

INFORMATICS INSTITUTE OF TECHNOLOGY

In Collaboration with

UNIVERSITY OF WESTMINSTER

**Recourse Recommendations System**

A Project Proposal by

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**Table of Contents**

[1. Introduction 4](#_Toc116875529)

[2. Problem Domain 4](#_Toc116875530)

[3. Problem Definition 4](#_Toc116875531)

[3.1. Problem Statement 5](#_Toc116875532)

[4. Research Motivation 5](#_Toc116875533)

[5. Existing work 5](#_Toc116875534)

[6. Research Gap 8](#_Toc116875535)

[7. Contribution to the Body of Knowledge 9](#_Toc116875536)

[7.1. Technological contribution 9](#_Toc116875537)

[7.2. Domain contribution 9](#_Toc116875538)

[8. Research Challenge 9](#_Toc116875539)

[9. Research question/s 9](#_Toc116875540)

[10. Research Aim 9](#_Toc116875541)

[11. Research Objectives 9](#_Toc116875542)

[12. Project Scope 10](#_Toc116875543)

[12.1. In-scope 10](#_Toc116875544)

[12.2. Out-scope 10](#_Toc116875545)

[12.3. Diagram showing prototype feature 10](#_Toc116875546)

[13. Methodology 10](#_Toc116875547)

[13.1. Research methodology 10](#_Toc116875548)

[13.2. Development methodology 11](#_Toc116875549)

[13.2.1. Life cycle model 11](#_Toc116875550)

[13.2.2. Design Methodology 11](#_Toc116875551)

[13.2.3. Evaluation Methodology 11](#_Toc116875552)

[Benchmarking 11](#_Toc116875553)

[13.3. Project management methodology 11](#_Toc116875554)

[13.3.1. Schedule 11](#_Toc116875555)

[Gantt Chart 11](#_Toc116875556)

[Deliverables 11](#_Toc116875557)

[13.3.2. Resource Requirements 11](#_Toc116875558)

[Software Requirements 11](#_Toc116875559)

[Hardware Requirements 11](#_Toc116875560)

[Data Requirements 11](#_Toc116875561)

[Skill Requirements 11](#_Toc116875562)

[13.3.3. Risk Management 11](#_Toc116875563)

[References 12](#_Toc116875564)

# List of Figures

# List of Tables

**List of Abbreviations**

# Introduction

This document defines the background of the problem, the existing works that are related to my research topic, the solution that I am planning to implement, and how I am supposed to address the currently facing issues. The past research interests are also explored with their limitations and the research gaps are also identified with relevant reasons. Moreover, this paper further includes the solution methodology, the software and data requirements needed to implement it, the time plan, and the risk mitigation plan for the next few months of research work.

# Problem Domain

Nowadays, most students learn using online resources. Even though students gained knowledge in universities, schools, and other institutes, they always tend to explore more to expertise in their fields with the help of online sources. There are different types of online resources for different learning styles (visual, read and write, auditory). For example, some students may be interested in watching tutorial videos. It will help them to extract the content more than reading documentation. But some students are more interested in reading and gaining knowledge than watching a video. Sometimes we cannot identify the most suitable learning type that suits us. When someone has to be ready for an exam within two to three days, he/she has to face difficulties in finding the best learning material for a specific subject that matches their learning style. In such cases, it would be a great solution to have an online resources recommendation system by identifying our learning styles.

# Problem Definition

Every student has a different learning style. Some students are visual learners, while some students prefer to learn through audio. The online learning system, with its range of options and resources, can be personalized in many ways. It is hard to find the perfect online material for our subject and learning style. It takes more time to try out different sources and find the relevant ones. The main issue with most online resources is reliability. Even though we found the perfect match for our choice, the information it contains may not reliable.

## Problem Statement

Students are facing difficulties in finding the best online resources that match their learning styles.

# Research Motivation

As a university student, I faced problems when choosing the right online sources when studying. It took me a period to find myself the best learning style that suits me. I found it by trying and following videos, reading materials, and making notes. It takes some time. In some situations, I had to watch so many tutorial videos from different sites to find the best one that meet my requirement. During the exam days, I encountered complications finding the suitable reference.

