a solution to the given problem. The proposed solution should satisfy all the user requirements and should be flexible enough so that future changes can be easily done based on the future upcoming requirements. A. Economical Feasibility:

This is a very important aspect to be considered while developing a project. We decided the technology based on minimum possible cost factor.

- All hardware and software cost has to be borne by the organization.
- Overall we have estimated that the benefits the organization is going to receive from the proposed system will surely overcome the initial costs and the later on running cost for system.

B. Technical Feasibility:

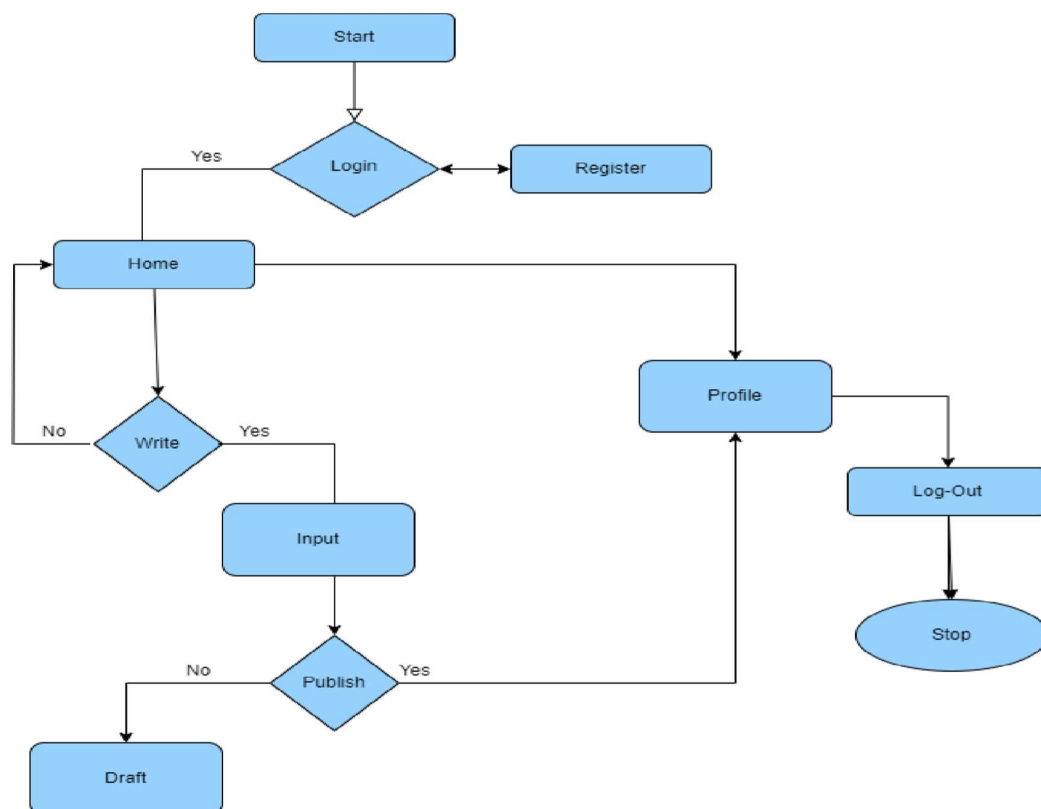
This included the study of function, performance and constraints that may affect the ability to achieve an acceptable system. For this feasibility study, we studied complete functionality to be provided in the system, as described in the System Requirement Specification (SRS), and checked if everything was possible using different type of frontend and backend platformst.

C . Operational Feasibility:

No doubt the proposed system is fully GUI based that is very user friendly and all inputs to be taken all self-explanatory even to a layman. Besides, a proper training has been conducted to let know the essence of the system to the users so that they feel comfortable with new system. As far our study is concerned the clients are comfortable and happy as the system has cut down their loads and doing.

Methodology/ Planning of work

1. Firstly, user has two choices to login or register their selves.
2. After Registering into the blog the user will be redirected to the login page where he can log into the profile and share his ideas by using the developer's community.
3. After Logging in into his profile he will get the options for writing the blog.
4. If the user wants to write a blog then by clicking write button he will be directed to write page, where he can write his content.
5. After writing his content he will be able to publish his blog by clicking Publish Button and after publishing the blog the user will be redirected to his own profile where he can see all his blogs that he has posted till date.
6. In the profile section, there are options provided for the users to log out
7. By clicking the log out button the user will be redirected to the log in page from where he can access his own account.



Facilities required for proposed work

1. Software/Hardware required for the development of the project.
2. Technologies :- HTML , CSS , REACT , EXPRESS JS , NODE JS, Postman(API)
3. Operating Environment :-The online blogging system web application will operate with the following Web Browsers: Microsoft Internet Explorer, Mozilla Firefox and Google Chrome.
4. Operating System :- Any Operating System
5. Software requirements : Http Server ,Visual Studio Code ,
Mongodb(Atlas)
Languages used: Javascript , Html, CSS
6. Internet Access

Conclusion

This project was developed to fulfil the requirement of common blogging platform for educational purposes for students and Developer's . However, there are lots of scope to improve the performance of the Online Blogging System in the area of user interface, database performance, and query processing time etc. So, there are many things for future enhancement of this project.

Web based interface for generate reports, like who has published more contents, who has commented most, the logged in time etc. •

Linking and integration of other online educational web sites.

References

- 1)Chretien, K., Goldman, E., & Faselis, C. (2008). The reflective writing class blog: Using technology to promote reflection and professional development. *Journal of General Internal Medicine*, 23(12), 2066–2070. <http://doi.org/10.1007/s11606-008-0796-5>
- 2)Chu, S. K. W., Chan, C. K. K., & Tiwari, A. F. Y. (2012). Using blogs to support learning during internship. *Computers and Education*, 58(3), 989–1000. <http://doi.org/10.1016/j.compedu.2011.08.027>
- 3)Churchill, D. (2009). Educational applications of Web 2.0: Using blogs to support teaching and learning. *British Journal of Educational Technology*, 40(1), 179–183. <http://doi.org/10.1111/j.1467-8535.2008.00865.x>
- 4)Confluence (Version 5.7) [Team collaboration software]. (2015). Sydney, Australia: Atlassian Pty Ltd.
- 5)Co-operative Education and Work-Integrated Learning Canada (CEWIL). (n.d.). Co-operative Education Definition. Retrieved from <http://www.cewilcanada.ca/coop-defined.html>
- 6)de Andrés Martínez, C. (2012). Developing metacognition at a distance: Sharing students' learning strategies on a reflective blog. *Computer Assisted Language Learning*, 25(2), 199–212. <http://doi.org/10.1080/09588221.2011.636056>
- 7)Divitini, M., Haugaløkken, O., & Morken, E. M. (2005). Blog to support learning in the field: lessons learned from a fiasco. *Proceedings of the 5th IEEE International Conference on Advanced Learning Technologies (ICALT 2005)*, 219–221. <http://doi.org/10.1109/ICALT.2005.74>

8)Edgar, S., Francis-Coad, J., & Connaughton, J. (2013). Undergraduate reflective journaling in work integrated learning: Is it relevant to professional practice? AsiaPacific

Journal of Cooperative Education, 14(3), 147–156.

9)Halic, O., Lee, D., Paulus, T., & Spence, M. (2010). To blog or not to blog: Student

perceptions of blog effectiveness for learning in a college-level course. Internet and Higher Education, 13, 206–213. <http://doi.org/10.1016/j.iheduc.2010.04.001>