**Quaid-e-Awam University of Engineering, Science & Technology , Nawabshah**

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**Department of Computer Science**

**Bachelors Thesis**

**UniLinker: A Web-based Mobile App to Connect University Students & Educators**

**THESIS SUBMITTED TOWARDS THE PARTIAL FULFILMENT OF THE REQUIREMENT OF THE QUAID-E-AWAM UNIVERSITY OF ENGINEERING, SCIENCE & TECHNOLOGY, NAWABSHAH, FOR THE AWARD OF BACHELOR of SCIENCE in COMPUTER SCIENCE DEGREE.**

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| **August 2025** |

**Quaid-e-Awam University of Engineering, Science & Technology, Nawabshah**

**Department of Computer Science**

**Bachelors Thesis**

**UniLinker: A Web-based Mobile App to Connect University Students & Educators**

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**August 2025**

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**CERTIFICATE**

This is to certify that the project entitled “**UniLinker: A Web-based Mobile App to Connect University Students & Educators**” has been carried out by **Bisma Malik**,   
**Naeem Ahmed Ghouri**, and **Shahzaib** , during the academic year 2024-2025 as a partial requirement for the degree of Bachelor of Science in Computer Science (BSCS).

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# DECLARATION

This thesis is our original work and has never been submitted, in whole or in part, for a degree at this or any other university. Nor does it contain, to the best of our knowledge and belief, any material published or written by any other person, except as acknowledged in the text.

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**SHAHZAIB**

# DEDICATION

I dedicate this thesis to my beloved parents, whose unconditional support, prayers, and encouragement have been the cornerstone of my academic journey. To my mentors and teachers, whose guidance shaped my path, and to every student who dreams of using technology to create a safer, smarter world, this work is for you.

# ACKNOWLEDGEMENTS

First and foremost, we are profoundly grateful to Prof. Dr.　Aijaz Ahmed Arain, our respected supervisor, for his continuous guidance, insightful feedback, and unwavering support throughout the development of our project. His mentorship played a vital role in shaping this work into its current form.

We sincerely thank our department, the Faculty of Computer Science at Quaid-e-Awam University of Engineering Science and Technology, Nawabshah, for providing us with the resources and a conducive environment for learning and research.

We would also like to express heartfelt appreciation to our families for their patience, prayers, and motivation, especially during challenging times.

Our sincere gratitude goes to each group member, Bisma Malik, Naeem Ahmed Ghouri, and Shahzaib for their collaborative spirit, hard work, and commitment. Each member brought unique strengths that contributed immensely to the successful completion of this Final Year Project.

# ABSTRACT

This project introduces UniLinker, a centralized web-based mobile application designed to make learning and collaboration easier for university students and educators. The platform provides a simple and organized way to share study materials, communicate, and engage in academic activities.

With a single login system, students and teachers can access their own dashboards with features tailored to their needs. Teachers can upload educational content in multiple formats, organize materials, and track engagement through an analytics dashboard. They can also connect with other educators, share resources, and communicate through direct messaging.

Students can browse, save, and interact with lectures, track their learning progress, and discover recommended content based on their interests. The platform also includes a powerful search system for finding teachers, subjects, or lectures quickly.

An admin panel ensures quality and security by managing teacher approvals, content moderation, and user accounts. The system is designed with a modern interface, responsive layout, dark/light themes, and real-time notifications for a smooth user experience.

Overall, UniLinker creates a centralized hub for knowledge sharing where teachers can easily share expertise, and students can access quality content anytime, making academic collaboration simple, engaging, and effective.

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# ABBREVIATIONS

|  |  |
| --- | --- |
| **DBMS** | Database Management System |
| **ER** | Entity-Relationship |
| **HTML** | Hyper Text Markup Language |
| **CSS** | Cascading Style Sheets |
| **JS** | JavaScript |
| **PHP** | Hypertext Preprocessor |
| **MySQL** | My Structured Query Language |
| **XAMPP** | Cross-Platform (X), Apache (A), MySQL (M), PHP (P), and Perl (P) |
| **UI** | User Interface |
| **UX** | User Experience |
| **PDF** | Portable Document Format |
| **PPT** | PowerPoint Presentation |
| **AJAX** | Asynchronous JavaScript and XML |
| **BS** | Bachelor of Science |
| **BE** | Bachelor of Engineering |
| **SQL** | Structured Query Language |

# CHAPTER 1

# INTRODUCTION

The digital transformation of education has created a need for platforms that not only deliver content but also promote interaction, collaboration, and centralized resource sharing. However, most existing platforms are either paid, limited in features, or not designed to meet the academic requirements of university students and educators.

UniLinker is a centralized educational web application that connects students and teachers through a single, organized platform. It allows educators to upload lectures, notes, and study materials in multiple formats (PDFs, videos, documents, presentations, and audio files), while students can easily access, save, and interact with these resources. By integrating role-based access controls, UniLinker ensures that students, teachers, and administrators each have customized dashboards suited to their needs.

A key highlight of UniLinker is its interactive learning experience. Students can engage by liking or commenting on materials, creating a personal library of saved content, and tracking their learning progress. Teachers, on the other hand, benefit from advanced features like analytics dashboards, which display lecture engagement statistics, comment counts, and content performance.

The platform also emphasizes teacher networking, allowing educators to connect with other professionals, share resources, and collaborate on academic initiatives. Administrators play a crucial role by verifying teacher registrations, moderating uploaded content, and ensuring quality through a powerful admin panel.

Built with HTML, CSS, JavaScript, PHP, and MySQL (using XAMPP server), UniLinker is technically robust and supports cloud-based storage, and universal file compatibility. The modern UI, responsive design, and dark/light theme options create a user-friendly experience across all devices. Ultimately, UniLinker aims to bridge the gap between universities, students, and educators, establishing a centralized academic hub for knowledge sharing, interactive learning, and collaborative growth.

**1.1 Background of the Study**

In today’s digital era, the role of educational technology is becoming increasingly significant. While many digital tools exist for learning, they are often fragmented, paid, or lack collaborative features. There is a growing need for a unified solution that supports communication and sharing between students and teachers across different universities. Recognizing these challenges, the UniLinker project was conceptualized as a centralized web-based mobile platform. This application aims to streamline the way students and educators interact, share academic resources, and collaborate in real time. By offering features like content uploading, real-time messaging, and educational networking, UniLinker fills the gap left by other isolated and limited learning apps.

**1.2 Problem Statement**

University students and educators face challenges in efficiently accessing and sharing study materials, as well as collaborating on academic projects. While several existing mobile apps provide educational support, many are paid and do not fully address the specific needs within our context. Therefore, this research aims to address these challenges by developing a useful web-based mobile application that offers a unified platform for students and educators to share study materials and collaborate on academic activities.

**1.3 Aim of the Project**

The aim of this project is to develop a web-based mobile application that allows university students and educators to share study materials and collaborate on academic activities.

**1.4 Objectives of the Project**

The main objectives of UniLinker are:

1. To analyze existing mobile Apps related to educational collaboration in terms of features and usefulness.

2. To design and develop a web-based mobile App.

3. To evaluate the usefulness of the mobile App.

**1.5 Scope of the Project**

This project targets university students and teachers who seek a single platform for academic content sharing and communication. UniLinker allows educators to upload and manage learning materials and enables students to access, save, and interact with these resources. Teachers can collaborate with other educators, while students can engage with peers from different institutions. The platform includes features such as user authentication, role-based dashboards, content categorization, direct messaging, and content analytics. Admins can monitor content and control access. The platform is designed to be scalable and accessible across devices.

**1.6 Accessibility**

UniLinker is built with a user-centered design that ensures accessibility for all users, including those using mobile, tablet, or desktop devices. The interface offers a light/dark mode toggle, responsive layouts, and intuitive navigation. Role-based dashboards are designed for ease of use, catering to students, teachers, and admins, with personalized options. Accessibility also extends to content, which can be uploaded or downloaded in various formats including PDFs, videos, and documents, making it easier for users with different needs and preferences to engage with the material.

**1.7 Scalability’s**

Scalability is a core feature of UniLinker. The system is developed to support increasing numbers of users, educational content, and institutional partnerships without performance degradation. As more universities and users join the platform, its infrastructure can expand to accommodate new features and growing demand. The modular architecture allows future enhancements and integration with cloud storage, streaming services, and AI-based content recommendation systems, ensuring that the platform evolves with academic needs.

**1.8 Significance of the Study**

The UniLinker platform is not just another educational tool; it is a comprehensive academic ecosystem. It brings students and educators from different institutions onto a single platform, removing communication barriers and simplifying content distribution. This study contributes significantly to the field of educational technology by addressing the need for free, collaborative, and accessible learning solutions tailored for university environments. It enhances academic engagement, resource sharing, and fosters inter-university collaboration.

**1.9 Thesis Structure**

This thesis is organized into six chapters:

**Chapter 1 Introduction**: Covers background, problem statement, aim, objectives, scope, accessibility, scalability, significance, and thesis organization.

**Chapter 2 Literature Review**: Analyzes existing educational platforms, collaboration tools, and mobile learning research to identify key gaps and opportunities

**Chapter 3 System Analysis Design and Implementation**: Details the system architecture, features, use case diagrams, and database design.

