

LEARNHUB - A SOLUTION FOR TUTORS AND STUDENTS

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ABSTRACT

The goal of this paper is to create a web application that acts as a conduit between tutors and students. Discovering the ideal tutor has become more challenging for students due to the growing popularity of individual or group tuition. Locating a tutor is a time-consuming procedure. coaching in addition to rudimentary education. Students can locate tutors without the assistance of a third party by using our online tutoring program. Pupils can easily locate and get in touch with qualified educators. Tutors will also have a platform to showcase their skills and connect with students based on their needs thanks to this application. Pupils can search for tutors according to a variety of factors, including location, expertise, and taste. Additionally, tutors can locate students using a variety of criteria, such as subject and area. Search results are obtained from MySQL and presented to the student in accordance with the requirements..

Key words:- E-Learning, Revolutionise, Education, Exploratory

1. INTRODUCTION

This program is simple to use and comprehend. The primary goal of this paper is to improve the relationship between students and teachers. The application was made with pure non-profit intentions. For in-home tutoring, students can locate tutors. In a same vein, tutors can locate students. Tutors can allow students to contact them directly by listing their profiles, and vice versa. The app offers possibilities to select specializations in each student's chosen field of study in addition to updating tutor and student location preferences. In addition to encouraging and drawing gifted, incredibly passionate, and enthusiastic tutors to join the platform in order to meet the needs of students, the application works to ensure the registration of qualified experts. Electronic learning, often known as e-learning, is education based on contemporary communication techniques, such as websites, search engines, audio-visual materials, computers and their networks, and electronic libraries. It can be done remotely or in a classroom. Typically, this kind of instruction is provided via the World Wide Web, where the educational establishment posts its courses and resources on a dedicated webpage so that students can easily access and utilize them via private or public networks, the Internet, email, and online discussion forums. The main characteristics of e-learning are that it's an online learning environment and a means of presenting academic courses. When compact discs (CDs) were introduced into the classroom in the 1980s, the level of interaction between the student, the subject, and the teacher was lacking. a significant shortcoming according to several educators. This issue wasn't overcome until the Internet emerged, which made the use of e-learning justifiable since it met the need of simultaneity or immediacy. E-learning helps to move the educational process from a memorization-based stage to one that emphasizes creativity, engagement, and skill development. With e-learning, students can access course materials from anywhere at any time, changing their perceptions of the educational process and teaching them to go conventional classrooms into a vibrant setting with a multitude of learning resources. Experts in the sector, ministries, businesses, and other organizations involved in the spread of technological applications in education are sources for e-learning programs. Programs are made available via the Internet, closed or shared networks, and email. Among the tools and methods used in e-learning are discussion boards and email.

2. Literature Review

Even if e-learning has grown significantly in the educational field and is thought to have many advantages, the effectiveness of these technologies will not be fully realized if users are unable to embrace and use the system. Thus, whether or not students are willing to adapt and accept the technology will determine whether or not e-learning tools are implemented successfully. Therefore, in order to improve the learning experience for students, practitioners and policy makers must comprehend the aspects influencing user approval of web-based learning systems (Tarhini et al., 2014a). Recent research, however, has demonstrated that the adoption of e-learning is a process including numerous variables, including social aspects (Schepers and Wetzels, 2007; Tarhini et al., 2014b; 2015),

Fischer et al. (2015) investigated the use of scientific conference proceedings for e-learning trend analysis. They looked at 427 scientific article abstracts from prestigious German-speaking e-learning conferences E-Learning-Fachtagungen der Gesellschaft für Informatik e. V. (GMW and DeLFI) and Gesellschaft für Medien in der Wissenschaft, published between 2007 and 2013. Since the study was carried out at conferences where only German was used, it accurately represents the circumstances in Germany, Switzerland, and Austria. A significant contribution to the spread of digital media in higher education was made by Fischer et al. (2015). The researchers discovered that the frequency distribution's seven-year analysis, when examined in detail, shows how strongly e-learning trends have been discussed in the scientific community.

