



**Bharati Vidyapeeth College of Engineering , Navi Mumbai
Department of Computer Engineering**

MedLearn : Empowering Medical Students

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INTRODUCTION

- Modern science demands students to grasp diverse concepts quickly, often without sufficient resources.
- Technology-enhanced learning tools, like imaging informatics, offer innovative and interactive ways to enhance student engagement.
- Multimedia learning fosters critical thinking, bridging knowledge gaps and improving problem-solving skills.
- MedLearn, a virtual platform, supports medical students with easy access to reliable resources, tools, and community support.
- MedLearn provides high-quality content from professionals and employs adaptive systems to help students manage and track their learning.



OBJECTIVE

The goal of the medical learning app is to transform medical education by giving students an extensive and user-friendly platform.

The objective is to provide medical students with a comprehensive, technology-driven learning platform that enhances their understanding through interactive multimedia tools. By offering accurate, up-to-date content and adaptive study management.

MedLearn aims to support students in bridging knowledge gaps, developing critical thinking, and excelling in their academic and professional journeys.



PROBLEM STATEMENT

MedLearn addresses the challenges faced by medical students in accessing effective educational resources. Many students struggle with traditional learning methods that lack interactivity and engagement, resulting in knowledge gaps.

Our platform provides a comprehensive online learning experience featuring instructional videos, a user-friendly login system, and easy navigation. By leveraging technology, MedLearn empowers medical students to enhance their learning, retain information better, and prepare for their future careers in healthcare. Ultimately, MedLearn fosters a collaborative community that supports medical education and promotes success among students in their studies.



EXISTING SYSTEMS

Existing systems similar to MedLearn in the field of medical education and e-learning include:

1. Khan Academy Medicine – Offers free video tutorials and interactive exercises across medical subjects.
2. Lecturio – Provides video lectures, quizzes, and spaced repetition techniques for medical education.
3. Osmosis – A comprehensive medical learning platform offering video content, flashcards, and question banks.
4. UpToDate – A clinical decision support tool that offers evidence-based information for medical professionals.
5. AMBOSS – Combines medical content with an integrated question bank and clinical resources for exam preparation and practical knowledge.

These platforms are designed to assist medical students with their studies, offering various tools and resources to enhance their learning experience.



GAPS OF EXISTING SYSTEMS

The gaps in existing medical education platforms include:

1. Lack of Personalization – Most systems don't offer tailored learning experiences based on individual progress or learning styles.
2. Limited Interactivity – Many platforms focus on passive content delivery (videos, texts) rather than interactive, hands-on learning.
3. Fragmented Resources – Information is often dispersed across different systems, leading to inefficiencies in finding integrated content across clinical and theoretical subjects.
4. Inconsistent Instructional Design – Current platforms may lack strong pedagogical frameworks, reducing the effectiveness of the learning modules.
5. Limited Collaboration – Few systems support adaptive collaborative learning environments, which are critical for fostering teamwork in medical education.
6. High Cost – Premium features on some platforms can be costly, making them inaccessible to all students.

