Instant E-Learning: Students Guide to online Learning

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Abstract— Instant e-Learning is a concept that provides a comprehensive and full modern education styles. It is the instant e-Learning process which provides one to one chat between a teacher and a student. The word instant enhances the e-Learning with the concept of real time teaching online. The challenge of exercising online and instant teaching is not just merely relying on the technologies and system efficiency, but it needs to satisfy the usability and friendliness of the system as to replicate and make changes in the traditional class environment during the deliveries of the class. For this purpose, an instant e-Learning system is been developed that will emulate a dedicated virtual classroom, which is primarily designed for synchronous and live sharing of current teaching notes. By making use of video conference, live lecture can be conducted which supports audio, chat and whiteboard. Education can take advantage of e-infrastructures and chat room to provide professors with new opportunities to increase student's motivation and engagement while they learn simultaneously. In the recorded e-learning student cannot clear their doubts instantly at the moment, whereas with the chat room concept we can clearly get all the concepts.

Key words: Instant, Real Time, Live, Chat Room, Synchronous,

I. INTRODUCTION

E-Learning is the use of technology that enables student to learn live- online. E-learning is internet enabled learning. By making use of video call, live lecture can be conducted which supports audio, chat and whiteboard. By communicating with students, sharing of applications becomes easy and effective. Within a decade, the Internet has become a pervasive medium that has changed completely, and perhaps irreversibly, the way information and knowledge are transmitted and shared throughout the world at any place. The education community has not limited itself to the role of passive actor in this unfolding story, but it has been at the forefront of most of the changes. Indeed, the Internet and the advance of telecommunication technologies allow us to share and manipulate information in any real time. This reality is determining the next generation of distance education tools. Distance education arose from traditional education in order to cover the necessities of remote students and/or help the teaching-learning process, reinforcing or replacing traditional education system. The Internet takes this process of delocalization of the educative experience to a new realm, where the lack of presentable intercourse is, at least partially, replaced by an increased level of technology-mediated interaction. Furthermore, telecommunications allow this interaction to take various forms that were not available to traditional presentable and distance learning teachers and learners. This is e-learning a new context for education where large amounts of information describing the continuum of the teaching-learning interactions are endlessly generated and ubiquitously available. Here Students can chat with the teacher and learner can gain educational information. Students can rate teachers based on their teaching skills and undestanding. Moreover students can see when the teacher is online with a green tick.

II. REVIEW OF LITERATURE

A. *The Challenge of Content Creation to Facilitate Personalized E-Learning Experiences:*

This work was carried out in 2006 by Ali Turker, et al [Ali Turker and IlhamiGorgun] in which they addressed the challenges to create the pedagogically coherent learning content for an individual learner's preferences. This paper introduces i Class project which addresses number of key aspects to perform personalization such as modeling of the learner's needs and preferences, representation of pedagogical strategies, representation of learning assets and the runtime reconciliation of these elements to produce effective and coherent learning experiences

B. *Development of an Adaptive Learning System with Two Sources of Personalization Information:*

This work was carried out in 2008 by Judy C.R., et al [Judy C.R. Tseng, Hui-Chun Chu, Gwo-Jen Hwang and Chin-Chung Tsai] in which they developed an adaptive learning system on the basis of learning behavior and personal learning style of the learner. The initial learning style of the learners is determined by questionnaires. The interactions and learning results are also considered for adjusting the subject material.

C. E-Teacher: Providing Personalized Assistance To E-Learning Students:

This work was carried out in 2008 by Silvia Schiaffino, et al [Silvia Schiaffino, Patricio Garcia, and AnaliaAmandi] in which they presented an eTeacher, an intelligent agent, which provides personalized assistance to internet learning students. This agent observes the student's behavior and builds the student' profile containing the student's learning style, method and performance using Bayesian networks. E-Teacher proactively assists the student by suggesting personalized courses to help learner during the learning process.

D. Towards Semantic Web-Based Adaptive Hypermedia Model:

This work was carried out in 2008 by Martin Balík, and Ivan Jelinek in which they introduced general ontological model for adaptive web environments for adaptive personalization. This approach utilizes semantic web technologies to enable data reuse and system interoperability by developing a general model for adaptive hypermedia to provide a formal description.