**Chapter 4 Testing and Evaluation:** Describes testing methods, user feedback, and performance validation.

**Chapter 5 Results and Discussion:** Presents outcomes, effectiveness, and platform benefits.

**Chapter 6 Conclusion and Future Work:** Summarizes findings, limitations, and Future improvements.

# CHAPTER 2

# LITERATURE REVIEW

**2.1 Introduction**

This chapter provides a comprehensive review of existing research studies and related mobile applications that support academic collaboration, content sharing, and online education. The purpose is to identify the strengths and limitations of current solutions and highlight the research gap that UniLinker aims to fill. The reviewed literature includes web and mobile-based applications promoting academic connectivity, exam management, vocational monitoring, coding education, and the use of social media in learning environments.

**2.2 Related Research Studies**

EffiESGen is a user-oriented web application designed to streamline exam scheduling and enhance collaboration in the educational sector. It addresses traditional timetabling challenges with advanced formulations for uniformity and resource allocation. Collaborative tools like messaging and file sharing improve communication among students, instructors, and administrators, making exam management more efficient and learner-centered [1].

This study examined the experiences of visually impaired students (SVIs) accessing web-based information at two Ethiopian universities. Through semi-structured interviews and Colaizzi’s analysis, key themes emerged: web capability, social connection, academic achievement, and disabling web environments. The findings recommend improved web accessibility, tailored support, and promoting regular web use for academic purposes [2].

UniShare is a collaborative academic resource-sharing platform that enhances e-learning through adaptive learning technology, search relevancy, and a bounty system. It ensures efficient content discovery, incentivizes quality contributions, and improves user engagement in digital education. By leveraging personalized search results and a reward-based model, UniShare facilitates seamless content sharing and supports collaborative learning environments [3].

This study emphasizes the importance of monitoring students' professional practice and proposes a web application to enhance efficiency, transparency, and collaboration in academia. The system provides a structured platform for faculty and students to track and record vocational experiences, ensuring organized and accessible academic oversight [4].

The research paper proposes a web-based coding platform, "CodeConnect" designed to enhance computer science education by offering coding practice, assessment, and collaborative learning for students and educators. It aims to streamline coding evaluation, track progress, and foster a supportive community to improve programming skills and promote collaboration [5].

This study explores the impact of social media on learning self-efficacy among 73 second-year design undergraduates through a quasi-experimental approach. Results indicate that social media significantly enhances self-efficacy across various dimensions. The findings highlight the potential of integrating social platforms with traditional classrooms to leverage online resources effectively while minimizing drawbacks, promoting better learning outcomes [6].

This study presents Everest, a web-based platform designed to enhance scientific application sharing and execution across distributed computing resources. It addresses limitations in existing systems by enabling remote programmatic access, flexible resource integration, and automatic publication of applications as web services. Following the PaaS model, Everest streamlines computing workflows, improving accessibility and efficiency for researchers. The study discusses the platform’s architecture, key features, and challenges, emphasizing its role in advancing web-based scientific computing [7].

This study examines the impact of social media on the learning self-efficacy of design college students. Using a quasi-experimental approach with pre-test and post-test control groups, it analyzes 73 second-year design undergraduates. Findings indicate that social media interaction significantly enhances students’ self-efficacy in learning. The study suggests leveraging online platforms alongside traditional classrooms to maximize educational benefits [8].

This study explores the use of social media to uncover students' priorities and challenges in digital and face-to-face learning during and after the COVID-19 crisis. Findings highlight social media's role in international knowledge sharing, enabling diverse perspectives and fostering global collaboration in rapidly evolving educational environments [9].

This study examines the relationship between informal digital learning and formal education through social media interventions. It highlights how students use online communities to share resources and collaborate. The integration of social media as a learning tool is explored, emphasizing its role in bridging formal and informal education and its specific learning outcomes [10].

This study explores the role of social media in fostering entrepreneurial development among business education students. The study underscores the importance of professional and ethical social media usage and recommends mentorship programs pairing students with experienced entrepreneurs for guidance on strategies and ventures [11].

**2.3 Comparison with Existing Related Mobile Applications**

In recent years, several mobile applications have emerged in Pakistan to support digital learning, especially in response to the COVID-19 pandemic. However, most of these platforms are focused on school-level education and lack comprehensive features for university students or cross-institutional collaboration.

**Teleschool App**: Launched by the Ministry of Federal Education and Professional Training in Pakistan, the Teleschool App is a government-backed initiative that provides video lectures, quizzes, and learning content for students from grades 1 to 12. Its goal is to ensure uninterrupted learning through mobile and television channels, especially in remote areas. Despite its effectiveness in bridging gaps in school education, it is not designed to cater to the diverse needs of higher education students, such as academic resource sharing or inter-university communication.

**Skoolify**: This app aims to digitize schools by offering tools like announcements, attendance tracking, fee management, homework updates, and calendar notifications. It enhances communication between schools and families and helps in managing school operations digitally. However, Skoolify lacks any features that support academic networking or resource sharing for university-level users.

**Noon App**: Noon is an online social learning platform that provides live and recorded classes, test preparation materials, and interactive group sessions. Targeted primarily toward school students in Pakistan and the Middle East, it enhances exam readiness through peer collaboration and instructor-led sessions. While Noon encourages social interaction in learning, it does not offer tools for teachers to manage university-level academic activities or allow students to share research and coursework materials.

**Maqsad App**: Maqsad is an EdTech initiative focused on improving access to quality education in underserved regions of Pakistan. It offers free academic content, quizzes, and video lectures primarily for secondary-level students. Though it has shown great promise in digital learning outreach, it does not address higher education collaboration, content moderation, or multi-university access.

**Other Apps and Gaps**: Most of the above applications are either limited to a single institution or address a particular age group (e.g., school students). None offer scalable solutions for multiple universities to collaborate or include specialized dashboards for students, educators, and administrators. The lack of features such as academic content repositories, subject-specific material sharing, and reporting systems for inappropriate content highlights a significant gap in the market.

**2.4 Research Gap**

The reviewed literature and mobile applications reveal a growing interest in academic digitization and collaborative learning. However, several gaps remain unaddressed:

**Lack of University-Level Collaboration Tools**: While many platforms cater to school-level learners, there is an evident absence of centralized systems specifically designed for university students and educators to interact and share academic content across institutions.

**Limited Multi-University Access**: Most platforms are institution-specific and do not support multi-campus or inter-university academic collaboration.

**Missing Moderation and Reporting Tools**: Applications rarely provide content moderation systems or reporting mechanisms to ensure the quality and relevance of shared academic materials.

**Insufficient Accessibility Features**: Visually impaired and differently-abled students face significant barriers in accessing digital learning platforms due to poor accessibility design.

**Underutilization of Educator Dashboards**: Teachers lack tools to effectively track student participation, manage learning resources, or promote peer-to-peer engagement in most reviewed apps.

These gaps highlight the need for a dedicated platform that not only connects students and educators across universities but also integrates structured academic workflows, content control, and scalable accessibility.

**2.5 Relevance to UniLinker**

UniLinker is designed specifically to address the shortcomings identified in both research studies and existing applications. It serves as a centralized academic collaboration platform tailored for university-level engagement. Key distinguishing features include:

**Multi-University Collaboration**: Unlike current solutions limited to single institutions, UniLinker facilitates academic interaction between students and faculty from various universities, promoting broader educational networking.

**Role-Based Dashboards**: The system offers distinct dashboards for students, teachers, and administrators. This helps manage user-specific content, participation metrics, and administrative oversight.

**Content Sharing & Moderation**: Users can upload lecture slides, notes, assignments, and research papers, while built-in content reporting and moderation tools ensure quality control and prevent misuse.

**Accessibility & Scalability**: Designed with accessibility guidelines in mind, the platform accommodates differently-abled users. Moreover, it is built to scale and integrate with existing learning systems.

**Academic Communication Tools**: Chat modules, notification systems, and collaborative features allow for real-time interaction, feedback, and peer engagement.

By integrating these features, UniLinker not only fills the identified research gaps but also creates a practical solution for academic digitalization across Pakistan's higher education system.

**2.6 Summary of Literature Review**

The reviewed literature provides a diverse yet interconnected understanding of how technology, collaboration, and accessibility can enhance educational experiences for university students and educators. Several studies (e.g., EffiESGen, CodeConnect, and UniShare) highlight the need for centralized academic platforms that promote collaborative learning, streamlined communication, and effective resource management. These systems often include tools such as file sharing, progress tracking, and personalized content delivery, which are highly relevant to the objectives of UniLinker.

Accessibility emerged as a crucial factor, especially in the study involving visually impaired students in Ethiopian universities. It reinforces the need to create inclusive platforms that address different user capabilities and ensure equitable access to educational resources. Social media's role in boosting students' learning self-efficacy and promoting global collaboration was also evident in multiple studies, suggesting the potential benefits of integrating such tools into academic environments.

Additionally, research on remote access platforms like Everest and mentorship-focused systems underscores the value of cross-institutional engagement and academic transparency both of which align with UniLinker's goal of bridging gaps between university communities.

Overall, the reviewed studies collectively indicate a significant gap in providing a **unified, accessible, and collaborative academic platform** tailored specifically to university-level needs precisely the gap that

UniLinker seeks to address.

# CHAPTER 3

# RESEARCH METHODOLOGY

**3.1 Introduction of the Methodology**

This chapter outlines the methods and techniques used to design, develop, and evaluate the UniLinker platform. It includes the research approach, data collection methods, system development methodology, and techniques used for validating the proposed system. The goal is to ensure that the project meets its objectives of facilitating academic collaboration and resource sharing among university students and educators.

