DESGIN AND IMPLEMENTATION WEB TO MANAGE THE RESERVATION OF PERSONAL TRAINER

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2022

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Abstract

In today's world, the development of Internet services has increased in the creation of pages related to adherence to a good diet and the need for good trainers in the field of nutrition, and as we see that some developing countries practice sports on a daily basis to maintain the integrity of the body and mind.

The problem is that there are no special applications for booking personal trainers for the client, as there are only social networking sites that should not be relied on, where the communication is in the form of messages, while on sites where the client is informed of changes.

To solve this problem, a website is created to connect the personal trainer with the client within specific times and schedules and optimal time management for both parties.

نبذة مختصرة

في عالم اليوم ، ازداد تطور خدمات الإنترنت في إنشاء صفحات تتعلق بالالتزام بنظام غذائي جيد والحاجة إلى مدربين جيدين في مجال التغذية ، وكما نرى أن بعض الدول النامية تمارس الرياضة بشكل يومي من أجل تحافظ على سلامة الجسد والعقل .

المشكلة أنه لا توجد تطبيقات خاصة لحجز المدربين الشخصيين للعميل ، حيث يوجد فقط مواقع تواصل الاجتماعي والتي لا يجب الاعتماد عليها ، حيث يكون الاتصال على شكل رسائل ، بينما في المواقع التي يتم فيها إبلاغ العميل بالتغييرات.

لحل هذه المشكلة ، يتم إنشاء موقع ويب لربط المدرب الشخصي بالعميل في أوقات وجداول زمنية محددة وإدارة الوقت المثلى لكلا الطرفين.

Acknowledgements

We want to thank Allah for giving us the ability to complete our research.

We want to express our deepest gratitude and appreciation to our supervisor Dr. Hasanain Alsaedi and Dr. Mohammed Salih for their continuous effort to guide us through our research.

We want to thank University of Information Technology and Communications/Business Information College/ Business information technology for giving us the right environment to complete our study.

Special thanks for our families and our friend for their unconditional love and support.

Special thanks to the

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List of Figures

(Please delete this part): This list contains the titles of figures, together with their page numbers, which are listed in the text. For e.g., figures in Chapter 3 are numbered sequentially: Figure 3.1, Figure 3.2.

For title of list tables use *other title* and *TOC1* for style.

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List of Tables

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[Table ‎2.1: Example 2](#_Toc366178487)

List of Symbols and Abbreviations

For examples:

|  |  |  |
| --- | --- | --- |
| CC | : | Central canal |
| UOITC | : | University Of Information Technology And Communications |
| HRP | : | Horseradish peroxidase |
| CCNA | : | Cisco Certified Network Associate |
|  | : |  |
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# iNTRODUCTION

## Overview

A project specialized in creating a web page that includes the registration and login process with educational content through many videos that allow the person to access it to head programming materials such as C ++, Python and many other important programming language , in addition to the possibility of adding, modifying and fully controlling the videos and users through a simplified interface and includes About us page and other user profile pages.

## Problem of project

This project is basically a purely educational project that helps anyone, regardless of their scientific abilities, to learn many programming languages through a friendly interface that enables them to register their account and access many educational videos taken from the most famous international sources and are qualified to ensure the user to reach from the zero stage to professionalism One of the most important features of this system is its simplified interface that does not contain any complexity and using an efficient protection system that guarantees the user the security of his personal information and access to the largest possible amount of educational videos to enable him to determine his software specialization.

## Aim of the work

1. To learn many programming languages through a friendly interface that enables them to register their account and access many educational videos.
2. The educational videos are taken from the most famous and qualified professors in the world, which guarantees the user a complete education.
3. friendly interface that does not contain any complexity to use it by any user.
4. an effective protection system that guarantees the user the security of his personal information and access to the largest possible number of educational videos
5. enable him to determine his specialization in software.

