ONLINECAMPUS: CENTRALIZED SCHOOL-BASED WEB APPLICATION

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**ABSTRACT**

Students are not aware of the activities in the university because they are not informed and onlinecampus is a web application school-based social media platform that keep the students,parents and instructors up to date in any school activities. The objective of the researcher is to create a social media which is school based web app that helps students to organize their school tasks, assignments and schedules and to keep them up to date in any school activity such as events, exams and quizzes.To make this possible the researcher will ask students, parents and teachers to visit the site and give feedbacks about the web application and also to know what the application needs and how to improve it for the better use of the students, faculty and parents.This web application creates a faster sharing of school materials, and it also helps the college officers and organizers in organizing the students for the different events by retrieving information about their skills in the database. This will also help the students in keeping track of their academic performances and it is also a two-way information dissemination from students and teachers. From this project the researchers concluded that it was helpful to students and also to the instructors.It changes the students learning through an innovative learning system.

Chapter I

**INTRODUCTION**

**Background of the Study**

Education is central to development. It is one of the most powerful instruments for reducing poverty and inequality and lays a foundation to sustain economic growth. Education system has a big part of every nation. It is important to provide a strong educational foundation to the young generation to ensure the development of open-minded citizens and securing the future of everyone through innovative technology. Advanced technology available today can play a important role in boosting education-related to promote learning experience among students, teachers, parents and the school staff and faculties.

Technologies like social networking media has become the revolution of century such as the well known web application called facebook for its rich functionalities. It gives us opportunity to communicate with our family, friends, and co-workers and even in our classmates and instructors. You can stay in touch whenever and wherever you are. Businesses, Institutes, and the Governments have noticed the value of social networks in our lives, and they are using different techniques to incorporate their services and products online. Many organizations use it for their awareness campaign and share their ideas and findings. With these, people can be updated with the latest news, products, etc. Social media is a big source information. People have developed the habit of sharing their knowledge and finding via social media.

Today's classroom is not like it used to be. Long are the days of breathing in chalkboard dust or squinting your eyes to see the overhead projector. Today's curriculum usually is not based off memorizing a textbook and spurting back the answers. And, in today's educational environment, you also have the choice of gaining knowledge and experience through an online or on-campus classroom. What may have been thought of as impossible before the rise of technology, online classrooms provide greater freedom and flexibility to pursue your goals on your schedule. The decision in choosing between an on-ground, in-person classroom and one connected via video conferencing and the internet is one that should be made intentionally. While each option can equip you for success, one learning style may suit you better than the other([Ellie Walburg](https://www.cornerstone.edu/blogs/lifelong-learning-matters/author/ellie.walburg) on May 22, 2018).

The word “college” might make you think of students hanging out in dorm rooms or gathering for classes in enormous lecture halls. But that depiction is becoming increasingly out-of-date as technology provides for more and more ways to learn. In fact, online and distance learning has [steadily grown in popularity](https://onlinelearningconsortium.org/read/online-report-card-tracking-online-education-united-states-2015/) among college students, but does that mean it is a good choice for you.  
 Both online education and its traditional counterpart have pros and cons, so it is important for students to understand what to expect before they step foot—or log into—the classroom. We focused this side-by-side comparison on three key areas that make an impact on a student’s experience. We’ll also take a closer look at what a “blended learning” model has to offer.  
 One of the key components to consider when weighing the options is the amount of time you have every day to dedicate to schoolwork. A benefit to taking online courses is that they offer flexibility to the student. This is a great option for those who already have time commitments with family and work. Online classes will mold with your schedule—and allow you to log into your online course at a time that works best for you, as opposed to having to attend a lecture at a specific time. Most online courses will follow a weekly format where students are expected to log in, read course materials, contribute to online class discussions and complete assignments prior to the beginning of the next week. You will still have plenty to do for each class—but you will have more options for fitting this work in around other commitments. Generally speaking, this is the best option for students who have a little more freedom in their schedules. Traditional students do have some flexibility in their scheduling in that some schools offer night classes or classes that follow a schedule where they meet only once per week. One easy-to-overlook factor when it comes to scheduling is travel time to campus—a long commute can certainly make schedules difficult, especially if you’re planning on working while in school.Both traditional and online education certainly require some discipline to succeed, but there can be significant differences in how learning is structured. These structural differences can have a significant effect on your ability to stay on track. Online education: The increased flexibility of online learning comes with a bit of a trade-off—you’ll need to be highly self-motivated. All college classes require students to keep up on required reading and assignments, but some students may struggle to stay motivated when learning from the comfort of their home.  
 The best online students develop strategies for staying up to date on their coursework. Things like setting aside time every week for studying and creating a [work space with minimal distractions](http://www.rasmussen.edu/student-life/blogs/college-life/study-environment-tips/) can help immensely. Traditional education: When it comes to discipline and motivation, traditional education does have an advantage in the eyes of many. The structured schedule of attending class a handful of times per week and having routine face-to-face interactions with instructors can help keep students on task. Students in traditional, on-campus settings have more opportunities to be reminded of upcoming assignments, which can help if you tend to procrastinate on large, time-consuming assignments([Will Erstad](https://www.rasmussen.edu/student-life/blogs/author-archives/will-erstad/) on August 16, 2017).  
  