# Existing work

|  |  |  |  |
| --- | --- | --- | --- |
| Citation | Brief Description | Limitations | Contribution |
| ‌Shao, Y. (n.d.). *Prediction of preferences on M-Learning based on VARK score using DNN to classify multi-label and single-label data*. [online] Available at: http://users.cecs.anu.edu.au/~Tom.Gedeon/conf/ABCs2020/paper/ABCs2020\_paper\_v2\_184.pdf [Accessed 18 Oct. 2022]. | This paper introduces a Deep Neural Network (DNN) classification model to predict four preferences of mobile learners, including audio, PowerPoint, video, and e-book, by using the symbolic dataset from the study of AI-Ismail, Gedeon, and Yamin (2017). | This work provided a means of providing a learning material adaptability model using Naïve Bayes classifier and K-Means clustering algorithm, which associates a user profile to a content group. | This paper investigates how to use pre-encoded data to train a classification model for the prediction of mobile learners’ preferences based on VARK scores. The motivation of choosing this dataset is related to the popularity of mobile learning. |
| Kerkiri, T., Manitsaris, A. and Mavridis, I. (2009). How e-learning systems may benefit from ontologies and recommendation methods to efficiently personalise resources. *International Journal of Knowledge and Learning*, 5(3/4), p.347. doi:10.1504/ijkl.2009.031229.  ‌ | The considerable amount of knowledge through various documents within organisations increasingly grows. Their efficient maintenance and meaningful retrieval is of great importance | This work proved that the learner would have to examine much less retrieved resources in order to filter those that are suitable to his informational needs. | In this paper an e-learning system is proposed that is based on semantic web-based methods. In this system, the learners’ feedback, expressed as reputation metadata, is used to propose suitable LRs’, through recommendation techniques. Ontologies’ are designed based on educational standards to implement the entities of the system. |
| Process of building a dataset and classification of vark learning styles with machine learning and predictive analytics models. (2021). *Journal of Contemporary Issues in Business and Government*, 26(02). doi:10.47750/cibg.2020.26.02.128.  ‌ | As there is a rise in the online and customized learning platforms, learning style preferences give us insight into better utilization of educational resources available. VARK learning styles are developed by Fleming and Bonwell on the premises of preferred intake of information by the students. | This study explored the relationship between demographic factors like school and place people grew up and learning styles. Results proved to contradict those factors. They conclude that with the growth of big data learning style classification, a blend of model algorithms or stacked algorithms like voting classifier can be used to adapt to a user application | This study shows the ability of the machine learning algorithms to ascertain the relationships between the data. The learning styles are an important part of the student’s way of processing the information during the education. |
| De Medio, C., Limongelli, C., Sciarrone, F. and Temperini, M. (2020). MoodleREC: A recommendation system for creating courses using the moodle e-learning platform. *Computers in Human Behavior*, 104, p.106168. doi:10.1016/j.chb.2019.106168.  ‌ | In this paper, the Web offers exceptional opportunities. An enor-  mous wealth of learning resources and technologies can be made  available in a relatively simple way: for teachers, the Web is a rich field,  where they can find useful educational materials suitable for supple-  menting or creating a course | From this analysis of earlier uses of interesting LOs, the teacher can  decide to select a given LO from those in the ranked list. She/he can also  be encouraged to use other LOs, not listed in the query response, on the  basis of their usage, alongside of the LO in question, in other courses | In this work we addressed the teaching activity, presenting an  extension of an LMS making it able to help the teacher build a course  based on recommended LOs, whereas the recommendations come from  the response of the LO to the requested features, and from the use that  other teachers have done of the LO in different courses |
| Ezaldeen, H., Misra, R., Alatrash, R. and Priyadarshini, R. (2019). *Machine Learning Based Improved Recommendation Model for E-learning*. [online] IEEE Xplore. doi:10.1109/ICICRS46726.2019.9555866.‌ | The main purpose of e-learning is accessibility to users around the world in anywhere and anytime mode, and ability to find and select the appropriate courses with less efforts and minimum time. | This work provided a means of providing a learning material adaptability model using Naïve Bayes classifier and K-Means clustering algorithm, which associates a user profile to a content group. | This paper presents an AI based E-learning system by incorporating intelligent support systems. Based on the need and aptitude of the student the learning materials could be chosen which will help both the students and the teachers to enhance the learning outcome as a whole |