Students' achievement is impacted by e-learning technologies, as demonstrated by Moravec et al. (2015). Almost two thousand students participated in the study. Moravec et al. (2015) state that the study contrasts the answers to questions in the legal field where an e-learning tool was offered in a pilot form with the answers to questions in the non-legal sector. The researchers discovered that the students' performance has been impacted by the e-learning resources. However, the notion that students who rely on provided resources could suffer as a result of using an e-learning tool was refuted. Mothibi (2015) examined the relationship between e-learning and students' academic achievement in higher education by using Cohen's model and based on data collected from 15 documents from relevant research studies conducted on the effect of ICT-based e-learning on academic achievement during 2010–2012. The study's conclusion was that ICT significantly improved students' academic performance when they used e-learning. The findings also showed that ICT significantly improved pupils' overall academic performance in the classroom.

Enterprise resource planning (ERP) systems can benefit from mobile learning (m-learning), as investigated by Scholtz and Kapeso (2014), Almajali et al (2016), and Shannak (2013). The usefulness, acceptance, and perceived ease of use of m-learning were evaluated using the technology acceptance model (TAM). Perceived utility and simplicity of use of the m-learning system were shown to be positively connected by the researchers. Validated earlier research that emphasized how crucial high-quality course materials are to e-learning and mobile learning initiatives.

Pieri and Diamantini (2014) based their study on the University of Milano-Bicocca's Web 2.0 e-learning experience during the 2011–2012 academic year. The aim of the study was to increase accessibility by making the implicit and tacit knowledge held by users explicit. The researchers began explaining the shift from Web 2.0 to e-learning and the aggregation of Web 2.0 power with social networks in the learning process because ICTs have become an indispensable component of the learning experience for people of all ages, making it a concept that needs to be explored. They made use of Thinktag Smart, a brand-new Web 2.0 platform that combines the educational possibilities provided by the web 2.0 with the educational possibilities

Ceobanu and Boncu (2014) looked into the difficulties that come with using mobile technology in adult education from a theoretical perspective. They maintained that mLearning, or mobile learning, can be positioned at the

link between mobile computing and e-learning, which is distinguished by the capacity to access learning resources at any time and from any location through strong search, high engagement, strong support for efficient learning, and continuous performance-based evaluation. Additionally, mLearning is seen as an expansion of eLearning, but it

differs from eLearning in that it is not dependent on a specific place, time, or location. Moreover, mLearning refers to the application of mobile technologies to teaching and learning procedures. One way to think of mLearning is as the intersection of eLearning and mobile computing to produce a learning environment.

3. Implementation Study

- The third party consultancies are present existing systems for finding tutors .
- Students can view the list of tutors.
- Student list does not appear for tutors.
- This process is very time consuming.
- Tiring process for the students and tutors.

3.1 PROPOSED SYSTEM

The “Learn Hub” is a tool to assist the students to find private tutors in an interactive manner. It aims to complement the efforts of a student to find a desirable teacher.

- Student list is visible to tutors and tutor list is visible to students.
- Tutors may get job based on their experience and students requirements’
- This can be used by parents to find teachers whenever needed.
- Can be used anywhere any time as it is a web application

4 METHODOLOGIES

MODULES

The proposed system consists of three modules

- ⊗ Admin module
- ⊗ Student module
- ⊗ Tutor module

Module Description:

⊗ Admin module:

- Can insert/update/delete/new tutor.
- Can insert/update/delete/new student.
- Handles the feedback given by tutor/student

⊗ Student module:

- Can view tutors list according to their requirement and contact immediately.
- Can add their requirements like class, subject , location.
- Send feedback to admin if any.

⊗ Tutor module:

- Can view student list according to their requirement and contact immediately.
- Can add their requirements like class, subject, location, experience.
- Send feedback to admin if any.