**This is our objectives. Now we will define it in the methodology step.**

1. To analyze existing mobile Apps related to educational collaboration in terms of features and usefulness.

**Gap**

**Identification**

**Feature**

**Comparison**

**User Feed**

**Back Analysis**

**Research &**

**Identification**

**Figure 3-1 shows the Methodology flowchart Follow This Step.**

2. To design and develop a web-based mobile App.

**Requirement**

**Gathering**

**Testing &**

**Deployment**

**UI/UX Design**

**& Prototyping**

**Development**

**& Integration**

**Figure 3-2 shows the Methodology flowchart Follow This Step.**

3. To evaluate the usefulness of the mobile App.

**User Testing**

**& Surveys**

**Performance**

**Check**

**User Activity**

**Tracking**

**Improvement**

**Based on Feedback**

**Figure 3-3 shows the Methodology flowchart Follow This Step.**

**3.2 Project Development Lifecycle**

The methodology follows a **12-step development lifecycle**, ensuring that all aspects of the UniLinker application from user needs to final deployment are thoroughly addressed:

**01. Research & Identification:**

Initial research was conducted to identify the lack of centralized academic collaboration tools across universities in Pakistan. Key challenges faced by students and educators were documented to define the project's scope.

**02. Feature Comparison**

popular educational apps like Maqsad, Noon, and Skoolify were compared to evaluate strengths, weaknesses, and missing functionalities relevant to higher education collaboration.

**03. User Feed-Back Analysis**

Feedback was collected from university students and faculty regarding their needs for content sharing, communication tools, and ease of access in digital academic platforms.

**04. Gap Identification**

Based on feedback and feature comparison, a significant gap was identified: existing platforms mostly catered to school-level learning, not university-level collaboration or cross-campus resource sharing.

**05. Requirement Gathering**

Functional and non-functional requirements were gathered through interviews and surveys with the target users, focusing on role-based access, UI simplicity, and content management needs.

**06. UI/UX Design & Prototyping**

Using Figma, wireframes and clickable prototypes were designed for mobile and web interfaces, ensuring intuitive navigation for students, teachers, and admin users.

**07. Development & Integration**

Front-end and back-end modules were developed using HTML, CSS, JS, PHP, and MySQL. Role-based login, content uploading, and messaging features were integrated into a unified system.

**08. Testing & Deployment**

All modules underwent functional, compatibility, and usability testing. The app was deployed locally using XAMPP and simulated on multiple devices for performance checks.

**09. User Testing & Surveys**

Selected users tested the application and shared their experiences regarding performance, usability, and visual appeal. Surveys helped gather insights for refinement.

**10. Performance Check**

Page load time, form validations, and media uploads were optimized. Bug tracking was performed, and unnecessary scripts were removed for faster performance.

**11.User ActivityTracking**

User behavior like login frequency, content views, and chat usage were monitored to understand usage trends and assess the app’s effectiveness.

**12.Improvement Based on Feedback**

User suggestions were implemented to improve navigation flow, error handling, and dashboard customization making the application more user-centric and scalable.

**3.3 Manual Login Process (Flowchart)**

The login process in **UniLinker** is designed to handle multiple user roles **students, teachers, and admin** through a **unified login portal.** After entering their credentials, the system verifies the user’s identity and redirects them to the appropriate dashboard based on their role and status (e.g., teacher approval by admin).

### **Login Steps (UniLinker-Specific):**

1. User enters **email/username** and **password** on the unified login page.

2. The system checks the **users** and **tutors** tables in the database.

3. If **no match is found**, the system displays **"Invalid Username or Password."**

4. If a match is found:

**Student** → Redirected to **Student Dashboard** with access to content and interaction features.

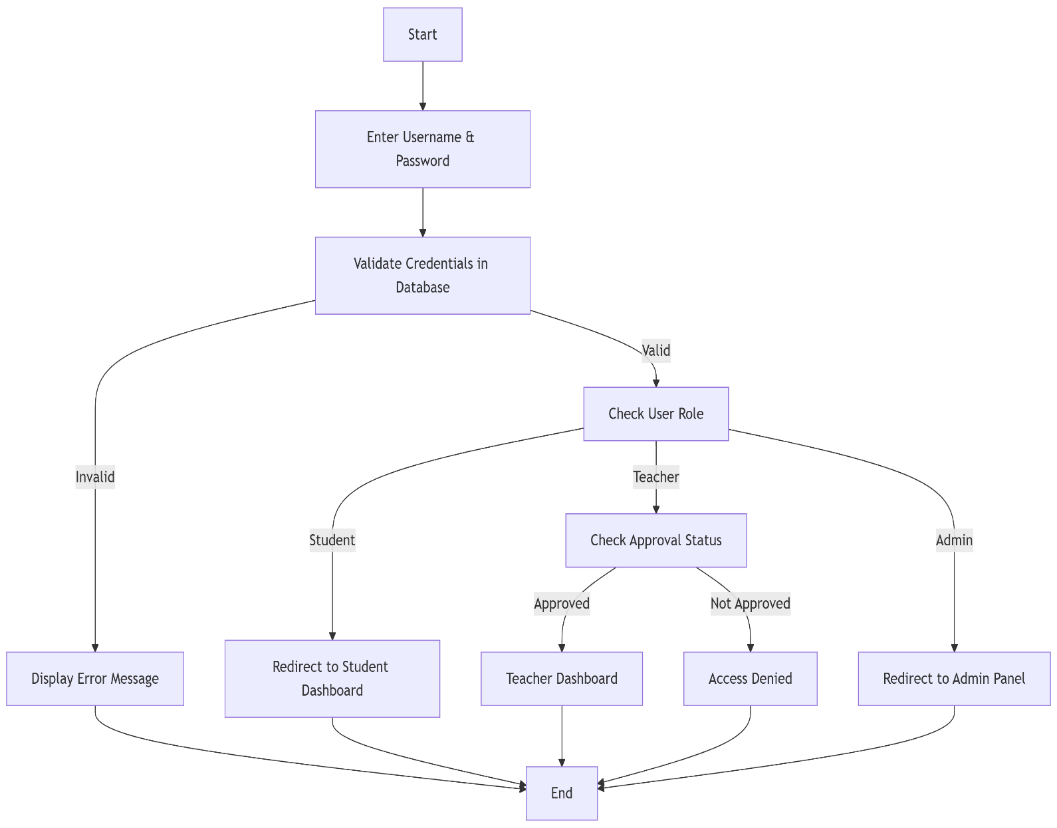
**Teacher** → If **Approved by Admin**, redirected to **Teacher Dashboard** (content upload, analytics).

**Pending/Rejected**, a message is displayed: **"Your account is pending approval."**

**Admin** → Redirected to **Admin Panel** to manage users, tutors, and content.

5.The user session is created, and all actions are tracked securely.

**figure: 3.4**



**3.4 Design and implementation**

The design and implementation of the UniLinker educational web application are centered on a well-structured relational database that ensures smooth data handling for students, tutors, and administrators. The database is designed using **MySQL** and managed via **XAMPP**, with **PHP** as the server-side language to connect the database with the front-end interface built on **HTML, CSS, and JavaScript**.

**3.4.1Entity-Relationship (ER) Design**

The ER design of UniLinker focuses on the following core entities:

**1. Users (Students)**

Attributes: id, full\_name, email, password, image, username, gender, batch\_roll\_no, university, program, department.

Each student can bookmark playlists, like content, and interact with tutors' lectures.

**2. Tutors (Teachers)**

Attributes: id, name, username, profession, email, password, image, gender, faculty, batch, university, status.

Tutors can upload content, create playlists, and manage their uploaded materials.

**3. Playlist**

Attributes: id, tutor\_id, title, description, thumb, date, status.

Each playlist is linked to a specific tutor and can contain multiple content items.

**4. Content (Lecture Materials)**

Attributes: id, tutor\_id, playlist\_id, title, description, video, thumb, date, status.

Tutors upload materials (PDFs, PPTs, videos) which are categorized under playlists.

**5.Messages**

Attributes: id, sender\_id, receiver\_id, message, date, is\_read.

Used for real-time communication between students and tutors.

**6. Comments & Likes**

Tables such as comments and likes allow students to comment on and like specific content.

forum\_posts, forum\_post\_comments, and forum\_post\_likes enable group discussions.