 Technology has impacted almost every aspect of life today, and education is no exception. Or is it? In some ways, education seems much the same as it has been for many years. A 14th century illustration by Laurentius de Voltolina depicts a university lecture in medieval Italy. The scene is easily recognizable because of its parallels to the modern day. The teacher lectures from a podium at the front of the room while the students sit in rows and listen. Some of the students have books open in front of them and appear to be following along. A few look bored. Some are talking to their neighbors. One appears to be sleeping. Classrooms today do not look much different, though you might find modern students looking at their laptops, tablets, or smart phones instead of books (though probably open to Facebook). A cynic would say that technology has done nothing to change education.  
 However, in many ways, technology has profoundly changed education. For one, technology has greatly expanded access to education. In medieval times, books were rare and only an elite few had access to educational opportunities. Individuals had to travel to centers of learning to get an education. Today, massive amounts of information (books, audio, images, videos) are available at one’s fingertips through the Internet, and opportunities for formal learning are available online worldwide through the Khan Academy, MOOCs, podcasts, traditional online degree programs, and more. Access to learning opportunities today is unprecedented in scope thanks to technology.  
 Insights into the influence of psychological, social, cultural and environmental factors on how we learn are emerging from “the new science of learning”. This approach to understanding education argues that in our complex and rapidly evolving world today, academic models based on interdisciplinary research are necessary to create effective teaching and learning environments.  
 Learning science’s expanded viewpoint is uncovering new approaches to education. Research by Professor R. Keith Sawyer, a leading scientific expert on creativity and learning, emphasises the power of technology to influence and enhance academia by providing experiences that lead to deep learning. These include allowing students to learn collaboratively, test out and redesign models, and articulate their knowledge both visually and verbally.  
 Imagine a classroom infrastructure that includes wireless technologies, remotely accessible switches and routers, and collaboration tools to create an “intelligent” environment for the invention of real-world Internet of Things (IoT) products, services, and experiences by students. Creation takes place in different venues, for example, in the classroom during project-based learning or alongside passionate technology peers via hackathons. Students model the networks they create in a simulator and prototype with cloud-based technology at home. Instructors are empowered with a customisable learning management platform while collaborating with peer instructors across the world.  
 Learning science’s interdisciplinary insights are uncovering new approaches to education. For example, the power of technology to influence and enhance academia.  
 The most exciting piece is, this is all achievable now. By applying learning science insights to IT education, we can create a dynamic, digital, and hands-on learning experience that is tailored, flexible, and relevant, developing the talent needed to power the digital economy.(Dennis Frezzo on May 10, 2017)   
   