## Scoping of project

This work in particular has been done to suit different types of people (man or woman) and genders (programmers, designers or electronic engineering students) and even people who do not have any experience in the world of programming but have the inspiration to learn from scratch to professionalism, including newcomers and experts who will be able to know The wide world and building projects and distinctive ideas. One of the advantages of the project is to provide an integrated educational environment for the largest number of users from all over the world.

## Layout

I have built the theoretical planning for this project on the basis of simplicity, where I have planned the chapters into H parts containing all the current information and future matters to be added to the project, where the beginning is summed up in one page for a brief explanation of all chapters, provided that it does not exceed 300 words, and then the chapter is explained The first, which includes the introduction, and then subdivides into a general overview of the project, the importance of this project and its objectives, to what category this project is targeted, and what are the determinants of the project and what will be presented to people afterwards. The third chapter, which includes the special methodology of this project and how it was done, such as data collection or analysis and other things. Then comes the fourth chapter, which is summarized in the final results of this project from a practical point of view. Here comes the role of programming and implementation... As for the fifth chapter, it is summed up in it. The project and its details, future proposals for work and the way to develop this site are presented ... In the last chapter, all the sources, researchers, and sites that have been used are taken. It was extracted and cited in this project.

## literate review

1.6 litrture review

# Literature review

The popularity of the development of computer science education has led to a significant increase in the number of higher education institutions offering various computer courses. Recently, many sectors of higher education have faced a steady decline in the number of students choosing to study computer science courses, and some of the reasons for this rejection include difficulties in mastering computer science skills. As core subjects in a computer science major, programming language subjects play an important role in a successful higher computer science education. Including games in programming courses was identified as a potential technique that could maximize student participation and have a positive impact on learning. This paper aims to provide an overview of how including gamification in online collaborative learning can enhance engagement among junior programming students. Key findings from this review include the identification of elements of engagement that are important for student programming in an online collaborative learning environment, a list of game elements included in online cooperative learning to facilitate participation among students of programming, and suggestions. The papers of selected journals published between 2011 and 2015 were retrieved from several databases. The keywords used as search terms are game, gamif, gamification, programming and "cooperative learning". After downloading the journal papers, they were analyzed by research objectives. The review was structured to achieve the three research objectives one of them described below:

OBJ1: To identify important elements that ensure active participation among students of programming in the OCL environment.

This article also provides a review of the existing literature on this topic. The theoretical framework is also a contribution to guiding teachers and professors in the use of online programming courses. in order to carry out this research, the identification of the gamification elements/characteristics that are used in an educational context was defined as a goal. Accordingly, two starting points were set for this study: 1) What elements/characteristics of gamification are used in an educational context? And which ones are used explicitly in learning online programming? Based on these starting points. We can decide whether to do in our website and courses.

in order to carry out this research, the identification of the gamification elements/characteristics that are used in an educational context was defined as a goal. Accordingly, two starting points were set for this study: 1) What elements/characteristics of gamification are used in an educational context? And which ones are used explicitly in learning online programming? Based on these starting points

Tables are printed within the body of the text at the center of the frame and labeled according to the chapter in which they appear. Thus, for example, tables in Chapter 2 are numbered sequentially: Table 2.1, Table 2.2.

The label should be placed above the table itself and has the following format:

Table 2.1: Short Title

If the table occupies more than one page, the continued table on the following page should indicate that it is a continuation: for example: ‘Table 2.7 continued’. If the table contains a citation, the source of the reference should be placed below the table.

Table .: Example

|  |  |
| --- | --- |
| Heading | Heading |
| Test | Text |
|  |  |

To insert label above a table, click “Insert Caption” under the “References” tab and select “Table” in the dropdown list. Click on “Numbering” and tick the “Include chapter number” and select “period (.)” as separator. When done, click “Update Table” to update the List of Tables.