5 RESULTS AND DISCUSSION SCREENSHOTS

ADMIN LOGIN

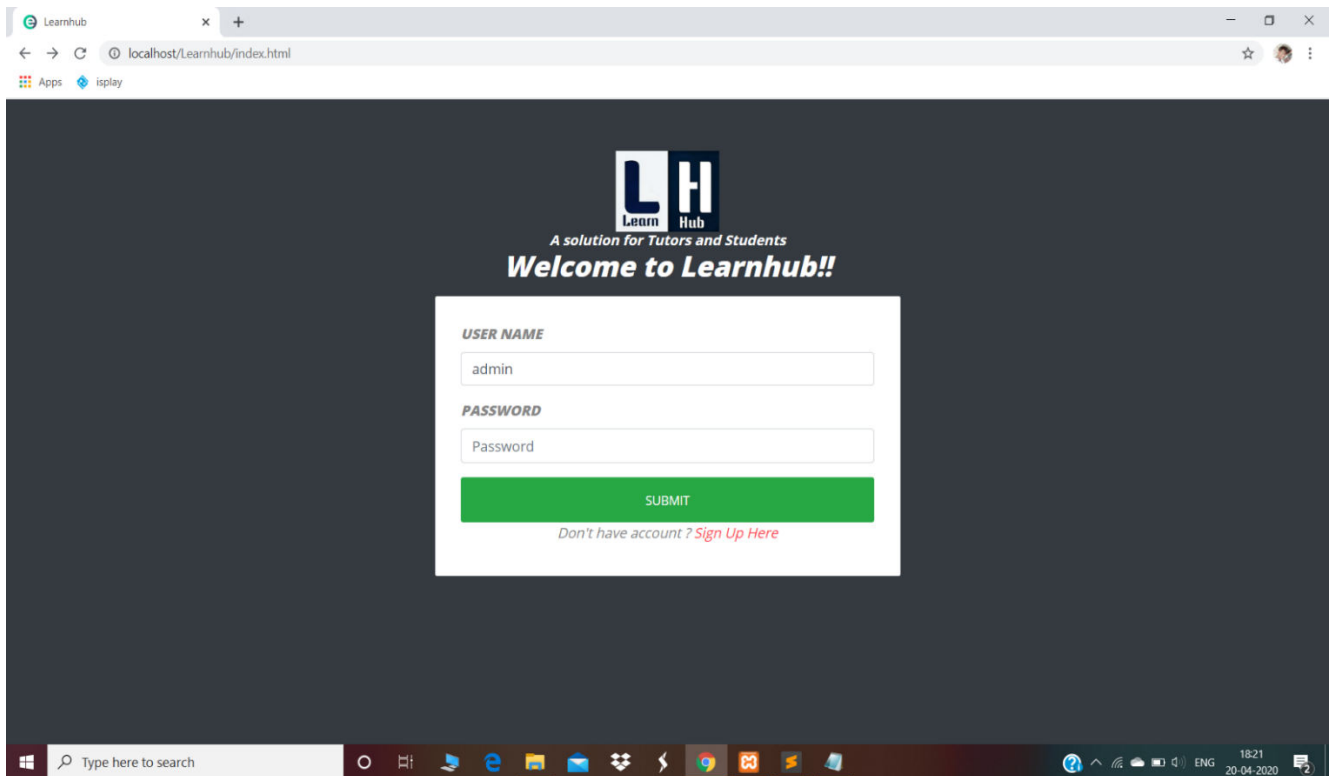