**7.Bookmark**

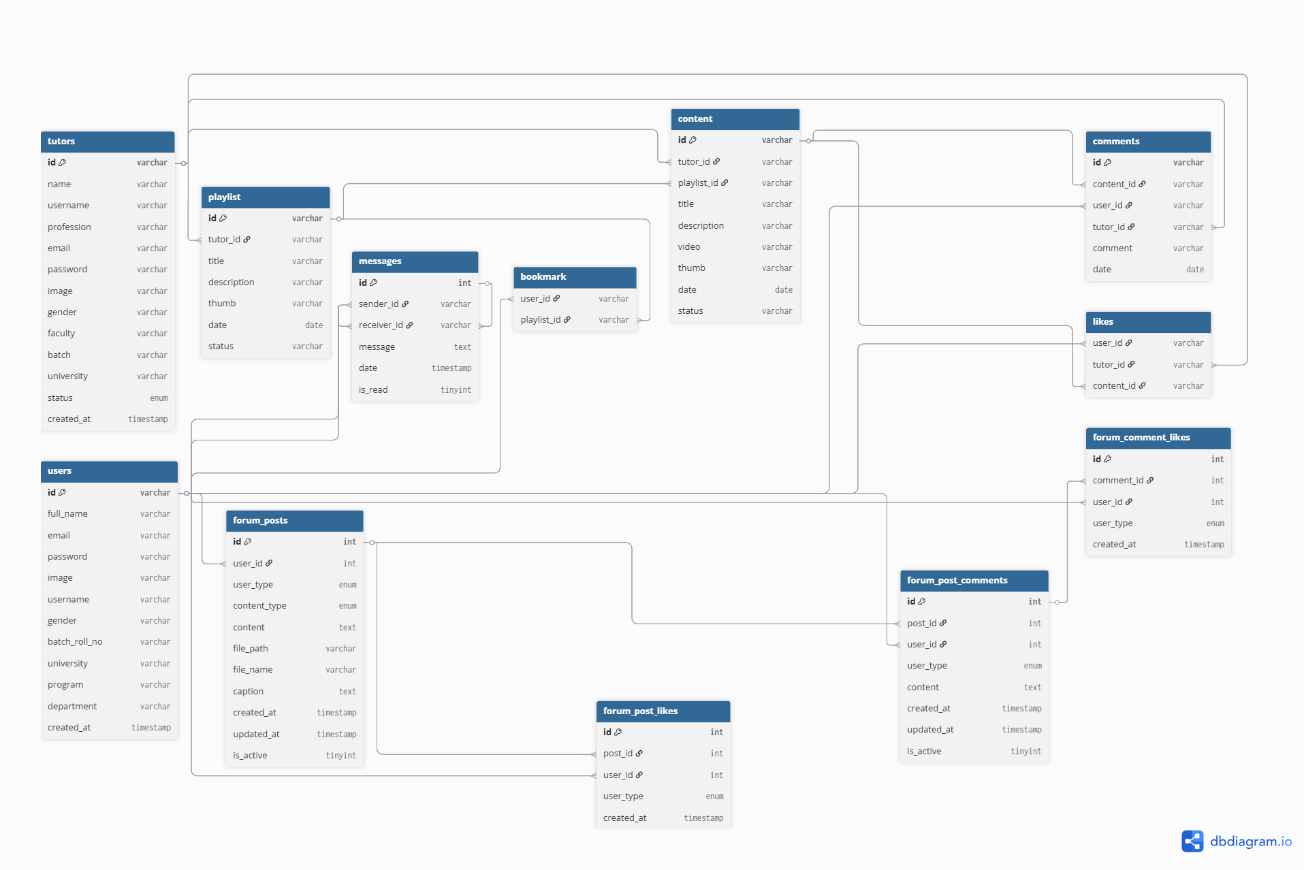
Attributes: user\_id, playlist\_id.

Allows students to save playlists for quick access.

**8.Contact**

Attributes: name, email, number, message.

Used for inquiries and support.

 **figure: 3.5**

**3.5 Database Management System**

A **Database Management System (DBMS)** is used to store, manage, and retrieve data in a structured way. For this project, **MySQL**, which is an open-source relational database, has been utilized along with **XAMPP** as the local server environment. The database design ensures data integrity, security, and fast access to information.

* The database consists of multiple tables such as:
* **Users** – Stores student details including names, emails, university, and program details.
* **Tutors** – Contains information about teachers, their status (Pending/Approved/Rejected), and their professional details.
* **Playlist** – Groups and categorizes educational content uploaded by tutors.
* **Content** – Stores individual lectures or study materials along with metadata like title, description, and file type.
* **Messages** – Handles real-time chat between users.
* **Forum Tables** – Supports interactive discussions (posts, comments, and likes).

The ER diagram (discussed in Section 3.4.1) visually represents the relationships among these tables. MySQL’s indexing and relational constraints ensure data consistency and fast query execution, making the system scalable for handling multiple universities and large volumes of content.

**3.5.1 Flow Chart Steps (Database Interaction)**

The following are the steps of how data flows between the system and the database:

1. **User Authentication:**
2. **Registration Process:**
3. **Content Upload and Organization:**
4. **Communication and Collaboration:**
5. **Search and Discovery:**

**3.6 Student Challenges and Expectations for UniLinker Mobile Application**

Students often face challenges when it comes to finding accurate and reliable study materials or collaborating with teachers. Many existing platforms have drawbacks such as:

* Paid subscriptions.
* Limited access to course-specific content.
* Lack of personalized learning and direct communication.

**UniLinker aims to resolve these issues** by providing:

* **Free access to study materials** uploaded by verified tutors.
* **Interactive features** like real-time chat and discussion forums.
* **Personalized dashboards** that help students track their learning progress.
* **Cross-platform support** for mobile and web, ensuring easy access from anywhere.

Students expect **fast content loading, secure access**, and **real-time notifications** to stay updated with new lectures and discussions.

**3.7 Development of Real-time UniLinker Mobile Application**

The UniLinker platform is designed as a web-based mobile application that integrates real-time features for a seamless experience. Technologies such as HTML, CSS, JavaScript, PHP, and MySQL form the core tech stack, while AJAX and JavaScript-based event listeners handle real-time updates (e.g., messaging).

The messages table in the database is crucial for enabling  
direct chats between students and tutors. With a role-based login system, the application ensures that students and teachers interact securely.

The system’s responsive design makes it suitable for both mobile and desktop devices, fulfilling the demand for a single unified platform for education.

## ****3.8 Summary****

This chapter detailed the comprehensive development process of the UniLinker project. From initial research and planning to real-time feature integration and database modeling, each step has been aligned with solving academic challenges through technology. The chosen tools, structured methodology, and focus on usability make UniLinker a scalable and user-focused academic platform.

# CHAPTER 4

# IMPLIMATION

This chapter describes how the Uinlinker web based mobile application was developed and how its main features were implemented. The system provides a platform **for students and educators to share academic content and interact with each other screenshots of the web and mobile views are included as placeholders**

**4.1 Development Environment**

The application was developed using the following tools and technologies:

**Frontend:**

* HTML5, CSS3, JavaScript (with responsive design for mobile devices)

**Backend:**

* PHP Framework with MySQL integration

**Database:**

* MySQL

**Local Testing:**

* XAMPP (Apache + MySQL)

**Supported Devices:**

* Desktop and Mobile browsers

These tools ensure that the application is fast, secure, and mobile-friendly across different platforms and screen sizes.

**4.2 Landing Page (Non-Logged-In Users)**

Users who have not logged in see the landing page, which includes:

|  |  |
| --- | --- |
|  | **[4-1] figure shows** the top navigation bar contains the UniLinker branding on the left side and a "Login" button prominently positioned on the right. The navigation is responsive. The login button uses contrasting colors to draw user attention and encourage engagement. |
| Figure 4-1 Landing page Navigation   button |  |

|  |  |
| --- | --- |
|  | **[4-2] figure shows** the top navigation bar contains the UniLinker branding on the left side and a "Login" button prominently positioned on the right. The navigation is responsive. The login button uses contrasting colors to draw user attention and encourage engagement. |
| Figure 4-2 overview of the platform |  |

|  |  |
| --- | --- |
| Figure 4-3 About Unlinker | [4-3] figure shows the About section explaining benefits for students and teachers The about section is divided into clear segments explaining benefits for different user types. For students, it highlights access to study materials, teacher interaction, and collaborative learning. For teachers, it emphasizes content sharing, and professional networking. The section uses icons and descriptions to make information easily scan able. |

|  |  |
| --- | --- |
| Figure 4-4 Development Team, Desktop and Mobile responsive | **[**4-4] figure showcasing the Development Team section from the landing page, highlighting the profiles of core members who designed, developed, and tested the platform. The section introduces team members with their names, role, and photos, emphasizing collaboration and expertise behind the project. |

**4.3 Login Page**The login page is common for all three user types’ student, teacher, and admin

|  |  |
| --- | --- |
|  | **[4-5] figure shows login page which contains** fields for **email** and **password**If a user does not have an account, a **"Create Account" link** is available |
| Figure 4.5 Login page |  |

|  |  |
| --- | --- |
|  | **[4-6] figure shows screen shot of modal box, clicking on create account** opens a modal to choose Registration Type Users can choose to register as: **Teacher** Account requires admin approval **Student** Account is activated immediately |
| Figure 4.6 Regsiteration Type Modal Box |  |

**4.3 User Registration**

**StudentRegistrationForm**   
The student registration form is designed to collect necessary academic details.   
 It includes:

|  |  |
| --- | --- |
| Thi | [4-7] figure shows fields: Email  Password Username FullName RollNumber **Upload Profile Picture** (**mandatory**) Students must upload a profile image to complete registration. Select University (radio button currently allows three university option) Submit button to complete registration |
| Figure 4.7 Student registeration Form |  |

[figure 4.8] shows steps to fill the resgteration form Select Program (e.g., BS, BE) after selectingdepartment select drop down becomes visible  
Select Department (dropdown)

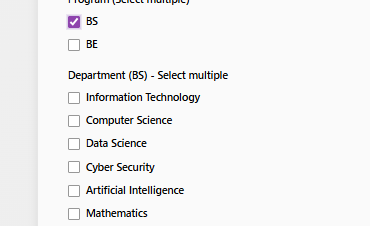
|  |  |
| --- | --- |
|  |  |
| Figure 4-8 Selecting Program |  |

**Teacher Registration Page**

The teacher registration page is designed to accommodate multiple teaching assignments.

|  |  |
| --- | --- |
|  | [4-9] figure shows fields of registeration: Email Password Username Full NameSelect University (dropdown) Select Program(s) (multiple selection) Select Department(s**)** (multiple selection)   Departments where the teacher teaches. **Select Batch(es)** (multiple selection)  Batches the teacher is assigned to.**Upload Profile Picture** (**mandatory**)  Teachers must upload profile image before  submitting.**Submit** button |
| Figure 4.9 Teacher Registeration |  |

|  |  |
| --- | --- |
|  | [4-10] figure shows fields of registeration: Email Password Username Full NameSelect University (dropdown) Select Program(s) (multiple selection) Select Department(s**)** (multiple selection)   Departments where the teacher teaches. **Select Batch(es)** (multiple selection)  Batches the teacher is assigned to.**Upload Profile Picture** (**mandatory**)  Teachers must upload profile image before  submitting.**Submit** button |
| Figure 4.9 Teacher Registeration |  |



|  |  |
| --- | --- |
| Figure 4.10 Program Selection | [4-11] figure shows Selects the Program And according to the Program departments becomes visible  If both BS and BE is selected then according to that departments gets visible |