III. PROPOSED SYSTEM

Instant e-Learning is a new concept that provides a full, easy, internet enabled and comprehensive modern education styles. The word instant enhances the e-Learning with the concept of real time teaching. An instant e-Learning framework is been developed that will emulate a dedicated virtual classroom, and primarily designed for synchronous and live sharing of current teaching notes. Instant e-learning is a generic e-learning process which makes use of a platform to connect two groups of people namely teachers and students, giving students independent access to learn without time restrictions and at the same time giving them to get solutions to their problems 24x7. Instant e-learning will be a live one-to-one video lecture or chat between a teacher and a student. In the recorded e-learning student cannot clear their doubts instantly, whereas with the chat room concept we can clearly get all the concepts clearly in detail.
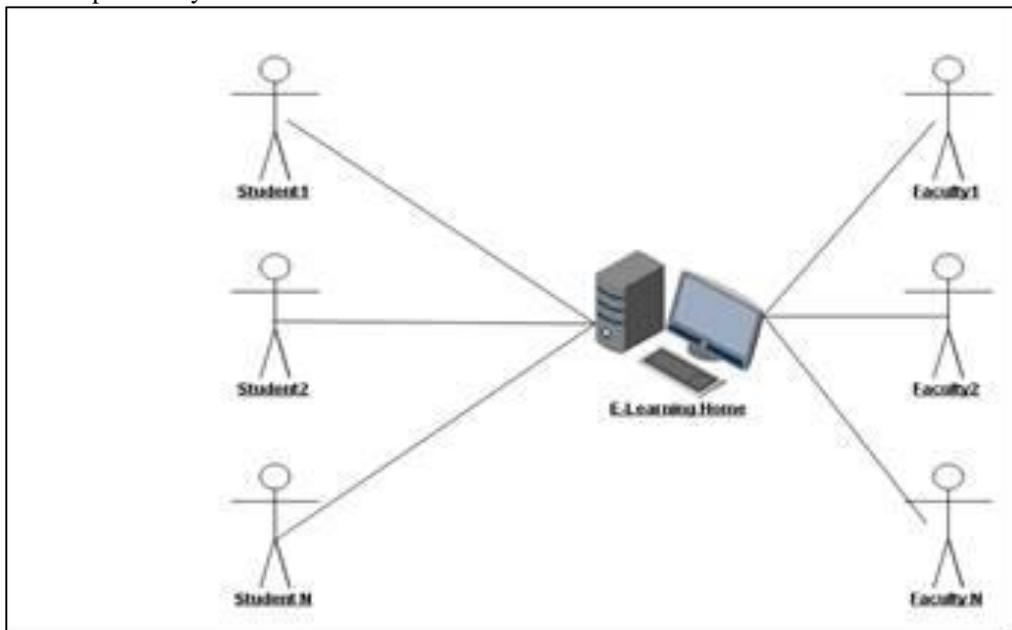

Fig. 1: Proposed System.

IV. METHODOLOGY

Traditionally, e-learning was based on recorded lectures. In recorded e-learning, student cannot clear their doubts instantly, whereas with chat room concept we can clearly get all the concepts. Education can take advantage of e-infrastructures and chat room to provide professors with new opportunities to increase student's motivation and engagement while they learn. By making use of video conference live lecture can be conducted which supports audio, chat and video. The advantages are speed, quality and private one-to-one communication. The distance will be reduced to learn due to live chat room concept between teachers and students without time restrictions and will be available 24x7.Instant e-learning has a special feature of notification, which will notify the students when the required teacher comes online. The students can rate the teachers based on their attended lectures and the rating information will go to the teacher's profile. The methodologies used in our project are project are Java Web Development Framework, Java Media Framework, Real Time Transport Protocol, Java Server Pages (JSP), Servlets, Java Server Faces (JSF), Hibernate. These methodologies will cover the drawbacks of traditional approach by giving new user friendly features. Third party APIs is used in video conference for streaming which is embedded with Java media platform. To know the current status of the person database are used to set the timers based on SQL server. The notification information is done through coding and variables.

V. OVERVIEW OF SYSTEM

Instant e-learning will have the ability to cover any distance. It will enable self-paced social interactivity between teacher and a learner. E-learning portals will be used which will increase the scope for learning and gaining knowledge. Knowledge will be shared at lower economies. All it will require is an internet connection.

VI. CONCLUSION

Thus, in this paper, we proposed an agent-based personalized e-learning environment education to reduce the effort required for learning the courses especially the interdisciplinary studies ie the classroom. This work is a first attempt from the different perspective of personalization or traditional learning and to best of our knowledge this attempt will lead a new direction in the field of e-learning environment.

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