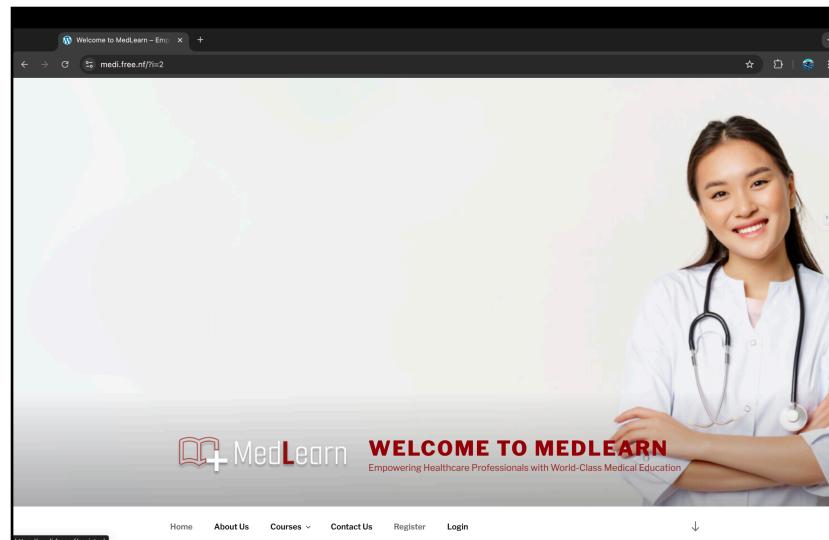


PROPOSED METHODOLOGY

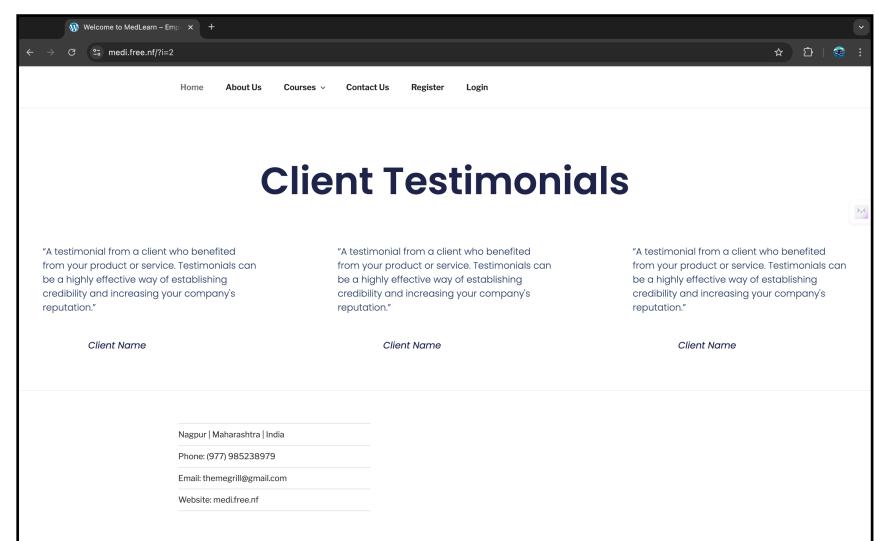
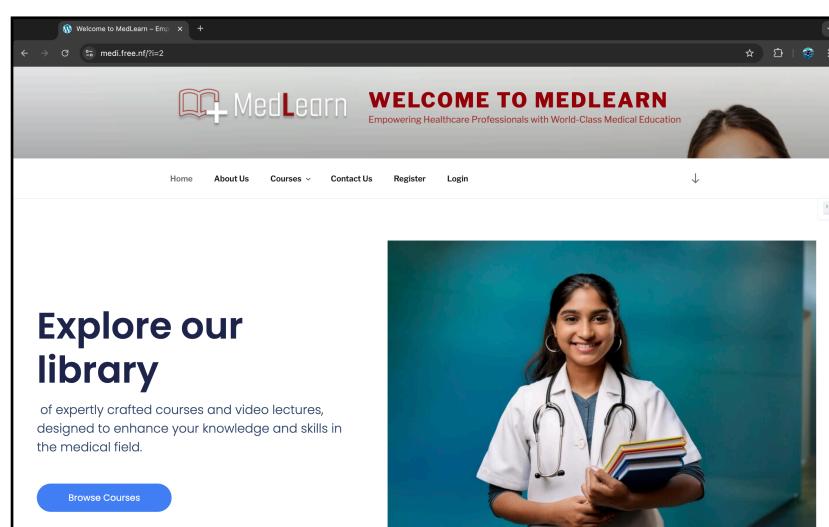
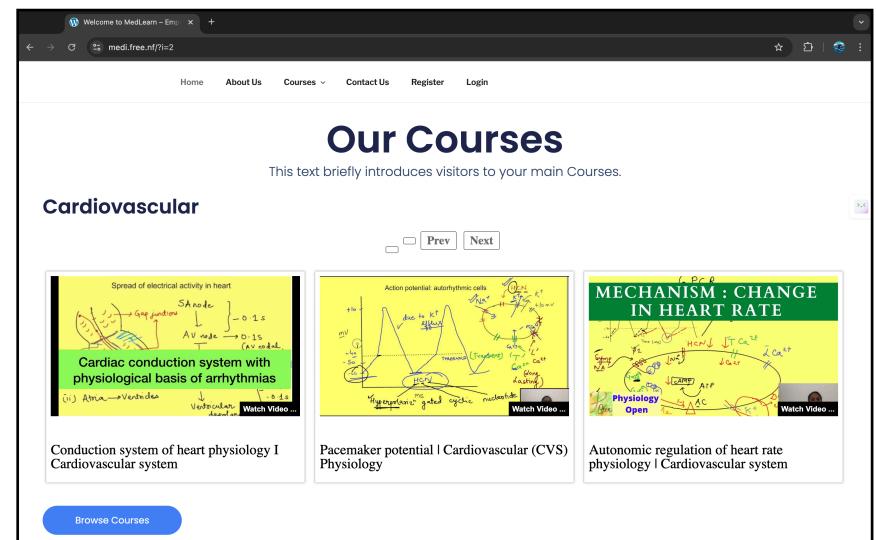
Web apps are valuable tools for managing information and have improved document management, communication, student evaluation, and grading in medical education (Harden, R). However, these systems often prioritize administrative efficiency over student learning goals. E-learning is critical for knowledge dissemination and continuous training in healthcare, improving knowledge and self-reported practice performance (Pullen, 2006).