 With 2018 just around the corner, technology is already sweeping through classrooms as educators and developers create more and more products designed to enhance education.  
 New technologies like AI, machine learning, and educational software aren't just changing the field for students, they're shaking up the role of educators, creating philosophical shifts in approaches to teaching, and remodeling the classroom.  
 With an influx of new learning models available, traditional educational methods are bound to evolve in the next decade. To get a better sense of where things are heading, Business Insider has taken a closer look at technology's developing role in the field of education and outlined the advances that could be spelled out for the future.Vary student learns differently, and technology allows educators to accommodate unique learning styles on a case-by-case basis.   
 "We're currently challenging the paradigm that all seven-year-olds are exactly the same and should be exposed to the same content," said Brian Greenberg, CEO of Silicon Schools, in an interview with Business Insider. "We're starting to question what's right for this seven-year-old versus what's right for that seven-year-old."  
   
 Technologies like DreamBox, a math education software that's used in a number of classrooms across the US, adapts to each student's skill level and lets students learn at a pace best suited to their needs.  
 Adaptive learning software is quickly replacing the role of textbooks in the classrooms and students are tackling subjects with the aid of tailor-made computer programs that assist their needs.  
 With technology making it easier than ever before to query Google or effortlessly calculate a math problem, educators are determining the types of knowledge students need in order to thrive in a technology-saturated workforce.While educational models of the past focused on providing students with the requisite skills to turn them into skilled workers, the educators of today are more concerned with teaching students how to learn on their own."The real purpose of education is for the brain to be empowered with information," said Greenberg. "We're teaching students to learn to think, to learn to learn, and to critically assess a situation."(Zoe Bernard on December 27, 2017)  
 This paper reports a small-scale study on the websites of 12 K-9 schools from four municipalities in Sweden. The purpose of the study is to explore, describe, and compare what and how information relevant for parental use is presented by local schools on their websites, which reflect the schools’ perceptions, intentions and strategies of communicating and cooperating with families. Epstein’s six key components regarding parental involvement are used as a theoretical framework in order to examine and analyse the content of school website settings. To evaluate the website design features, the website evaluation metrics suggested by Parajuli are adapted and applied. The results indicate that information on school websites for parental use is generally limited. It seems that schools’ expectations for parental involvement in education are based mainly on the social aspects of student development, rather than on pedagogical issues. In general, the websites of independent schools are more attractive than most public schools’ websites in terms of information richness and freshness, variations and friendliness. There is a need to develop websites that are more accessible for parents with immigrant backgrounds and non-Swedish speakers(Limin Gu,June 13, 2017).

This study was set to identify self-regulation skills required for online learning and to characterize cognitive transfer of on-campus and online students. The study included two groups of undergraduate students who studied the same course, but in different settings: online and on-campus. Data collected via an online survey and semi-structured interviews indicated that cognitive strategies and regulation of cognition are significant for successful online learning. Findings also indicated that the online students were more aware of mastery learning and information processing strategies than the on-campus peers. The online students specified the importance of planning, controlling, and evaluation skills for meaningful learning; whereas the on-campus students asserted lack of self-discipline and limited communication skills as barriers for distance learning. Near- and far-transfer components were identified, showing a significant positive correlation with self-regulation skills for both groups of learners(Miri Barak;November 2016).As technology has rooted its way into our day to day existence, education has been changed. Long gone are the times of thumbing through an Encyclopedia. With information at the tips of our fingers, learning is now boundless. (Though there is, of course, the argument that technology has adversely influenced students’ learning schedules, due to digital distractions and the impact on their attention spans.)  
 Improving education is a huge issue for our society. Test scores, our perceived performance against different nations, and different elements have pushed education to the bleeding edge of national legislative issues, directly behind healthcare reform. Technology can be utilized to improve teaching and learning and help our students be successful.  
 While everyone would love to see smaller schools and class sizes, technology cannot do that physically. However, technology can be a “force multiplier” for the teacher. Through the use of learning management systems (LMS) students can access online resources to get assistance on demand beyond the physical reach of their teacher. Technology can also extend education in another way.  
 Education doesn’t stop toward the finish of the school day. Students can access teachers, resources, and assignments via the web whenever and wherever they have an internet connection. For students who need to spend more time practicing a concept, online exercises and curriculum can also help them work at their own pace and still keep up with their peers.  
 Parental contribution is another factor impacting student accomplishment that can expand with technology. Most guardians nowadays have extremely bustling schedules. In turn, they may not have time to assist their child with homework at home or come to class for conferences. Technology can help. Parents may be able to meet with teachers via web conferencing or other online collaboration tools. Additionally, they can check their child’s attendance, assignments, and grades through online frameworks. They can likewise converse with their children from work via email, texting, instant messaging, and video calling.  
 Technology-based projects can also inspire students to think and collaborate as opposed to memorizing, whether they’re using the web for research or to correspond with other students or experts who are not physically present. These projects likewise help them learn technology skills they’ll need to succeed in the modern workforce.  
 Though technology itself can be expensive, it can also help schools save money. Virtual field trips, electronic documents, email instead of printed memos, virtual labs, electronic textbooks, and the thousands of free online resources help schools save cash and still give students amazing educational experiences.  
 Teachers can also utilize technology to discover resources and go to virtual expert improvement courses and conferences (most are free). They can likewise make personal learning networks (PLN) with Ning, Twitter, and different resources to discover and share thoughts and resources, and get support from their colleagues.(Taha Ahmed Khan on September 27, 2018)  
  
