CHAIN ACADEMY: AN E-LEARNING SYSTEM FOR CYPTO WARRIORS

A Capstone Project Presented to the Faculty of the

College of Information Technology and Computer Sciences

University of the Cordilleras

In Partial Fulfillment

of the Requirements for the Degree

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

by

RENZ JAY PANGPANGDEO BAYENG

DIONELL JAVIER MANAHAN

MARK LAURENCE MAYO VINO

December 2024

APPROVAL SHEET

This capstone project proposal entitled AN E-LEARNING SYSTEM FOR CYPTO WARRIORS prepared and submitted by RENZ JAY P. BAYENG, MARK LAURENCE M. VINO, DIONELL J. MANAHAN in partial fulfillment of the requirements for the degree BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY, has been examined and is recommended for acceptance and approval for oral examination

JESSIE D. MARTIREZ, BSIT
Adviser

CAPSTONE PROJECT COMMITTEE

GENESIS FIDEL A. TAMONDONG, BSCS
Member

JESSIE D. MARTIREZ, BSIT
Adviser

NATIVIDAD B. CONCEPCION, DIT
Chairperson

TABLE OF CONTENTS

Chapter 1

INTRODUCTION

Rationale

The inception of the researchers' capstone project which is the development of CHAIN ACADEMY: An E-learning Website for Crypto Warriors is underpinned by a comprehensive understanding of the fast-paced growth of blockchain which provides tremendous opportunities for businesses, industries, and individuals to utilize innovative, decentralized solutions. The development and creation of this project seeks to address the issue about the limited adoption of blockchain technology.

The limited adoption of blockchain technology, particularly among export companies and SMEs, is often influenced by a cautious outlook and the perception that its benefits do not outweigh its costs. A study examining blockchain adoption among export-oriented firms in West Sweden found that CEOs perceive blockchain as an immature technology with limited advantages compared to its implementation costs. Although blockchain's future potential is recognized, its limitations discourage broader adoption, especially in multi-actor supply chains where companies report low knowledge and experience with the

technology (Elliot et al., 2024). The shallow understanding and conservative mindset of top leaders further explain the hesitant adoption, representing a larger pattern of reluctance in which non-technical individuals and SMEs have no means of informing themselves of clear blockchain applications and benefits.

According to Kumar et al. (2022) the complexity of blockchain technology is a major obstacle that hinders its adaptability across the finance space. The complexity of blockchain protocols calls for highly specialized expertise and can represent a steep learning curve for developers and businesses. The lack of standardized frameworks and compatibility adds to the complexity, while negative publicity relating to cryptocurrency-related fraud and illegal activities perpetuates skepticism. Without accessible educational resources for major stakeholders, financial institutions, technology providers, or regulators—the knowledge gap about blockchain persists, discouraging non-technical audiences and businesses from exploring its potential. This hesitance to adopt blockchain risks leaving organizations unprepared to compete with early adopters who embrace these innovations to drive long-term growth and competitiveness.

Another reason that limits the adoption of blockchain technology is misinformation and fear. Zhang et al.(2023) claims that much of what is passed off as misinformation about blockchain relates to its functionality and security. Many firms do not realize how blockchain could improve their operations, so they remain skeptical about its adoption. Additionally, fears of data privacy breaches, security breaches, and the belief that blockchain aligns with activities such as money laundering increase fear among business owners and stakeholders. Uncertainties regarding regulatory conditions further aggravate this fear. The lack of accurate information and understanding about the system serves as a major hindrance. Even though the technology may help increase transparency and efficiency, businesses remain cautious and are not in a hurry to integrate blockchain into their systems

In the absence of blockchain implementation within sectors such as supply chain and logistics, there could be persistent issues with data transparency, traceability, and security. Companies would continue relying on traditional, distributed systems of old, which remain vulnerable to data manipulation and inefficiencies. This lack of transparency could foster stakeholder mistrust, delay processes, and

ultimately reduce operational efficiency. Moreover, untraceable data may bring higher risks of fraud and prevent companies from meeting increasingly demanding transparency requirements from both customers and regulators. This could result in potential economic disadvantages and loss of competitive advantage (Kromes et al., 2024).