Fig 1:- admin home page

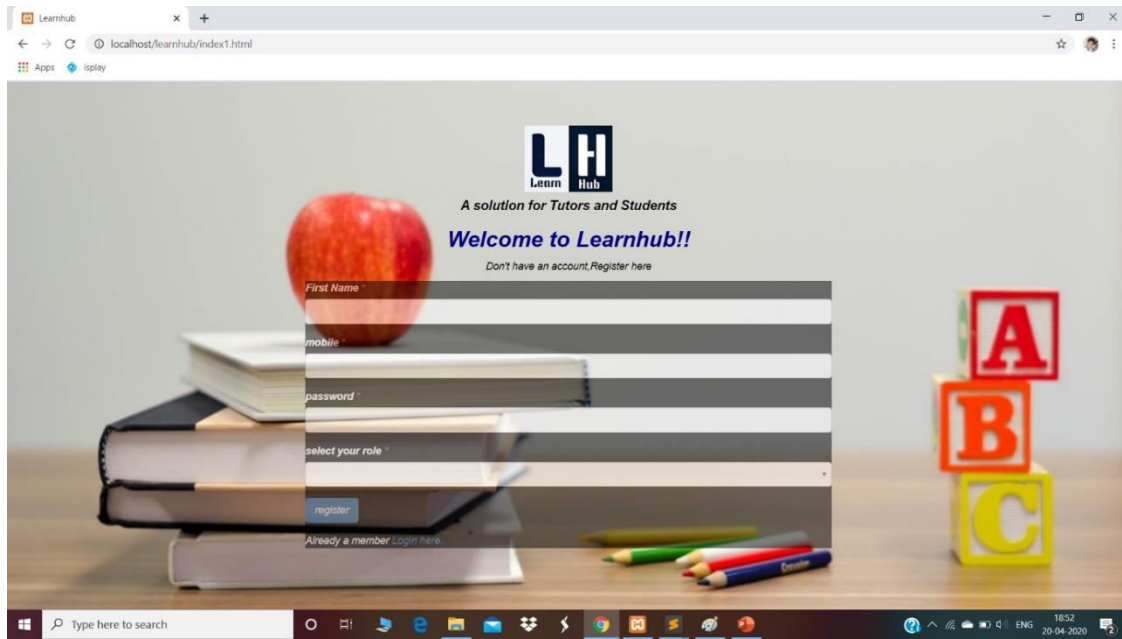


Fig 2:-USER REGISTRATION Page