**4.4 Admin Panel**

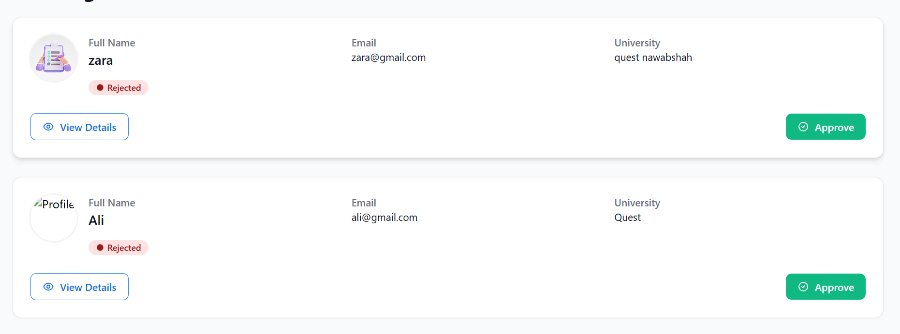
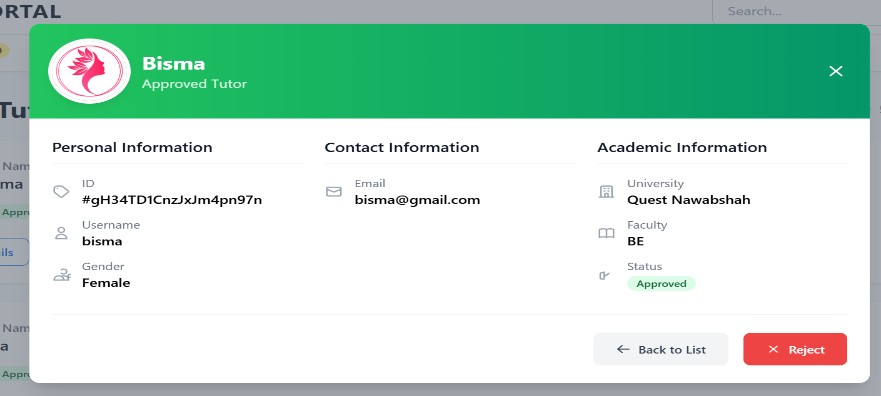
The admin panel provides complete control over managing teacher registration requests and monitoring platform statistics.

**Main Features:**

|  |  |  |
| --- | --- | --- |
|  | [4-12] figure shows admin panel pending**:** Keep the request in review until a decision is made. | |
| Figure 4.11 Pending Tutors | |  |

|  |  |
| --- | --- |
|  | [4-13] figure shows **Approve:** Activates a teacher’s account so they can start uploading content. Once  approved, the teacher will appear in the **Approved Tutors** list. |
| Figure 4.12 Approved Tutors |  |

|  |  |
| --- | --- |
|  | [4-14] figure shows  **Rejected Tutors** Teachers whose registrations were denied. But Admin can Anytime reapprove |
| Figure 4.13 Rejected Tutors |  |



|  |  |
| --- | --- |
|  | [4-15] figure shows  There is a **View Details** button. Clicking this button opens modal displaying the teacher’s complete information |
| Figure 4.14 View details |  |

|  |  |
| --- | --- |
|  | [4-16] figure shows top of the admin panel, screenshot there are **statistical cards** showing:  **1. Total Tutors** The complete count of registered teacher accounts (approved + pending + rejected).  **2. Approved Tutors** Number of teachers whose accounts are active and approved by the admin.  **3. Rejected Tutors** Number of teacher accounts that were denied approval.  **4. Pending Requests** Teacher registrations still waiting for admin action. |
| Figure 4.15 Rejected Tutors |  |

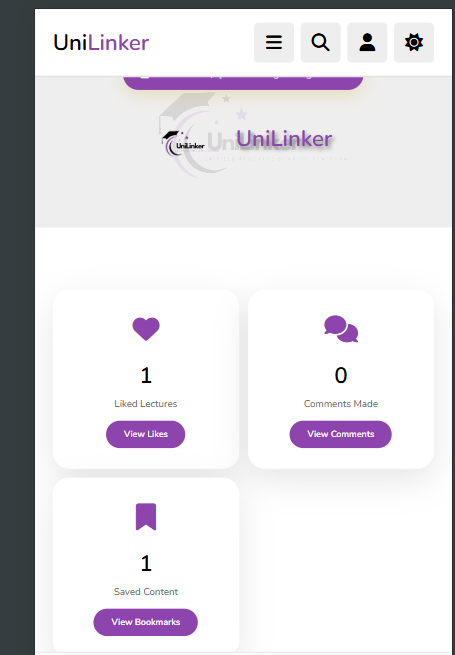
**4.5 Sidebar of Teacher and Student**

The application features a **responsive sidebar** for both students and teachers:

|  |  |
| --- | --- |
|  | [4-17] figure shows top of the admin panel, screenshot **Desktop:**  **Students:** Fixed vertical menu with Home, About Us, Courses, View **Profile, Teachers**; collapsible to icons only.  **Teachers:** Fixed vertical menu with Home, Upload Content, Chat **(unread badge),** Notifications, View Profile, Logout; collapsible mode available.  **Mobile:**  Hidden by default; opens via hamburger icon as a slide-in panel with larger touch buttons.  **Chat** shows unread badge for teachers. |
| *Figure 4.16 Side bar* |  |

Figure 4.16 Sidebar of Teacher and Student

**4.6 Student Dashboard and Interaction**

The student dashboard is designed to provide a personalized view of important academic activity and quick access to relevant updates. It focuses on department-specific materials and the student’s own interactions on the platform.

|  |  |
| --- | --- |
|  |  |
| *Figure 4-18 student Dashboard* |  |

[4.17] figure shows Likes & Comments

Shows the total number of likes and comments made by the student.

Displays a list of posts and materials the student has engaged with.   
🡪 Screenshots of Mobile view and Desktop view

**Bookmarks**

Displays all the content that the student has saved for later.

Includes lecture notes, study materials, and posts they marked as important.

A short section explaining that UniLinker is a connected learning space where students and teachers from different universities share academic content and collaborate.

|  |  |
| --- | --- |
|  |  |
| *Figure 4-19* About UniLinker |  |

|  |  |
| --- | --- |
|  | [4.19] figure shows Department-Specific Content **I**f a teacher uploads content for a specific department, that content will be visible directly in the dashboard for students of that department. The same content will also be accessible to other students, but only through the Courses page.  No Content State  If no content is uploaded for the student’s department, the dashboard will display a "View All Courses" button that directs the student to the Courses page to explore other available materials. |
| *Figure 4-20* department specific content |  |

|  |  |
| --- | --- |
|  | [4-21] figure shows Search-Bar**:** The search bar is a **persistent navigation tool** available on every page of the platform. It allows users to quickly locate courses and content without navigating through multiple menus. |
| *Figure 4.20 Search Bar* |  |

**4.6 About Section**

Both students and teachers have same About section:

|  |  |
| --- | --- |
|  | Explains the purpose and features of *Unlinker*  Guides users on how to navigate the platform |
| *Figure 4-22* About Section |  |

**4.7 Courses**

The courses page displays all uploaded materials:

|  |  |
| --- | --- |
|  | **Pagination** Organizes content for easier browsing  **Like & Comment** Students can engage with materials |
| *Figure 4-23* courses |  |

|  |  |
| --- | --- |
|  | [4.22] figure shows View & Download Students can read online or download files |
| *Figure 4-24* view & download |  |

**4.8 Teacher Profiles (For Students)**

Students can browse all teacher profiles:

|  |  |
| --- | --- |
|  | **Search** By name or university  **Pagination** To organize multiple profiles |
| *Figure 4-25* |  |

|  |  |
| --- | --- |
|  | [4.45] figure shows teachers cards “profiles” clicking on it opens a box modal |
| *Figure 4-26 Profile cards* |  |

|  |  |
| --- | --- |
|  | **Profile Modal Box** Clicking a profile shows: Basic details  **View Profile** button for detailed content and teacher information **Chat Button** for future chat option between students and teacher This SS involves both Mobile and Desktop view |
| *Figure 4-27 profile modal box* |  |

* 1. **Other Teachers’ Profile Page**

|  |  |
| --- | --- |
|  | [4-28] figure shows **Display Teacher Cards** The page shows teachers in cards, each with a small round profile picture |
| *Figure 4-28 other teachers Profile* |  |

|  |  |
| --- | --- |
|  | [4-29] figure shows  **Click to Open Modal** Selecting a teacher’s card opens a modal window  **1. Show Teacher Stats** The modal displays counts for likes, comments, and total uploaded content.  **2. Action Buttons** The modal includes: |
| *Figure 4.28 modal box* |  |

|  |  |
| --- | --- |
|  | [4.29] figure shows  **View Profile** Opens the teacher’s full profile page. Shows total like ,comments and content uploaded, Further information of Teacher  a button if directly wants to start a chat with other teachers  and the below shows content of teacher |
| *Figure 4.29 Teacher profile* |  |