According to Patan et al. (2023) the growing demand for blockchain expertise in the workforce emphasizes the urgent need for accessible, structured educational resources. According to the 2021 report by the U.S. Office of Educational Technology, blockchain education is poised to play a pivotal role in preparing students to meet industry needs and drive innovation across sectors. To truly equip future professionals, educational programs must provide a solid grounding in blockchain fundamentals, terminology, and practical applications and cover consensus protocols and the latest developments in blockchain technology. As demand for these skills rises, bridging the educational gap is essential to preparing the next generation of "crypto warriors" to succeed in a rapidly evolving, decentralized job market

Crypto Warriors, researchers' partner organization, focuses on Web 3 and emphasizes blockchain adoption through education for Web 2 users of digital currencies, blockchain, and DeFi. However, it faces challenges in its mission to offer unbiased information and support the Web 2 to Web 3 transition. Clients often lack trust and do not understand blockchain, limiting outreach. Additionally, its internal systems rely on outdated technology, hindering productivity and scalability. Addressing these issues would enable Crypto Warriors to enhance its impact and improve service to clients and students navigating Web 3.

Project Objectives

The main objective of this study is to design and develop an e-learning website for Crypto Warriors. Specifically, it will aim to answer the following;

1. to identify the information requirements of the proposed system;

2. to determine to architectural framework of the proposed system;

3. to identify the features of the proposed system; and

4. to measure the extent of usability of the proposed system.

Proposed Solutions

The growing prominence of decentralized solutions powered by blockchain and distributed ledger technology (DLT) has created significant opportunities for businesses, industries, and individuals. To bridge the knowledge gap and encourage broader adoption of blockchain, the researchers propose an e-learning website dedicated to showcasing these innovations. E-learning platforms leverage advanced communication tools and interactive technologies to enhance learning experiences, effectively delivering educational content through computers, networks, multimedia, and the internet (Ramteke et al., 2023). Moreover, interactive techniques such as interactive quizzes, games, and videos have proven to be more effective than traditional passive methods like reading or lectures, fostering better engagement and knowledge retention (Duggempudi et al., 2023).

By leveraging e-learning, the proposed platform aims to address the challenges of understanding blockchain and decentralized technologies, particularly for individuals unfamiliar with these concepts. Studies consistently emphasizes that interactivity is a critical factor in the success of online learning environments. Incorporating

interactive elements not only boosts learner motivation but also creates an engaging and immersive educational experience (Yau et al., 2023). To deliver a meaningful learning experience, the researchers have designed the platform with simplified features that utilize proven interactive techniques, ensuring learners can effectively grasp the idea for blockchain.

The platform includes modules specifically designed to facilitate independent learning and improve comprehension of blockchain concepts. These modules actively engage learners, encouraging interactivity and independence in the learning process. Through these modules, learners apply their knowledge effectively, recall specific subject matter, and understand the broader context of their learning (Benito et al., 2023). Research has shown that learners tend to grasp the material in these modules more effectively than with other types of learning resources. Each module includes clear instructions tailored to each topic, simplifying usability and ensuring a seamless learning experience for students. (Mislinawati et al., 2021).

In addition to its modules, the platform incorporates interactive quizzes to reinforce learning and help learners

retain information effectively (Duggempudi et al., 2024). Digital quiz platforms like Quizizz and Kahoot exemplify the benefits of gamified learning, offering motivating and valuable feedback experiences for students. Their user-friendly design and engaging interfaces have been shown to enhance student motivation and focus during assessments. Gamification not only creates an engaging and challenging learning environment but also encourages consistent learning behaviors, inspiring learners to strive for continuous improvement (Maraza-Quispe et al., 2023). By transforming education from boring to exciting and vivid, gamified learning fosters a playful self-assessment environment where learners can identify mistakes constructively without negative emotions, ultimately promoting resilience and confidence (Chen et al., 2022).

In addition to enhancing engagement and retention, the platform leverages data from interactive quizzes to offer robust progress-tracking tools. These tools enable learners to monitor their performance over time, identify areas for improvement, and receive personalized recommendations, feedback, and support. This tailored approach not only boosts engagement but also enhances learning outcomes. Integrating knowledge management techniques into the

evaluation process further ensures that criteria are effective in fostering student learning and development. By applying these techniques, educators can refine assessments, provide actionable insights, and better support learners' success. Research underscores that presenting clear metrics and visual progress indicators significantly increases motivation and encourages sustained effort toward educational goals (Aljawawdeh H., 2024).