# Figures

Figures, like tables are printed within the body of the text at the center of the frame and labelled according to the chapter in which they appear. Thus, for example, figures in Chapter 3 are numbered sequentially: Figure 3.1, Figure 3.2.

Figures, unlike text or tables, contain graphs, illustrations or photographs and their labels are placed at the bottom of the figure rather than at the top (using the same format used for tables). If the figure occupies more than one page, the continued figure on the following page should indicate that it is a continuation: for example: ‘Figure 3.7, continued’. If the figure contains a citation, the source of the reference should be placed at the bottom, after the label.

To insert label below a figure, click “Insert Caption” under the “References” tab and select “Figure” in the dropdown list. Click “Update Table” to update the List of Figures.

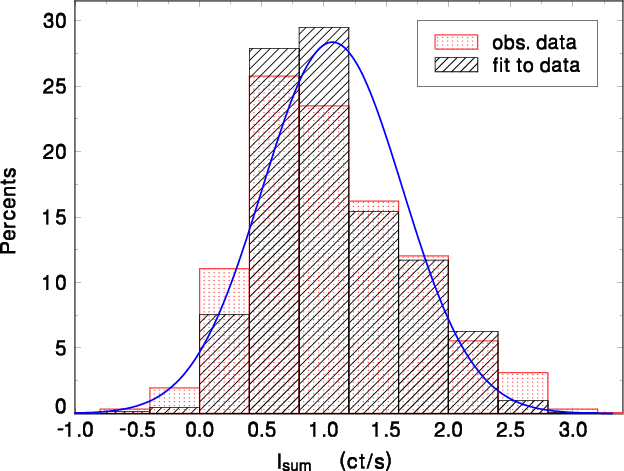


Figure .: Example

# Numbering and styles

For making numbered lists use “numbered lists style “and for bulleted list use “Bullet list” style. For both of them you will have 1 cm indention.

Numbered list example

Bullet list example

For explanation under bullet or numbered list use “indent” style which start a paragraph with 1.4 cm indention.

Do not change on Normal or text style because this is the base style for others so any change will affect other styles as well.

References

1-VOL. 10, NO. 23, DECEMBER 2015 ISSN 1819-6608 ARPN Journal of Engineering and Applied Sciences

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2-Journal of Information Systems Engineering & Management, 2018, 3(2), 11

(Please delete this part): All works or studies referred to in the research report/dissertation/thesis in the form of quotations or citations must be included in the references. The references should be written consistently in the American Psychological Association (APA) format or in another format approved by the faculty.

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Use Reference style.

Examples:

In text format: (Angamuthu & Ramalingam, 2011)

Buchwalow, I. B., and Böcker, W. (2010). *Immunohistochemistry: basics and methods.* Berlin: Springer Verlag.

Caamaño-Tubío, R. I., Pérez, J., Ferreiro, S., and Aldegunde, M. (2007). Peripheral serotonin dynamics in the rainbow trout (*Oncorhynchus mykiss*). *Comparative Biochemistry and Physiology Part C: Toxicology & Pharmacology, 145*(2): 245-255

Cakir, Y., and Strauch, S. M. (2005). Tricaine (MS-222) is a safe anesthetic compound compared to benzocaine and pentobaritol to induce anesthesia in leopard frogs (*Rana pipiens*). *Pharmacological Reports, 57*: 467-474.

Cameron, A. A., Plenderleith, M. B. and Snow, P. J. (1990). Organization of the spinal cord in four species of elasmobranch fishes: cytoarchitecture and distribution of serotonin and selected neuropeptides. *The Journal of Comparative Neurology, 297*: 201-218

Appendix

(Please delete this part): Appendices consist of additional illustration of data sources, raw data and quoted citations which are too long to be placed in the text. The appendix supports the written text of the research report/dissertation/thesis. Research instruments such as questionnaires, maps or computer programmes are parts of appendix too.

Appendices can be divided into Appendix A, B, C.

This page is optional; if you do not have any appendices, delete the entire page.