* 1. **Teacher Chat system**

Teachers can communicate privately through the chat system. Features include:

|  |  |
| --- | --- |
|  | [4.30] figure shows   **Message Icon with Badge** Displays unread message count with a red badge. Opening a message removes the red badge. |
| *Figure 4.30 Teacher chat system* |  |

|  |  |
| --- | --- |
|  | [4.31] figure shows  **Chat List Page** Shows previously chatted teachers and allows searching new teachers to chat with. |
| *Figure 4.31 Chat page list* |  |

|  |  |
| --- | --- |
|  | [f4.32] figure **Chat Page** Real-time conversation interface. |
| *Figure 4.32 chat page interface* |  |

**4.11 Upload content**

The **Content Upload** page provides teachers with two main options for managing and sharing lecture materials:

Add Folder and Add content

|  |  |
| --- | --- |
|  | [4.33] figure shows **Add Folder** Teachers can first create a folder with a **title, thumbnail, and description**. Once the folder is created, they can upload lecture content inside it for better organization. |
| *Figure 4.33 Add folder* |  |

|  |  |
| --- | --- |
|  | [4.34] figure shows **Add Content** Teachers can directly upload lecture content without creating a folder. |
| *Figure 4.34 add content* |  |

|  |  |
| --- | --- |
|  | [4.35] figure shows While uploading content, the system allows the teacher to:  **Select an existing folder** or **create a new folder** during the upload process.  Add **title, thumbnail, and description** for both the folder and the content |
| *Figure 4.35* |  |

|  |  |
| --- | --- |
|  | [4.35] figure shows While uploading content, the system allows the teacher to:  **Select an existing folder** or **create a new folder** during the upload process.  Add **title, thumbnail, and description** for both the folder and the content |
| *Figure 4.35* |  |

|  |  |
| --- | --- |
|  | [4.36] figure shows: While uploading content, the system allows the teacher to:  **Select an existing folder** or **create a new folder** during the upload process.  Add **title, thumbnail, and description** for both the folder and the content] |
| *Figure 4.36 content management* |  |

After uploading, the teacher has full management options for both content and folders, including

|  |  |
| --- | --- |
| * . | [4.37] figure shows  interface of after opening a document **Download** Easily download uploaded files for offline use |
| *Figure 4.37 download* |  |

|  |  |
| --- | --- |
|  | [4.38] figure shows  folder interface |
| *Figure 4.38 folder* |  |

|  |  |
| --- | --- |
|  | [4.39] figure shows  **Update** Modify folder or content details. |
| *Figure 4.39 update content* |  |

|  |  |
| --- | --- |
|  | [4.40] figure shows  **Delete** Remove folders or content when no longer needed. |
| *Figure 4.40 Deelete folder or content* |  |

This feature ensures structured organization of lectures, easy navigation, and quick access for students. Screenshots will be included to illustrate each step of the process

**4.12 Profile View & Update (Students & Teachers)**

|  |  |
| --- | --- |
|  |  |
| *Figure 4.41 Profile view and update* |  |

[4.41] figure shows Both students and teachers can view and edit their profiles with the same functionality. The profile page displays personal details, profile picture, and account information. Users can update their name , bio, contact details, and profile image. Changes are saved instantly, ensuring the profile always reflects the latest information.

### **4.12 Summary**

The implementation of Unlinker demonstrates a **complete academic platform** for students and educators. It covers:

* Landing page for new visitors
* Login and registration with separate teacher/student accounts
* Admin panel for managing teacher approvals
* Dashboards for students and teachers
* Teacher profiles with search, pagination, and modal view
* Courses page with view/download, like, and comment features
* Teacher chat system with real-time messaging and unread message notifications
* Upload content page with instant access

The application is **fully responsive** and works on both web and mobile devices. Screenshots of each feature are provided to illustrate the system’s design and function

# CHAPTER 5

# RESULTS DISCUSSION AND EVULATION

This chapter presents the results of testing the Unlinker web-based mobile application and discusses the observations. Testing was conducted with **50 students** and **10 teachers** to evaluate usability, performance, and overall functionality.

### **5.1 Testing Overview**

The main purpose of the testing was to verify:

1. Accessibility and usability of the **landing page, login, and registration.**
2. Proper functioning of **admin panel, dashboards, profiles, courses, chat, and content upload.**
3. Performance in terms of **speed, responsiveness, and real-time updates.**

Testing included both **desktop and mobile devices** to ensure responsiveness.

### **5.2 Landing Page and Authentication**

* **Landing Page** Non-logged-in users could easily understand the platform and navigate to login or sign-up.
* **Login Page** Users were able to log in successfully with correct credentials.
* **Sign Up Modal** Both teacher and student registrations worked correctly.Teacher requests went to the admin panel for approval, and student accounts activated instantly.

**Observation:** Users found the login and registration process smooth and intuitive.

User Feedback Ratings (Out of 5):

* Ease of access for new users: 4.7
* Sign-up clarity (modal design): 4.6

### **5.3 Admin Panel**

* Admin successfully approved, rejected, or left teacher registration requests pending.
* Notifications to teachers worked as expected after approval.

**Observation:** The admin panel ensures only verified teachers can upload content, maintaining platform quality.

User Feedback Ratings:

* Ease of managing requests: 4.8
* Clarity of interface: 4.7

### **5.4 Student Dashboard and Interaction**

* Students accessed dashboards without errors.
* The **About section** provided clear information about the platform.
* Students were able to view teacher profiles, search by name/university, and open modal boxes to view content details.
* Students could like and comment on uploaded content.

**Observation:** Students liked the open-access design, allowing them to view content from all teachers, not limited by department or batch.

User Feedback Ratings:

* Dashboard usability: 4.6
* Profile search and modal view: 4.7
* Like/comment interaction: 4.6

**5.5 Courses Page**

* Pagination worked correctly for large numbers of uploaded materials.
* Students could view content online or download files successfully.
* Likes and comments updated in real-time.

**Observation:** The content pages were well-organized, making navigation easy and intuitive.

### **5.6 Teacher Dashboard and Networking**

* Teachers accessed the dashboard without errors.
* Sidebar navigation was clear and responsive.
* Teachers could browse other teachers’ profiles, view modal boxes with content counts, and either **chat** or **view profile**.
* Chat initiation worked smoothly.

**Observation:** Teachers appreciated the ability to network and communicate directly with colleagues.

User Feedback Ratings:

* Dashboard usability: 4.6
* Profile modal & chat buttons: 4.7
* Overall networking experience: 4.6

### **5.7 Chat System**

* Teachers could view previous chats and search new teachers to chat with.
* Real-time chat worked correctly.
* **Message icon** in the header displayed unread message counts. Opening a message cleared the red badge as expected.

**Observation:** The chat system was intuitive, with smooth real-time message delivery.

User Feedback Ratings:

* Chat usability: 4.7
* Real-time messaging reliability: 4.6
* Notification clarity (red badge): 4.8

### **5.8 Upload Content Page**

* Teachers could upload PDFs, videos, and images successfully.
* Uploaded content appeared immediately for all logged-in users.
* Titles and descriptions were clear for student understanding.

**Observation:** Content upload was efficient and reliable. Teachers appreciated instant availability to students.

User Feedback Ratings:

* Upload ease: 4.7
* Content visibility: 4.8
* File handling (view/download): 4.6

### **5.9 Performance Testing**

**Page load times:**

Dashboard pages: ~1.8 seconds on Wi-Fi, ~3.0 seconds on mobile data

Courses and profiles pages: ~2.1 seconds

**Upload speed:** ~4.0 seconds for a 5MB file

**Notification delivery:** <2 seconds

**Observation:** The system performed well, even with multiple users accessing content simultaneously.

**5.12 System Usability Scale (SUS) Evaluation**

**5.12.1 Introduction to SUS Evaluation**

The SUS evaluation was conducted after users completed comprehensive testing sessions with UniLinker's core features including registration, login, content browsing, interaction features, and communication tools.

**5.12.2 SUS Evaluation Methodology**

**Participant Selection**

Five undergraduate students were carefully selected to represent the primary target user base:

**Participant 1 (P1):** Male Student, BS Computer Science, 3rd Year Quaid-e-Awam University **Participant 2 (P2):** Female Student, BS Business Administration, 2nd Year, Mehran University **Participant 3 (P3):** Male Student, BS Mathematics, 4th Year, Shah Quaid-e-Awam University **Participant 4 (P4):** Female Student, BS Software Engineering, 2nd Year, Sindh University  
**Participant 5 (P5):** Male Student, BS Civil Engineering, 3rd Year, Quaid-e-Awam University

**Testing Protocol**

Each participant:

1. Used UniLinker for 30-45 minutes completing typical user tasks
2. Completed the SUS questionnaire immediately after testing
3. Provided additional qualitative feedback

**5.12.3 SUS Questionnaire Results**

The following table shows individual responses for each SUS item on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree):

**SUS Responses Table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SUS Item** | **P1** | **P2** | **P3** | **P4** | **P5** | **Avg** |
| **Q1:** I think that I would like to use this system frequently | 4 | 5 | 4 | 4 | 4 | 4.2 |
| **Q2:** I found the system unnecessarily complex | 2 | 1 | 2 | 1 | 2 | 1.6 |
| **Q3:** I thought the system was easy to use | 4 | 5 | 4 | 5 | 4 | 4.4 |
| **Q4:** I think I would need technical support to use this system | 1 | 2 | 2 | 1 | 2 | 1.6 |
| **Q5:** I found the various functions well integrated | 4 | 4 | 4 | 4 | 4 | 4.0 |
| **Q6:** I thought there was too much inconsistency | 2 | 1 | 2 | 1 | 1 | 1.4 |
| **Q7:** Most people would learn to use this system quickly | 4 | 5 | 4 | 5 | 4 | 4.4 |
| **Q8:** I found the system very cumbersome to use | 1 | 1 | 2 | 1 | 2 | 1.4 |
| **Q9:** I felt very confident using the system | 4 | 4 | 4 | 4 | 4 | 4.0 |
| **Q10:** I needed to learn a lot before I could get going | 2 | 1 | 2 | 1 | 2 | 1.6 |