Chapter 2

DESIGN THINKING

This chapter discusses the design thinking process, and the phases the researchers have undertaken to identify and validate the problem and solution based on user feedback.

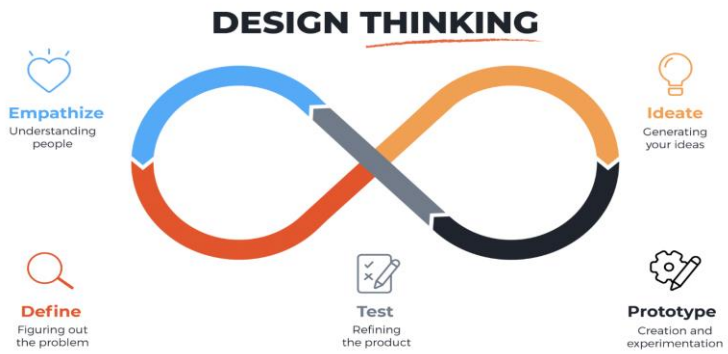
Design Thinking

Design Thinking has guided researchers in developing an educational website to address the significant lack of awareness surrounding Web3 and blockchain technologies. With a human-centered approach, this project aims to bridge the knowledge gap by providing accessible, structured, and engaging content on these emerging fields, anticipated to play a transformative role in the future. The researchers' goal is to tackle this problem by equipping users with the foundational knowledge needed to understand and engage with these technologies. As technology continues to advance, it is crucial to prepare individuals with a solid understanding of Web3 and blockchain, both of which hold the potential to reshape industries such as finance and data management. By fostering understanding and encouraging active engagement, this project aspires to empower users to navigate and contribute to a digital economy shaped by Web3

and blockchain advancements. Figure 1 shows the design thinking.

Figure 1

Design Thinking



This figure highlights the iterative stages of the Design Thinking methodology, which include Empathize, Define, Ideate, Prototype, and Test.

Empathize. The Empathize stage of the design thinking, the goal is to gain a deep understanding of the user's needs and the researcher's partnership with Crypto Warrior, including their challenges and experiences. The researchers connect with users through methods such as interviews, observations, and surveys to uncover valuable insights. The aim is to comprehend the users' problems, motivations, and pain points, which will inform the development of effective solutions in the next stages. The outputs of this phase include a clear definition of the problem, insights into

the users' perspectives, and an understanding of the broader context in which the problem exists

To gain insights into the perspectives and needs of researcher's partner, Crypto Warrior, the researchers engaged in direct meetings to discuss their challenges in designing a syllabus for blockchain education. Through one-on-one interviews, the researchers explored their specific objectives, focusing on their need for a structured educational pathway that begins with fundamental blockchain concepts and progresses toward advanced topics. This process helped the researchers to identify key challenges, particularly in teaching users with little to no prior knowledge of Web3 and blockchain. Based on these insights, the researchers developed a syllabus framework that simplifies complex blockchain topics, making them accessible for both older generations and newer users. This framework serves as a foundation for Crypto Warrior's educational content, ensuring it is suitable for their users.

The insights gathered in this phase helped researchers identify the challenges users were facing and were used in creating unique educational content. These responsible findings call for accessibility in including information

that can be utilized by diverse backgrounds and knowledge levels. These will help frame the development of a platform that delivers a user-friendly experience for Crypto Warrior's broad audience.

Figure 2

5-Why Analysis

Why 1	Why 2	Why 3	Why 4	Why 5	Root Causes	Solutions
Lack of awareness in Web3 and blockchain	Information on Web3 and blockchain is not easily accessible to the general public.	Available information is highly technical and difficult for non-experts to understand.	Educational resources are primarily targeted at developers and tech enthusiasts.	Marketing and outreach efforts are focused on the tech community rather than the general public.	Limited focus on educating and reaching mainstream audiences about Web3 and blockchain.	Develop easy-to-understand educational resources, including guides, videos, and beginner courses, and promote them through mainstream channels.
Lack of perceived relevance to general users	People don't see practical use cases for Web3 and blockchain in daily life.	Use cases are explained in technical language without relatable examples.	Benefits for everyday users are not clearly communicated	Industry messaging focuses on niche applications rather than the general public.	Misalignment between industry messaging and mainstream consumer interests.	Create content showing real-world applications of Web3 and blockchain, like secure payments, data privacy, and digital ownership.
People think blockchain is only for tech experts	Blockchain is mostly discussed in terms of cryptocurrency and complex tech topics.	There's little effort to show non-crypto applications.	Media coverage is largely focused on crypto.	Schools and mainstream media rarely discuss blockchain beyond cryptocurrency.	Misconceptions about blockchain limit interest from non-tech users.	Work with schools and media to teach Web3 and blockchain basics, focusing on uses beyond crypto.