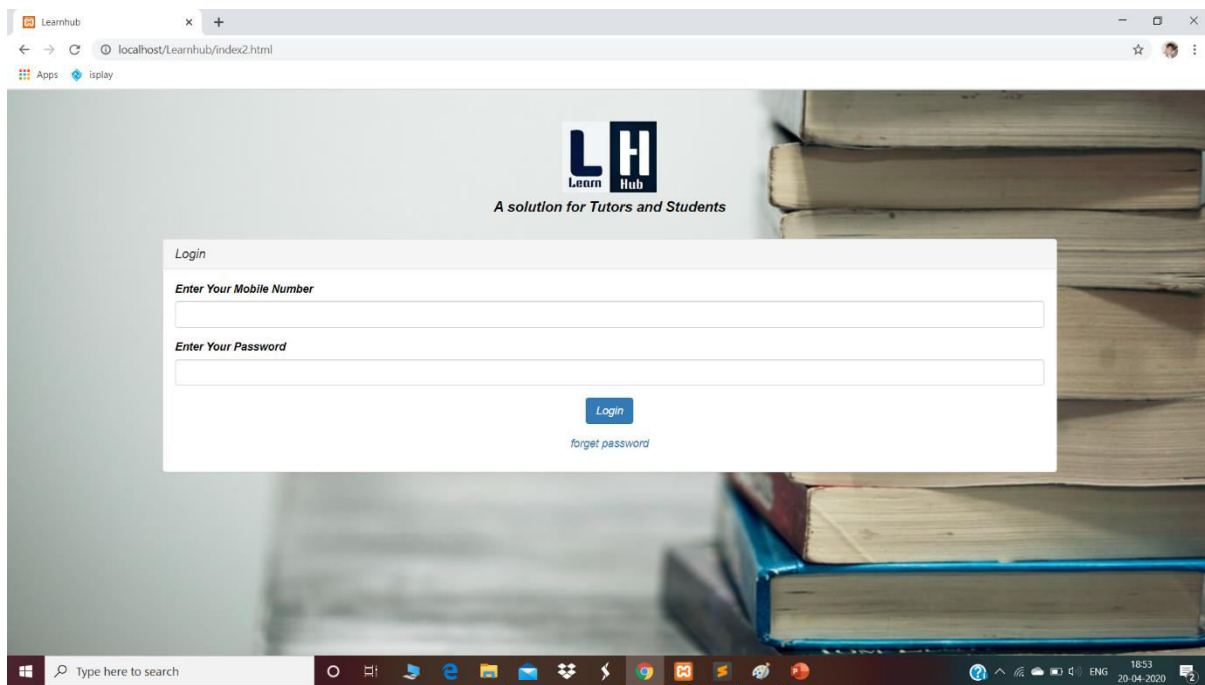


Fig 3 :-ADMIN HOME PAGE

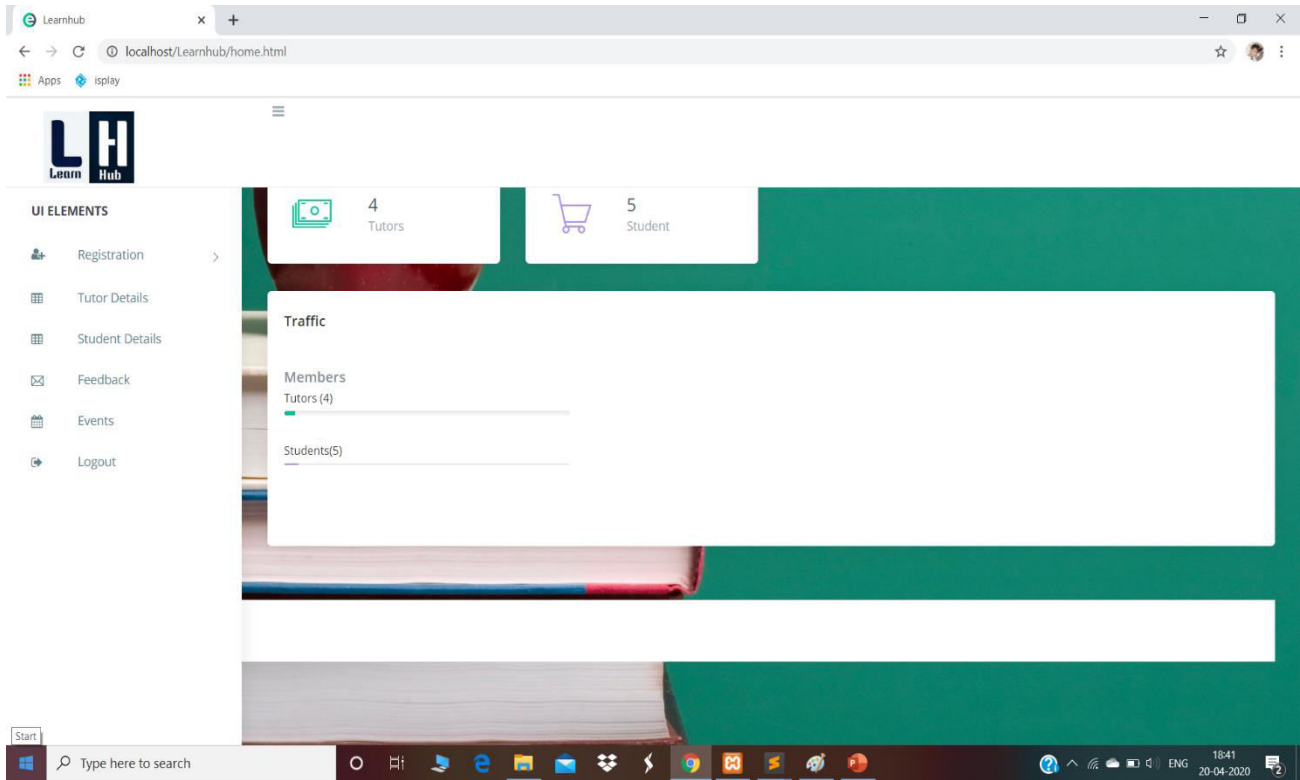