While social media fosters collaboration, it can also reduce learning effectiveness, as students must sift through unverified information. Online platforms like MOOCs have proven successful, especially in remote areas, but translating knowledge into clinical behavior change remains a challenge (Sinclair et al., 2015). Innovative methodologies such as Problem-Based Learning enhance the e-learning experience.

The registration and login processes for platforms like MedLearn are designed to ensure ease of access, security, and a personalized learning experience, encouraging students to engage with the platform seamlessly.



PROPOSED METHODOLOGY





PROPOSED METHODOLOGY

Register – Welcome to MedLearn

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Home About Us Courses Contact Us Register Login

REGISTER

Username

First Name

Last Name

E-mail Address

Password

Confirm Password

Login – Welcome to MedLearn

medi.free.nf/login-2/

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WELCOME TO MEDLEARN
Empowering Healthcare Professionals with World-Class Medical Education

LOGIN

Username or E-mail

Password

Keep me signed in

[Forgot your password?](#)



RESULTS

The image showcases an online educational platform page focused on "Agriculture Foundation Classes," specifically covering crop physiology. This is part of Medlearn's approach to empowering students by providing accessible, subject-specific resources tailored to academic and exam needs.

Video-Based Learning: A YouTube video at the top of the page features a class on "Oxidative Phosphorylation," part of crop physiology, a key topic for students preparing for agriculture exams like NABARD, JET, and others.

The use of video learning enhances understanding by offering visual and auditory explanations, allowing students to grasp complex concepts more effectively.



Agriculture Foundation - Welcome

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AGRICULTURE FOUNDATION CLASSES | CROP PHYSIOLOGY

CROP PHYSIOLOGY

OXIDATIVE PHOSPHORILATION

CLASS 64

Watch on YouTube JET 2022 LIVE @ 9:00 PM

BY HEENA NAITHANI

1 of 6 Next

AGRICULTURE FOUNDATION CLASSES | CROP PHYSIOLOGY #64 | Oxidative Phosphorylation | Rajasthan Pre PG JET

AGRICULTURE FOUNDATION CLASSES | CROP PHYSIOLOGY #64 | MCQ's of G W | Rajasthan Pre PG JET

AGRICULTURE FOUNDATION CLASSES | CROP PHYSIOLOGY #63 | Crop Physiology | Class 63 | MCQ's of G W | Rajasthan Pre PG JET

AGRICULTURE FOUNDATION CLASSES | CROP PHYSIOLOGY #62 | Global Warming | Crop Physiology | Class 62 | MCQ's of G W | Rajasthan Pre PG JET

AGRICULTURE FOUNDATION CLASSES | CROP PHYSIOLOGY #61 | MCQ's | Crop Physiology | Class 61 | MCQ's | Crop Physiology | Rajasthan Pre PG JET

AGRICULTURE FOUNDATION CLASSES | CROP PHYSIOLOGY #60 | Sink & Source | Crop Physiology | Class 60 | MCQ's | Crop Physiology | Rajasthan Pre PG JET

AGRICULTURE FOUNDATION CLASSES | CROP PHYSIOLOGY #59 | C3 & C4 Plants | Crop Physiology | Class 59 | MCQ's | Crop Physiology | Rajasthan Pre PG JET

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Biotechnology

Prev Next

BIOTECHNOLOGY IMPORTANT QUESTION

[6th sem.] Important Question

UNIT-1 TO UNIT-5

QUESTION GUARANTEE

Watch Video ...