Define. In the defined phase of the researcher's capstone project, researchers summarize the findings collected during the Empathize phase in order to distill them into a few core problems that need to be addressed. It is crucial to finalize their understanding of user needs and agree on design objectives that will inform the solution here. The key deliverables from this stage include a problem statement, design goals, and objectives that

guide brainstorming solutions that directly address the challenges.

In this case, during the Define phase of the researcher's project with Crypto Warrior, the researchers explored the insights and preliminary needs provided by their partner. Crypto Warriors stated that they would like to see a syllabus moving people from zero knowledge of Web3 and blockchain, through intermediate and up to advanced suggested for the older generation as well as those who are currently learning these technologies. To achieve an inclusive, affordable and forward-friendly module structure the researchers set the following goals for design. An important output of this phase was the 5 Why Analysis (Figure 2) to identify root cause(s) for low awareness and other issues with comprehension, which informed the researchers objectives towards producing easily digestible learning resources that are engaging and educational for anyone interested in Web3, from absolute beginners to experienced users who may be less familiar with specific elements.

Using these analysis approaches with identified targets expressing Crypto Warrior's needs, the researchers have been able to build a foundational structure to make

sense on how to educate users on Web3 and blockchain getting them from zero to intermediate level. By following this structure, researchers were able to incorporate different learning styles and levels of awareness so that the solutions will work for everyone. By applying strategic planning and teamwork, researchers filtered through the best concepts to formulate a complete syllabus draft that will soon help refine into initial later-phase prototypes and tests.

Ideate. The ideate phase focuses on generating innovative solutions by addressing critical questions and exploring possibilities to tackle identified challenges effectively. This creative process encourages the development of diverse ideas, fostering a structured approach to designing impactful and meaningful outcomes that align with the project's goals. Through this process, the researchers can generate multiple ideas for creating a suitable prototype for the user.

The researchers recognize the importance of bridging the knowledge gap in emerging technologies like Web3 and blockchain. To address this, the researchers propose developing an educational website designed for individuals who currently lack familiarity with these subjects. With

the increasing potential for widespread adoption of Web3 and blockchain platforms, this resource aims to equip users with relevant knowledge and skills, ensuring they are prepared to engage with and benefit from these innovations as they become integral to the digital landscape.

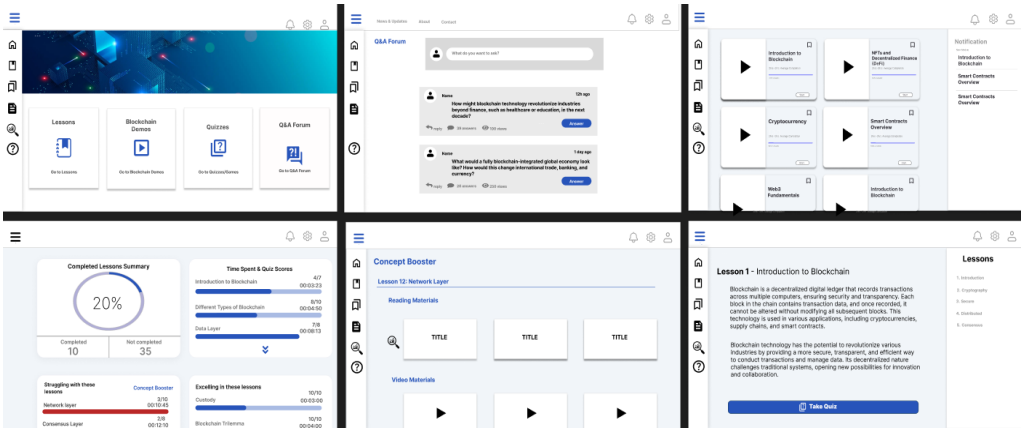
In support of this objective, the researchers have conducted thorough research on key concepts in Web3 and blockchain, developed structured lesson plans, and designed interactive quizzes to reinforce understanding. Additionally, the researchers are incorporating AI-driven data analytics feature that identifies areas where users may need additional support in Web3 and blockchain topics. This feature provides users with a summary of completed lessons, time spent, and quiz scores, allowing them to track their learning progress.