# Research Gap

The suggested solution is about recommending learning resources for people with the same learning preferences using an algorithm by identifying their learning styles. The accuracy can be improved using that algorithm. The users can also suggest learning materials they followed using the feedback form.

# Contribution to the Body of Knowledge

By addressing the above gap what is the contribution you are going to make

## Technological contribution

## Domain contribution

# Research Challenge

Evidence for complexity and challenge to achieve, you need to write such that it gives reason why it could lead to a publication.

Publishable doesn’t mean it is publishable in a conference but publishable in a <https://mjl.clarivate.com/search-results> journal

Further evidence to show that this can be further extended to PhD research

# Research question/s

https://www.scribbr.com/research-process/research-questions/

# Research Aim

One sentence

Further elaborate on the aim

# Research Objectives

Elaborate the steps of atomic activities that you need to carryout to achieve the aim

|  |  |  |
| --- | --- | --- |
| Research Objectives | Explanation | Learning Outcome |
| Problem Identification |  | LO1 |
| Literature Review | RO1  RO2  RO3 | LO1 |
| Data Gathering and Analysis |  | LO2, LO3 |
| Research Design |  |  |
| Implementation |  |  |
| Testing and Evaluation |  |  |
|  |  |  |
|  |  |  |

# Project Scope

## In-scope

## Out-scope

## Diagram showing prototype feature

# Methodology

## Research methodology

|  |  |
| --- | --- |
| Research Philosophy | The author of the research has selected the positivism as the research philosophy |
| Research Approach | Deductive or inductive why? |
| Research Strategy | Experiment, survey => questionnaire (can be quantitative or qualitative) or interview (can be quantitative or qualitative), |
| Research Choice | Mono method => only one method can quantitative (Positivist) or qualitative (interpretivist), Multi method (More than one method but all belong to same paradigm (positivist or interpretivist)) or Mixed method (only pragmatist can mix the method => mixing the method from positivism and interpretivism) |
| Time zone | Cross-sectional or longitudinal |
|  |  |
|  |  |
|  |  |

## Development methodology

### Life cycle model

### Design Methodology

### Evaluation Methodology

### Benchmarking

* 1. **What is the life cycle model and why?**
  2. **Design methodology => SSADM or OOAD or Anything else?**
  3. **Evaluation methodology => Evaluation metrics and/or benchmarking**

## Project management methodology

### Schedule

### Gantt Chart

### Deliverables

### Resource Requirements

### Software Requirements

### Hardware Requirements

### Data Requirements

### Skill Requirements

### Risk Management

* 1. **Schedule using the Gantt Chart after doing a WBS (Do not have to provide the WBS)**
  2. **Deliverables, milestones and dates of deliverables**
  3. **Resource requirements** 
     1. **Hardware requirements**
     2. **Software requirements**
     3. **Skills requirements**
     4. **Data Requirements**
  4. **Risk Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Risk Item** | **Severity** | **Frequency** | **Mitigation Plan** |
|  | **5** | **5** |  |
|  | **5** | **4** |  |
|  | **5** | **1** |  |
|  |  |  |  |

# References

Structure of the report for ASE and FYP Students and CSF Students who will involve in development project

Introduction

Literature Review

Methodology

Requirement Elicitation and analysis

SLEP Framework

Design

Implementation

Testing

Evaluation

Conclusion

Structure of the report for CSF Students for students doing Conceptual Framework Research

Introduction

Literature Review

Methodology

Data Gathering and Analysis

SLEP Framework

Conceptual Framework Design

Evaluation

Conclusion