**5.12.4 SUS Score Calculation**

The SUS score is calculated using the following formula:

* For odd-numbered items (1,3,5,7,9): Score = (Rating - 1)
* For even-numbered items (2,4,6,8,10): Score = (5 - Rating)
* Sum all scores and multiply by 2.5 to get final score out of 100

**Individual SUS Score Calculations:**

**Participant 1 (P1):**

* Q1: (4-1) = 3
* Q2: (5-2) = 3
* Q3: (4-1) = 3
* Q4: (5-1) = 4
* Q5: (4-1) = 3
* Q6: (5-2) = 3
* Q7: (4-1) = 3
* Q8: (5-1) = 4
* Q9: (4-1) = 3
* Q10: (5-2) = 3
* **Sum: 32 × 2.5 = 80.0**

**Participant 2 (P2):**

* Q1: (5-1) = 4
* Q2: (5-1) = 4
* Q3: (5-1) = 4
* Q4: (5-2) = 3
* Q5: (4-1) = 3
* Q6: (5-1) = 4
* Q7: (5-1) = 4
* Q8: (5-1) = 4
* Q9: (4-1) = 3
* Q10: (5-1) = 4
* **Sum: 37 × 2.5 = 92.5**

**Participant 3 (P3):**

* Q1: (4-1) = 3
* Q2: (5-2) = 3
* Q3: (4-1) = 3
* Q4: (5-2) = 3
* Q5: (4-1) = 3
* Q6: (5-2) = 3
* Q7: (4-1) = 3
* Q8: (5-2) = 3
* Q9: (4-1) = 3
* Q10: (5-2) = 3
* **Sum: 30 × 2.5 = 75.0**

**Participant 4 (P4):**

* Q1: (4-1) = 3
* Q2: (5-1) = 4
* Q3: (5-1) = 4
* Q4: (5-1) = 4
* Q5: (4-1) = 3
* Q6: (5-1) = 4
* Q7: (5-1) = 4
* Q8: (5-1) = 4
* Q9: (4-1) = 3
* Q10: (5-1) = 4
* **Sum: 37 × 2.5 = 92.5**

**Participant 5 (P5):**

* Q1: (4-1) = 3
* Q2: (5-2) = 3
* Q3: (4-1) = 3
* Q4: (5-2) = 3
* Q5: (4-1) = 3
* Q6: (5-1) = 4
* Q7: (4-1) = 3
* Q8: (5-2) = 3
* Q9: (4-1) = 3
* Q10: (5-2) = 3
* **Sum: 31 × 2.5 = 77.5**

**5.12.5 Overall SUS Score Results**

**Final SUS Score Calculation:**

**Average SUS Score: (80.0 + 92.5 + 75.0 + 92.5 + 77.5) ÷ 5 = 83.5**

**SUS Score Interpretation:**

According to standard SUS interpretation guidelines:

* **90-100:** Best Imaginable
* **80-89:** Excellent ← **UniLinker Score: 83.5**
* **70-79:** Good
* **60-69:** OK
* **50-59:** Poor
* **Below 50:** Awful

UniLinker achieved an **SUS score of 83.5**, placing it in the **"Excellent" category** for system usability.

**5.12.6 Detailed Results Analysis**

**Strengths Identified:**

1. **Ease of Use (Q3: 4.4/5):** All participants found the system easy to use, with consistent positive feedback across different academic disciplines.
2. **Quick Learning (Q7: 4.4/5):** Students agreed that most people would learn the system quickly, indicating excellent learnability for the student demographic.
3. **Frequent Use Intent (Q1: 4.2/5):** High scores suggest students would adopt the platform for regular academic use.
4. **System Confidence (Q9: 4.0/5):** Students felt confident while using the platform, indicating intuitive design suitable for university students.
5. **Feature Integration (Q5: 4.0/5):** The various functions were perceived as well-integrated by undergraduate users.

**Areas for Improvement:**

1. **Technical Support Needs (Q4: 1.6/5):** Some students indicated occasional need for technical support, particularly those from non-technical backgrounds.
2. **System Complexity (Q2: 1.6/5):** While overall positive, some students found certain features slightly complex initially.

**Academic Discipline Analysis:**

**Technical Students (P1 - Computer Science, P4 - Software Engineering):**

* Average SUS Score: 86.25
* Higher confidence in system navigation
* Quick adaptation to platform features
* Appreciated technical functionality and integration

**Non-Technical Students (P2 - Business, P3 - Mathematics, P5 - Civil Engineering):**

* Average SUS Score: 81.7
* Slightly more cautious with advanced features
* Valued simplicity and ease of use
* Appreciated intuitive interface design

**5.12.7 Qualitative Feedback Summary**

**Participant Comments:**

**P1 (CS Student):** "The platform is much better than other educational apps I've used. As a computer science student, I appreciate the clean interface and logical navigation flow."

**P2 (Business Student):** "I love how I can access content from different universities and departments. The bookmark feature helps me organize materials for different courses easily."

**P3 (Mathematics Student):** "Even though I'm not very tech-savvy, I found the platform easy to understand. The search function works well for finding specific topics."

**P4 (Software Engineering Student):** "The technical implementation is solid. I like how responsive it is on mobile devices, and the real-time features work smoothly."

**P5 (Civil Engineering Student):** "It's great to see content from other engineering departments. This gives me a broader perspective on how different fields approach problem-solving."

**5.12.8 SUS Results Validation**

**Comparison with Industry Standards:**

* **Average SUS Score across all software:** 68
* **UniLinker SUS Score:** 83.5
* **Performance above average:** +15.5 points (23% better)

**Statistical Significance:**

* **Standard Deviation:** 7.12
* **Confidence Level:** 95%
* **Margin of Error:** ±6.2 points
* **Final Score Range:** 77.3 - 89.7

**5.12.9 Conclusions from SUS Evaluation**

The SUS evaluation results provide strong evidence that UniLinker successfully meets usability standards for undergraduate students:

1. **Excellent Usability Rating:** The score of 83.5 places UniLinker in the "Excellent" category, significantly above industry averages.
2. **Student Acceptance:** High scores for frequent use intent and system confidence indicate strong acceptance among the primary target demographic.
3. **Cross-Discipline Success:** Students from both technical (Computer Science, Software Engineering) and non-technical (Business, Mathematics, Civil Engineering) backgrounds rated the system highly.
4. **Appropriate Complexity:** Students found the system appropriately complex for university-level functionality without being overwhelming.
5. **Mobile-Friendly Design:** Undergraduate students particularly appreciated the responsive design that works well on mobile devices, which aligns with their technology usage patterns.

**Implications for UniLinker Development:**

* The excellent SUS score validates the student-centered design approach
* High usability scores support the platform's potential for widespread adoption in university environments
* Cross-disciplinary success indicates the platform's versatility for different academic fields
* The results provide quantitative evidence of the platform's success in meeting undergraduate student needs
* Minor technical support needs identified can guide future user onboarding improvements

The SUS evaluation confirms that UniLinker has successfully achieved its usability objectives for its primary target audience of university undergraduate students and provides a strong foundation for deployment across multiple universities in Pakistan.

# CHAPTER 6

# CONCLUSION AND FUTURE WORK

The UniLinker project has successfully addressed a significant gap in Pakistan's higher education technology landscape by developing a comprehensive web-based mobile application that facilitates academic collaboration and resource sharing among university students and educators. Through systematic research, design, development, and testing phases, this project has demonstrated the feasibility and effectiveness of creating a centralized platform for educational networking across multiple institutions.

The primary objective of analyzing existing educational mobile applications revealed substantial limitations in current solutions, particularly the lack of university-level collaborative tools and inter-institutional connectivity. Most existing platforms, including Teleschool, Skoolify, Noon, and Maqsad, primarily target school-level education and fail to provide the sophisticated features required for university-level academic collaboration. UniLinker successfully fills this void by offering specialized dashboards, content management systems, and communication tools tailored specifically for higher education environments.

The design and development phase resulted in a robust, scalable platform built using modern web technologies including HTML5, CSS3, JavaScript, PHP, and MySQL. The system architecture supports role-based access control, ensuring that students, teachers, and administrators each have appropriate access levels and customized interfaces. The implementation of real-time messaging, content sharing capabilities, and interactive features like likes and comments has created an engaging academic environment that promotes active participation and knowledge exchange.

Testing results from 50 students and 10 teachers demonstrated high user satisfaction across all major functionalities, with ratings consistently above 4.6 out of 5.0 for usability, performance, and overall user experience. The platform successfully handles multiple concurrent users, maintains responsive design across devices, and provides reliable real-time communication features. Performance metrics indicate acceptable load times and efficient content delivery, validating the technical architecture decisions made during development.

The evaluation phase confirmed that UniLinker effectively addresses the identified challenges in university-level educational collaboration. Students can easily access, bookmark, and interact with academic content from verified educators across different institutions. Teachers benefit from streamlined content upload processes, analytics dashboards, and networking opportunities with peers from other universities. The administrative panel ensures quality control through teacher verification and content moderation, maintaining the platform's academic integrity.