Prototype. In the Prototype stage of the design thinking process, the researchers are now converting their solution ideas into tangible forms that can serve as functional models to solve their identified problem. At this stage, researchers build a prototype of something that works but can be replicated, changed and enhanced according to feedback so everything fits user requirements. The main objective of this phase is to create a prototype that will

help them realize their vision an education platform designed around raising awareness, as well as knowledge about Web3 and blockchain technologies. In close collaboration with their partner Crypto Warriors, the researchers built a basic prototype (Figure 3) using common tools that enabled rapid iterations and feedback from users and partners.

Figure 3

Prototype



This prototype was constructed by the researchers over multiple activities and deliverables. They came up with a list of features that would help to solve this problem by raising awareness about Web3 and blockchain, which were then sorted by priority. With practical prototyping tools, they created a model with hands-on lessons on basic Web3 and blockchain provided by their partnership, Crypto Warrior's subjects where people can slowly learn about

them. They also developed blockchain demos and instructional videos so that learning doesn't merely take place theoretically, and complex concepts are easier to digest when experienced through practical implementation. After every lesson, there is a quiz that allows users to test their learning and reinforce retention.

Another feature of the prototype is a Q&A forum where users can post questions and engage with others to learn more in a collaborative setting. As suggested by Crypto Warriors, one of the more unique additions to the forum is a job application feature that offers users access to various Web3 and blockchain-related job opportunities, which can help propel careers in these new decentralized industries. For the last feature, data analytics functionality introduces an overview of finished lessons and quiz results, identifying where users may have trouble. For the users who may need it, this AI-powered “Concept Booster” feature delivers additional material on select lessons to help learners solidify their understanding and create a more individualized and supportive learning experience.

Test. During the prototyping stage of the researcher's educational platform for Web3 and blockchain development, researchers ran early-stage user testing with users target

and some stakeholders. The main goal was to test the interface, quiz and lesson features, and wanted feedback on usability, clarity, and engagement. From this feedback, the researchers found some important areas where the researchers can improve and ways to make the experience better for users.

These usability testing sessions were conducted with participants, and stakeholders, and the platform's interface, quiz features, and lesson modules were in focus. Here, participants would walk around the platform, take sample quizzes, and interact with lesson materials; through this process, researchers could see firsthand how people engaged with the site. Feedback showed that the researchers users wanted more intuitive navigation, visual clarity in the layout of lessons and quizzes that were more aligned to their existing knowledge base.

REFERENCES

Aljawawdeh, H. (2024). Performance Tracking E-Learning Model: A Case Study. Retrieved November 16, 2024 from https://www.researchgate.net/publication/376077327_Performance_Tracking_E- Learning_Model_A_Case_Study

Benito, S. M., Bantulo, J. S., & Haudar, F. S. (2022). EFFECTIVENESS OF SELF LEARNING MODULES (SLM) IN TEACHING MATHEMATICS 3 . Retrieved November 16, 2024 from https://www.paperpublications.org/upload/book/EFFECTIVENESS%20OF%20SELF-27042022-4.pdf

Chen, J. & Liang M. (2022). Play hard, study hard? The influence of gamification on students' study engagement. Retrieved November 16, 2024 from https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.994700/full

Deepak, M., Mathiyazhagan, K., Nripendra, R., Sangeeta, K., Yogesh, D.(2020). Barriers to the Adoption of Blockchain Technology inBusiness Supply Chains: A Total Interpretive Structural Modelling (TISM) approach. Retrieved November 15, 2024 from https://eprints.bournemouth.ac.uk/34968/1/TPRS-2020-IJPR-0543.R3_Proof_hi.pdf

Duggempudi R., and Uday Kumar Cheruku.(2023). Easy-Learning Website. Retrieved November 16, 2024 from https://ijsdr.org/papers/IJSDR2304008.pdf