BIOTECHNOLOGY Unit-1 Lecture-1

Brief introduction to Biotechnology with reference to Pharmaceutical Sciences

END OF BIOTECH FEAR

Watch Video ...

BIOTECHNOLOGY Unit-1 Lecture-2

Enzyme Biotechnology - Methods of enzyme immobilization and Application

END OF BIOTECH FEAR

Watch Video ...

Biotechnology 6th semester important question

Brief introduction to biotechnology with reference to pharmaceutical sciences

Enzyme biotechnology

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Frequencies

Notes		
Output Created	24-SEP-2024 16:28:39	
Comments		
Input	Active Dataset Filter Weight Split File	DataSet0 <none> <none> <none>
	N of Rows in Working Data File	30
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
Syntax	FREQUENCIES VARIABLES=Student_ID Grade Attendance /NTILES=4 / STATISTICS=STD DEV VARIANCE RANGE MEAN / ORDER=ANALYSIS.	Statistics are based on all cases with valid data.
Resources	Processor Time Elapsed Time	00:00:00.00 00:00:00.01

Statistics				
	Student_ID	Grade	Attendance	
N	Valid Missing	30 0	30 0	30 0

Frequency Table

Student_ID	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	1	3.3	3.3	3.3
	10	1	3.3	3.3	6.7
	11	1	3.3	3.3	10.0
	12	1	3.3	3.3	13.3
	13	1	3.3	3.3	16.7
	14	1	3.3	3.3	20.0
	15	1	3.3	3.3	23.3
	16	1	3.3	3.3	26.7
	17	1	3.3	3.3	30.0
	18	1	3.3	3.3	33.3
	19	1	3.3	3.3	36.7
	2	1	3.3	3.3	40.0
	20	1	3.3	3.3	43.3
	21	1	3.3	3.3	46.7
	22	1	3.3	3.3	50.0
	23	1	3.3	3.3	53.3
	24	1	3.3	3.3	56.7
	25	1	3.3	3.3	60.0
	26	1	3.3	3.3	63.3
	27	1	3.3	3.3	66.7
	28	1	3.3	3.3	70.0
	29	1	3.3	3.3	73.3
	3	1	3.3	3.3	76.7
	30	1	3.3	3.3	80.0
	4	1	3.3	3.3	83.3
	5	1	3.3	3.3	86.7
	6	1	3.3	3.3	90.0
	7	1	3.3	3.3	93.3
	8	1	3.3	3.3	96.7
	9	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Grade					
	Frequency	Percent	Valid Percent	Cumulative	
Valid	A	9	30.0	30.0	30.0
	A-	1	3.3	3.3	33.3
	A+	3	10.0	10.0	43.3
	B	9	30.0	30.0	73.3
	C	6	20.0	20.0	93.3
	C+	1	3.3	3.3	96.7
	D	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Attendance					
	Frequency	Percent	Valid Percent	Cumulative	
Valid	20%	1	3.3	3.3	3.3
	25%	1	3.3	3.3	6.7
	34%	1	3.3	3.3	10.0
	35%	1	3.3	3.3	13.3
	37%	1	3.3	3.3	16.7
	40%	2	6.7	6.7	23.3
	45%	1	3.3	3.3	26.7
	50%	1	3.3	3.3	30.0
	55%	1	3.3	3.3	33.3
	56%	3	10.0	10.0	43.3
	60%	1	3.3	3.3	46.7
	67%	3	10.0	10.0	56.7
	76%	4	13.3	13.3	70.0
	77%	1	3.3	3.3	73.3
	78%	2	6.7	6.7	80.0
	87%	5	16.7	16.7	96.7
	99%	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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