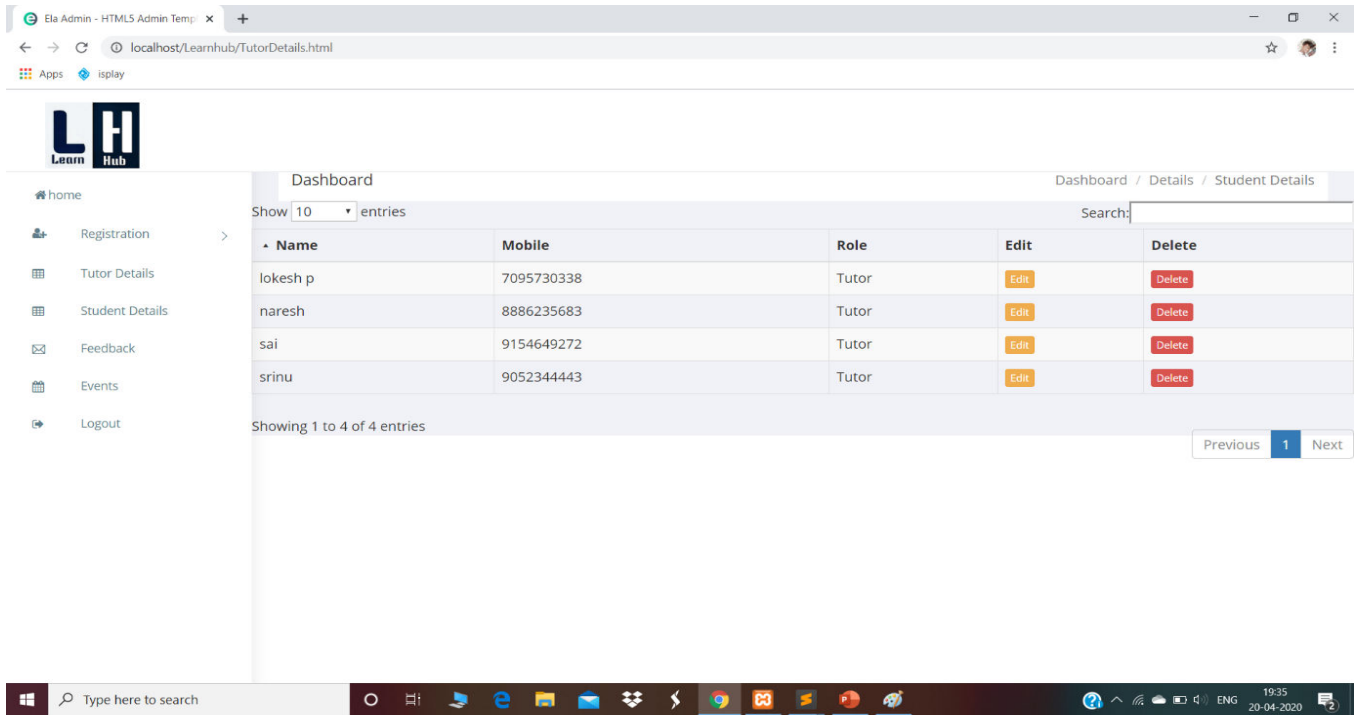
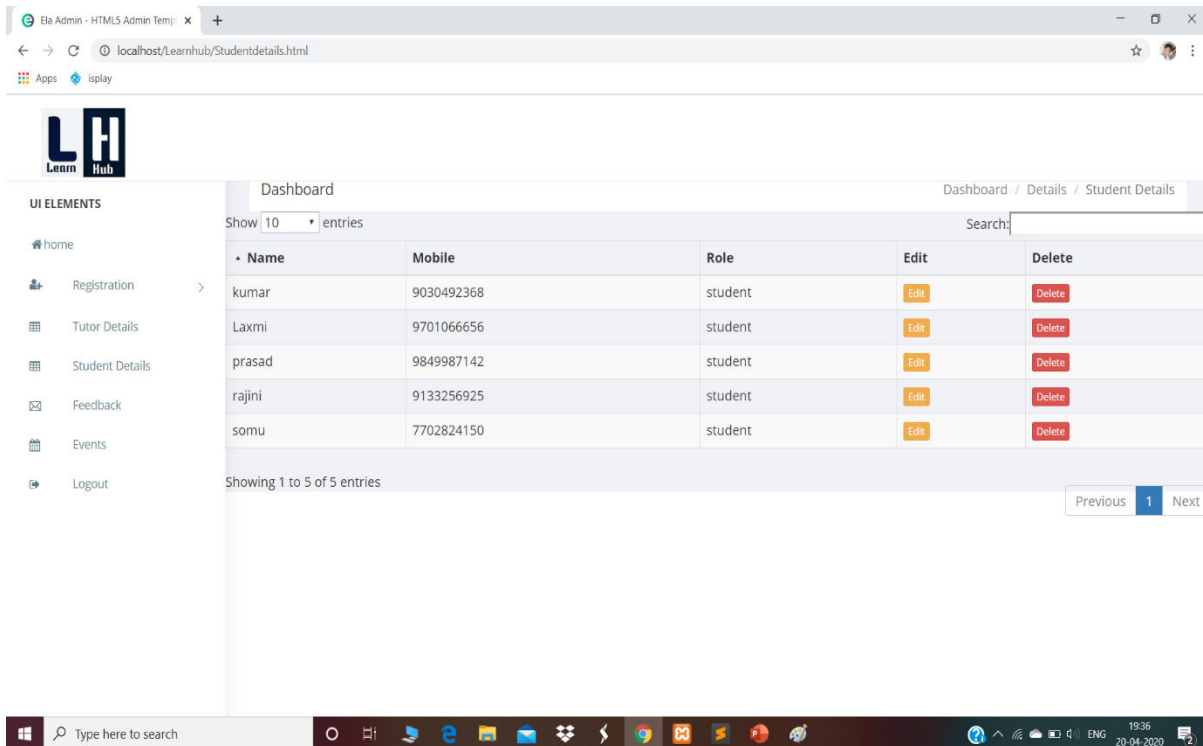