 Full program implementation is crucial for effectiveness but is often overlooked or insufficiently considered during development of behavioral change interventions. For school-based health promotion programs, teachers are key players in program implementation, but teacher support in this phase is mostly limited to technical support and information. To ensure optimal implementation of the Dutch school-based sexual health program Long Live Love, a Web-based coaching website was developed to support teachers in completeness and fidelity of program implementation.  
 The aim of this paper is to provide insight into the process of systematic development of a Web-based coaching intervention to support teachers in their implementation of a school-based sexual health program.  
  
 Teacher’s implementation behavior was characterized by inconsistently selecting parts of the program and not delivering lessons as intended by program developers. Teachers, however, did not perceive this behavior as problematic, revealing the discrepancy between teacher’s actual and perceived need for support in delivering Long Live Love lessons with completeness and fidelity. Teachers did, however, acknowledge different difficulties they encountered which could potentially negatively influence the quality of implementation. With the IM protocol, this Web-based coaching intervention was developed based on a concept of unobtrusive coaching, by and for teachers, to bring about change in teachers’ implementation behavior. This provides an example of a Web-based intervention to bring about behavioral change in a target group of intermediaries who lack intrinsic motivation for coaching and who’s perceptions differ from their actual problematic behavior. The IM protocol is a useful tool for guiding the scientific development of interventions and making them compatible with the needs and preferences of the target group(Lisette Schutte; July 2016).  
  
 Developing self-regulated learning (SRL) among students is critically important to enable success in and beyond school. The study highlights the practices of an experienced Grade 7 teacher, Janet (pseudonym), who supported students’ SRL through social interactions. This exemplary case was drawn through a screening procedure with data collected via an in-depth interview, informal conversations, and classroom observations. The study presents the teacher's perspective and ways of working to support students’ SRL. The data reveals that constructive social interactions and SRL are closely linked. The implications are discussed in light of SRL supportive teaching practices(Effat Alvi; 2015).  
  