Elliot, V., Floden, J., Overland, C., Raza, Z., Staron, M., Woxenius, J., Basu A., Rajput T., Schneider G., Stefansson G. (2021). CEOs' understanding of blockchain technology and its adoption in export-oriented companies in West Sweden: a survey. Retrieved November 15, 2024 from https://www.emerald.com/insight/content/doi/10.1108/jgoss-07-2020-0038/full/html

Kromes, R., Li, T., Guler, T. E., Hulst, V., Erkin, Z.(2024). Fear of Missing Out: Constrained Trial of Blockchain in Supply Chain. Retrieved November 15, 2024 from https://www.semanticscholar.org/paper/Fear-of-Missing- Out%3A-Constrained-Trial-of-in-Supply-Kromes-Li/1df22379201168fc8ef6ad4af2277d95848555e9

Kumar, R., Saini, M., Vishwakarm, A. K., Faizan, R., Rawat, D., Negi, D.(2023). Navigating the Blockchain Landscape:

Role, Challenges, Risks, and Issues in the Banking and Finance Sector.Retreieved November 15, 2024 from https://ieeexplore.ieee.org/document/10346856

Maraza-Quispe, B., Traverso-Condori, L. C., Torres-Gonzales, S. B., Reyes-Arco, R. E., Tinco-Túpac, S. T., Reyes-Villalba, E., & Carpio-Ventura, J. D. R. (2024). Impact of the Use of Gamified Online Tools: A Study with Kahoot and Quizizz in the Educational Context. Retrieved November 16, 2024 from https://www.ijiet.org/vol14/IJIET-V14N1-2033.pdf

Mislinawati, M., Safiah, I., & Nurmasyitah, N. (2021). The Effectiveness of Using Online Module Based on E-Learning on Elementary School Teacher Study Program at Faculty of Teacher Training and Education, Universitas Syiah Kuala. Retrieved November 16, 2024 from https://jurnal.usk.ac.id/AICS-Social/article/download/24355/15287

Patan, R., Parizi R., Dorodchi, M., Pouriyeh S., Rorrer, A.(2023). Blockchain Education: Current State, Limitations, Career Scope, Challenges, and Future Directions. Retrieved November 15, 2024 from https://www.semanticscholar.org/reader/cd477af5e26a6549ce7ec35468ad511ed9d2b10a

Ramteke, A., Dhore, C., Hatwar, D., Mule, U., & Rewatkar, A. (2023). FIVEFINGERS: An E-learning website. Retrieved November 16, 2024 from

https://www.irjmets.com/uploadedfiles/paper//issue_6_june_2023/41598/final/fin_irjmets1686078589.pdf

Yau, J., Lam, J., & Cheung, K. S. (2023). A Review of e-Learning Platforms in the Age of e-Learning 2.0. Retrieved November 16, 2024 from https://link.springer.com/chapter/10.1007/978-3-642-03697-2_20

Zhang P., Fung I., Lee R.(2023). A Blockchain-Enabled Conceptual Framework for Near-Miss Management in the Construction Industry Retrieved November 15, 2024 from https://www.ijimt.org/vol14/IJIMT-V14N3-945.pdf

APPENDICES

Appendix A

Communication Letter

UNIVERSITY of the CORDILLERAS
BAGUIO CITY

November 13, 2024

Mr. Aldrin Taccayan
Chief Executive Officer
Crypto Warriors
Baguio City

Dear Mr. Taccayan:

In partial fulfillment of the requirements for the degree Bachelor of Science in Information Technology, graduating students are required to undertake a study that involves the development of an information system. This undertaking is intended to expose students to actual practices in systems development.

In line with the above, the undersigned wishes to request approval from your office to study your existing **Blockhain Learning Platform**. Should this request be approved, data-gathering activities will be conducted at a time deemed most convenient for you. All data gathered will be used strictly for academic purposes only and will be treated with utmost confidentiality.

Further, an acceptance test shall be conducted to validate that the developed system conforms to the given requirements.

Look forward to a positive response.