Fig 4 :-ADMIN ADD USER



STUDENT DETAILS



TUTOR DETAILS Page

Fig 5:-

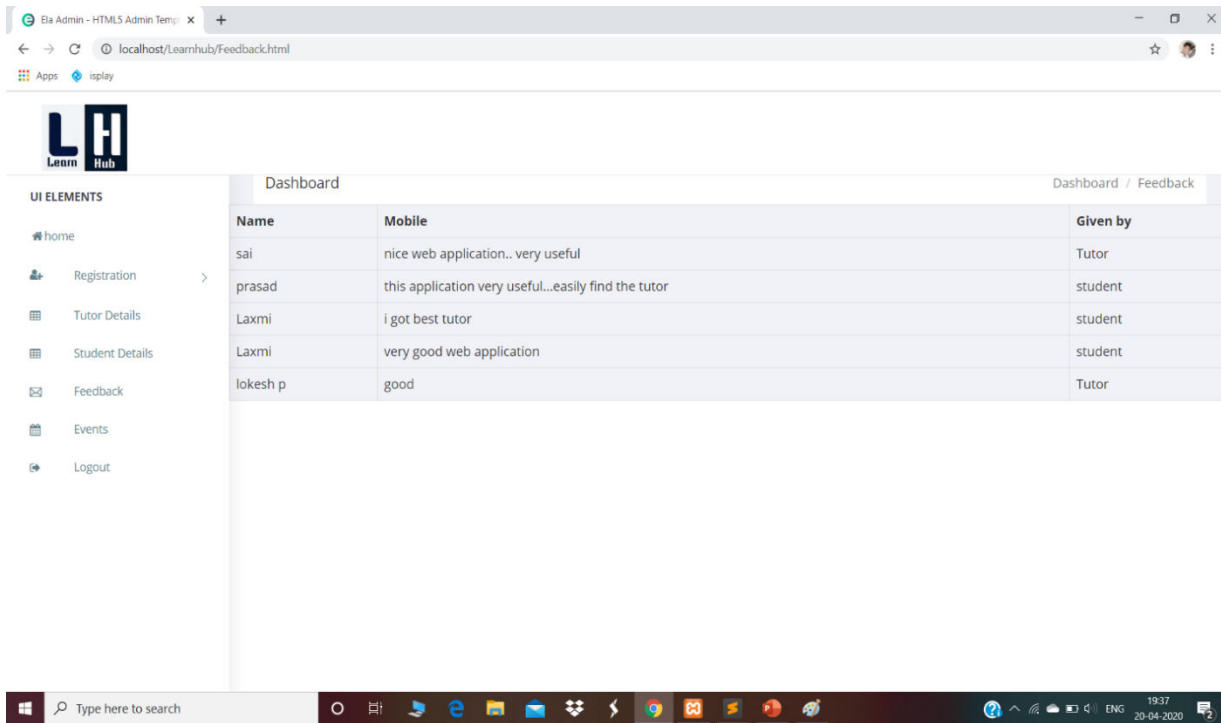


Fig 6:- ADMIN VIEW FEEDBACK

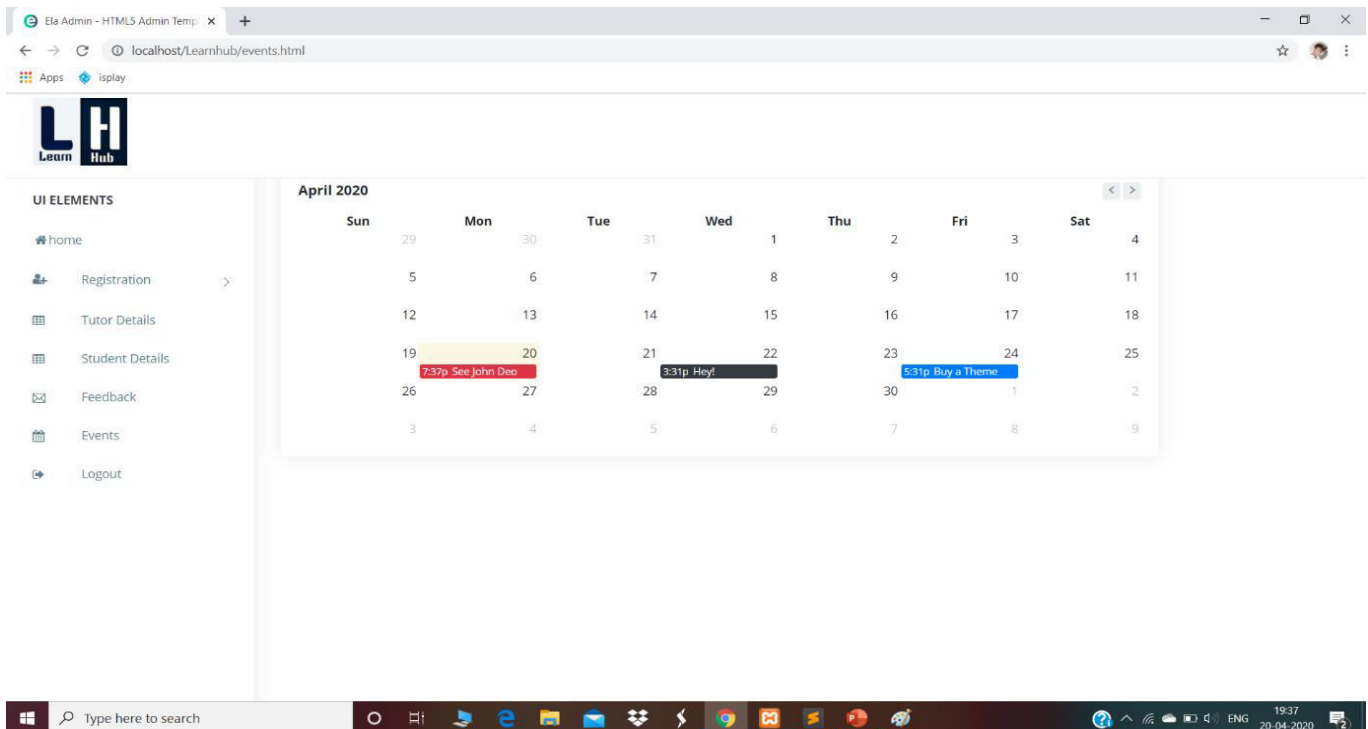


Fig 7:VIEW events page

6. CONCLUSION AND FUTURE SCOPE

6.1 :- Conclusion

This system totally web based, it means that student and tutor can enter into the system very easily. The student can view the tutor details and their contact information and also tutor can view the student details and their contact information. This system is totally user friendly and time saving and cost effective system. All the modules are designed in a way that a layman can understand the system very easily.

6.2 FUTURE SCOPE

- Can add new features as digital classes.
- Online payment method can be added.
- Tutors can conduct test and give the progress of students through online.
- Student can send request to a tutor for a classes.
- One-to-one chat or messaging option

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