 Exploratory studies have started to demonstrate the potential value of digital backchannels for enhancing interaction in university lectures. The present study was conducted in a third year engineering course and involved the use of specialised backchannel software with the following features: students could anonymously post questions, vote on questions, give the lecturer feedback regarding the pace of the lecture or simply alert the lecturer that they were ‘lost’. The study used a mixed-method data analysis design that, in addition to data automatically logged through the backchannel, included the use of observations, surveys, lecturer interviews and student focus groups. It was found that students used all features of the backchannel, with especial use of the ‘like’ feature, not currently available in most commercial backchannel packages. The backchannel increased the number of questions asked in class, and also resulted in a broader range of students participating in such interactions. There was limited evidence of the backchannel proving a distraction; on the contrary some students said that it helped them to focus more in class. From the lecturers' perspective the backchannel did require some modification of their lecturing style but they felt that the additional feedback that they achieved was valuable(David Baron; 2016).The researchers observation in the college of information technology,upon making announcements, school facilitators would have to go in every classrooms to give announcements. The downside of this is that not everyone may receive the news. Not every student is guaranteed to be present at the time there is announcements. This costs not just the time and energy of school facilitators but they also intervene upon lectures in classes. Newly transferred students usually gets trouble in getting familiar in the school, this gives them a hard time in doing things in school. Instructors in the department can only talk with their students during consultation hours which is limited and they have a lot of students and it is one of the problem of the students.  
 Social media can be a medium of communication in schools and a source of information and education has a big role in every nation and social media networks has been part of everyday life of the people. The researchers sees the problems in the college and wants to developed a school-based web application wherein it will help the college of information technology and education will be innovative and is on top using newly technologies.  
  
**Purpose of the Study** The purpose of the proposed project ONLINECAMPUS: CENTRALIZED SCHOOL-BASED WEB APPLICATION is to design and develop a web application which is school based social media application that will help the following:  
 Students. students will be able to cope up with their daily activities in their classes. they can manage their time more efficiently for they will always be informed on school activities online. they can also have their school records on their profile such as attendance, their courses so whenever they misplaced their school documents they can always view it in their profile and have another copy.  
 Instructors/Faculties. This study will help instructors to organize their student’s need for learning the subject. This will also help instructors regarding their skills and talents based on what the college,the class or the students needs. This can also help them inform students about activities and academic records of the students.  
 Parents. This study will help parents to monitor the academic performance and attendance of their child.This will also help parents in communicating to the instructors about the performances of their child in the school.  
 Students Officers. This study will greatly help student officers in organizing and informing the students about school activities. This will also help them to monitor and check the skills and talents of the students. This study help them in notifying and contacting students who are willing to joined in school activities by just posting it to the website.  
  
**Objective of the Study** The main objective of of the project called “ONLINECAMPUS: Centralized school-based Web Application” is to develop and design a web application that will help students and faculty in organizing event and activities and to inform them in any school related activities. Also to help quickly disseminate information to the students in the university.

Specially, this study aimed to:

1.Identify the architecture framework for the proposed web application.

2.Identify and design the features and specifications of the web application.

3.And to determine the extent of usability of the proposed web application.  
  
**Definition of Terms**

The following are the terms use and shown in the study:

Academic Performance. Academic Performance how a student performs in the school or the university. It is the records of the student’s activities, exams and grades.

Facebook. Facebook is a social media site where users can share their personal text,photos or video updates to their friends on on the website.

Google Drive. Google Drive is a cloud file storage and allows you to upload, download and share personal files online. Google drive use is free but has a limited space they offer charges if you want your storage space to expand.

Online**.** Onlineis the status when a person is connected to the internet through mobile, desktop or laptop computers**.**

Review. Review an evaluation of a publication, service, or company.

Social Networking. Social Networking is the use of web application to interact with other users by sharing text posts, images and videos.It also allows other users to comment or share posts made by other users.

Social Media. Social Media is a websites and applications that enable users to create and share content or to participate in social networking.

Student Officers. Student Officers are union of students where they are given the authority to lead, support, accompany and organize other students on competition and on other academic events in the university. They organized school activities in the school.

Technology**.** Technology isthe application of scientific knowledge for practical uses, especially in the I.T. industry.

Website. Website is an internet page that is used for e-commerce, blogs, information, online community,

Photo sharing, resume, portfolio, catalogue and brochure, business directory and bio.

Virtual Bulletin Board - Virtual Bulletin Board is an online application that let you easily place virtual post-it notes on a virtual corkboard or bulletin board, and allow you to post text, images, and/or videos on them.