Sincerely yours,

Renz Jay P. Bayeng
Project Leader

Noted:

Melinda A. Beninsig
Adviser

Jeffrey S. [illegible]
Academic Dean, CITCS

Appendix B

Invitation Letter

UNIVERSITY OF THE CORDILLERAS
College of Information Technology and Computer Science

November 13, 2024

To: Mr. Jessie D. Martirez

Dear Sir:

May I request you to serve as adviser for RENZ JAY BAYENG, DIONELL MANAHAN and MARK LAURENCE VINO, candidates for the degree BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY. The title of their capstone project proposal is CHAIN ACADEMY: A BLOCKCHAIN E-LEARNING SYSTEM FOR CRYPTO WARRIORS.

Their pre-defense is scheduled on _____, _____ at the CITCS Consultation Room.

Thank you and God bless.

Sincerely,
11/13/2024
Melinda A. Beninsig
Teacher-in-Charge

REPLY SLIP

___✓___ I am willing to be: ___✓___ adviser of their capstone project proposal

_____ chairman of their capstone project defense

_____ member of their capstone project defense

_____ Sorry, I cannot accept the invitation.

Reason:

_____

_____

For meetings, I am free: Refer to Consultation Hours
(Pls. indicate date and time)

JESSIE D. MARTIREZ
SIGNATURE OVER PRINTED NAME

UNIVERSITY OF THE CORDILLERAS
College of Information Technology and Computer Science

November 13, 2024

To: Dr. Natividad B. Concepcion

Dear Ma'am:

May I request you to serve as a chairman of the panel for RENZ JAY BAYENG, DIONELL MANAHAN and MARK LAURENCE VINO, candidates for the degree BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY. The title of their capstone project proposal is CHAIN ACADEMY: A BLOCKCHAIN E-LEARNING SYSTEM FOR CRYPTO WARRIORS.

Their pre-defense is scheduled on _____, _____ at the CITCS Consultation Room.

Thank you and God bless.

Sincerely,
11/13/2024
Melinda A. Beninsig
Teacher-in-Charge

==========

REPLY SLIP

✓ I am willing to be: _____ adviser of their capstone project proposal

_____✓ chairman of their capstone project defense

_____ member of their capstone project defense

_____ Sorry, I cannot accept the invitation.

Reason:

_____

_____

For meetings, I am free: MWF 3:30 - 4:30
(Pls. indicate date and time)

11/19/2024
SIGNATURE OVER PRINTED NAME

UNIVERSITY OF THE CORDILLERAS
College of Information Technology and Computer Science

November 13, 2024

To: Mr. Genesis Fidel A. Tamondong

Dear Sir:

May I request you to serve as member of the panel for RENZ JAY BAYENG, DIONELL MANAHAN and MARK LAURENCE VINO, candidates for the degree BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY. The title of their capstone project proposal is CHAIN ACADEMY: A BLOCKCHAIN E-LEARNING SYSTEM FOR CRYPTO WARRIORS.

Their pre-defense is scheduled on _____, _____ at the CITCS Consultation Room.

Thank you and God bless.

Sincerely,
11/13/24
Melinda A. Beninsig
Teacher-in-Charge

==========

REPLY SLIP

/ I am willing to be: _____ adviser of their capstone project proposal

_____ chairman of their capstone project defense

/ member of their capstone project defense

_____ Sorry, I cannot accept the invitation.

Reason:

_____

_____

For meetings, I am free:_____
(Pls. indicate date and time)

FIDEL TAMONDONG
SIGNATURE OVER PRINTED NAME

Appendix C

Business Model Canvas

Business Model Canvas

Designed for:	Designed by:	Date:	Version:
Crypto Warriors	Chain Academy	10/13/2024	1.0

Key Partners
Crypto Warriors

Key Activities
-Developing interactive learning modules
-Platform development and maintenance
-Marketing & Outreach

Key Resources
-Videos and other educational materials
-Data collected from user interactions
-Firebase
-Blockchain experts

Value Propositions
- Learning modules on blockchain
- Additional resources for students struggling with specific topics
-Blockchain demo videos
-Interactive learning

Customer Relationships
-Collaborative learning environment
-Social media sharing
-Customized content based

Channels
-Website
-Social media

Customer Segments
Aspiring blockchain professionals
Small Business Owners
Students

Cost Structure
-Content development costs
-Platform maintenance

Revenue Streams
- Advertising & Sponsorship
-Freemium model

Appendix D

Documentation