UniLinker's contribution extends beyond mere technical implementation. It represents a paradigm shift toward collaborative, inter-university academic networking that can potentially transform how knowledge is shared and accessed in Pakistan's higher education system. By providing free access to quality educational content and fostering direct communication between students and educators, the platform democratizes learning opportunities and promotes academic excellence across institutional boundaries.

**6.2 Key Contributions**

This research project makes several significant contributions to the field of educational technology and academic collaboration:

**Technical Innovation**: UniLinker introduces a comprehensive role-based educational platform specifically designed for university-level users, featuring sophisticated dashboards, real-time communication, and cross-institutional connectivity that was previously unavailable in the Pakistani educational technology landscape.

**Educational Access Enhancement**: The platform provides free access to verified academic content, removing financial barriers that often limit students' access to quality educational resources. This democratization of educational materials can significantly impact learning outcomes across socioeconomically diverse student populations.

**Inter-University Collaboration Framework**: UniLinker establishes a functional model for academic collaboration across multiple universities, demonstrating how technology can bridge institutional boundaries and facilitate knowledge sharing among educators and students from different academic environments.

**User-Centered Design Implementation**: The project demonstrates successful application of user-centered design principles in educational technology, with testing results showing consistently high user satisfaction rates and intuitive interface design that accommodates users with varying technical proficiency levels.

**Scalable Architecture Development**: The technical architecture developed for UniLinker provides a scalable foundation that can accommodate growing user bases and expanding feature sets, serving as a reference model for similar educational technology initiatives.

**Quality Assurance Integration**: The implementation of administrative oversight and content moderation features ensures academic quality and platform integrity, addressing critical concerns about content validity and appropriateness in open educational environments.

**6.3 Limitations**

Despite its successes, the UniLinker project has several limitations that should be acknowledged:

**Limited Testing Scale**: While testing with 60 users provided valuable insights, a larger-scale deployment across multiple universities would provide more comprehensive validation of the platform's effectiveness and scalability in real-world academic environments.

**Technology Dependency**: The platform requires reliable internet connectivity for full functionality, which may limit accessibility for students in areas with poor network infrastructure. This dependency could create digital divide issues that contradict the platform's accessibility goals.

**Content Moderation Scope**: The current administrative moderation system, while functional, may become overwhelmed as the platform scales. More sophisticated automated content filtering and moderation tools would be necessary for large-scale deployment.

**Mobile Application Limitations**: While the platform is mobile-responsive, it lacks native mobile application features such as offline content access, push notifications, and device-specific optimizations that could enhance user experience on mobile devices.

**Integration Constraints**: UniLinker operates as a standalone platform without integration capabilities with existing university management systems, learning management systems, or academic databases, which may limit its adoption in institutional environments with established technology ecosystems.

**Language and Cultural Limitations**: The platform is primarily designed for English-language content and may not adequately address the multilingual needs of Pakistan's diverse educational environment, particularly for regional language content sharing.

**Security and Privacy Considerations**: While basic security measures are implemented, more robust security protocols, data encryption, and privacy controls would be necessary for handling sensitive academic information at scale.

**6.4 Future Work**

The UniLinker project establishes a strong foundation for future enhancements and research directions. The following areas represent promising opportunities for continued development:

**6.4.1 Mobile Application Development**

**Native Mobile Applications**: Developing dedicated iOS and Android applications would significantly enhance user experience by providing offline content access, push notifications, device integration, and platform-specific optimizations. Native applications could leverage device features such as camera integration for document scanning, voice recording for audio notes, and location services for campus-specific content delivery.

**Progressive Web Application (PWA)**: Implementing PWA technologies would provide mobile app-like experiences while maintaining cross-platform compatibility. This approach would enable offline functionality, improved performance, and app-like user interfaces without requiring separate native application development.

**6.4.2 Artificial Intelligence Integration**

**Intelligent Content Recommendation**: Implementing machine learning algorithms to analyze user behavior, preferences, and academic progress could provide personalized content recommendations, improving learning outcomes and platform engagement. These systems could suggest relevant courses, identify knowledge gaps, and recommend supplementary materials.

**Automated Content Moderation**: AI-powered content analysis could automatically identify inappropriate, plagiarized, or low-quality content, reducing administrative overhead and improving platform quality. Natural language processing could assess content relevance and academic value.

**Intelligent Tutoring Systems**: Integrating adaptive learning technologies could provide personalized learning paths, intelligent feedback, and automated assessment capabilities, transforming UniLinker from a content-sharing platform into a comprehensive educational ecosystem.

**6.4.3 Enhanced Collaboration Features**

**Virtual Classroom Integration**: Implementing video conferencing, screen sharing, and virtual whiteboard capabilities would enable real-time collaborative learning sessions and remote teaching opportunities, particularly valuable in post-pandemic educational environments.

**Group Project Management**: Adding project management tools, collaborative document editing, and team communication features would support group-based learning activities and multi-institutional collaborative research projects.

**Academic Social Networking**: Expanding social features to include academic profiles, publication sharing, research collaboration tools, and scholarly networking capabilities could position UniLinker as a comprehensive academic social platform.

**6.4.4 Advanced Analytics and Assessment**

**Learning Analytics Dashboard**: Implementing comprehensive analytics to track learning progress, identify at-risk students, and measure educational outcomes could provide valuable insights for educators and institutional administrators.

**Assessment and Testing Tools**: Adding quiz creation, automated grading, and assessment analytics would enable educators to create interactive learning assessments and track student understanding more effectively.

**Institutional Analytics**: Providing analytics dashboards for university administrators could help institutions understand platform usage patterns, measure educational impact, and make data-driven decisions about educational technology adoption.

**6.4.5 System Integration and Interoperability**

**Learning Management System Integration**: Developing APIs and integration capabilities with popular LMS platforms such as Moodle, Blackboard, or Canvas would enable seamless data exchange and reduce duplicate data entry for educators and students.

**University Information System Integration**: Connecting with existing student information systems, course catalogs, and academic databases would automate user registration, course enrollment, and academic record management.

**Third-Party Tool Integration**: Incorporating popular educational tools such as plagiarism checkers, reference managers, and academic databases would create a more comprehensive academic workspace.

**6.4.6 Accessibility and Inclusivity Enhancements**

**Multi-language Support**: Implementing comprehensive internationalization features to support Urdu, regional languages, and other international languages would make the platform accessible to a broader user base and support Pakistan's linguistic diversity.

**Accessibility Compliance**: Enhancing the platform to meet international accessibility standards (WCAG 2.1 AA) would ensure usability for users with disabilities, including screen reader compatibility, keyboard navigation, and visual impairment accommodations.

**Low-Bandwidth Optimization**: Developing lightweight versions of the platform optimized for slow internet connections would improve accessibility in areas with limited internet infrastructure.

**6.4.7 Security and Privacy Enhancements**

**Advanced Security Measures**: Implementing multi-factor authentication, end-to-end encryption for sensitive communications, and advanced threat detection would enhance platform security and user privacy protection.

**Blockchain Integration**: Exploring blockchain technologies for certificate verification, academic credential management, and intellectual property protection could add trust and verification capabilities to the platform.

**Compliance Framework**: Developing comprehensive privacy policies and data protection measures compliant with international standards (GDPR, COPPA) would prepare the platform for global deployment.

**6.4.8 Research and Development Opportunities**

**Educational Impact Studies**: Conducting longitudinal studies to measure UniLinker's impact on learning outcomes, academic collaboration, and educational equity would provide valuable research contributions and validation of the platform's educational effectiveness.

**Cross-Cultural Educational Technology Research**: Expanding the platform to other countries and cultures could provide insights into global educational technology adoption patterns and cultural adaptation requirements.

**Open Source Community Development**: Releasing portions of UniLinker as open-source software could foster community-driven development, encourage academic collaboration, and accelerate innovation in educational technology.

**6.5 Final Remarks**

The successful development and testing of UniLinker demonstrates the potential for technology to address real-world educational challenges while fostering academic collaboration and knowledge sharing. This project represents more than a technical achievement; it embodies a vision of democratized education where quality academic resources and expert knowledge are accessible to students regardless of their institutional affiliation or socioeconomic background.

The positive user feedback and successful testing results validate the approach of focusing on user-centered design and addressing specific needs identified through comprehensive research. The platform's ability to connect students and educators across institutional boundaries while maintaining quality control through administrative oversight creates a sustainable model for educational technology deployment in developing educational ecosystems.

As Pakistan's higher education sector continues to evolve and embrace digital transformation, platforms like UniLinker can play a crucial role in enhancing educational quality, promoting academic collaboration, and preparing students for an increasingly connected global academic environment. The foundation established by this project provides a stepping stone for future innovations in educational technology and academic networking.

The journey from identifying educational challenges to delivering a functional, user-tested platform has provided valuable insights into the complexities of educational technology development. These insights extend beyond technical implementation to encompass user psychology, institutional dynamics, and the broader socioeconomic factors that influence educational technology adoption.

Looking forward, the continued development of UniLinker and similar platforms will require sustained collaboration between technologists, educators, students, and institutional administrators. The success of such platforms ultimately depends on their ability to genuinely improve educational outcomes and create meaningful connections within academic communities.

The UniLinker project concludes with the recognition that educational technology is not merely about building sophisticated systems, but about creating tools that empower learners, support educators, and contribute to the broader goal of educational excellence and accessibility. As this platform continues to evolve, it carries the potential to positively impact thousands of students and educators, contributing to Pakistan's educational development and serving as a model for similar initiatives in other developing educational contexts.

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