



ONLINE INTERACTION USING PYTHON

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Abstract: At educational institutions all throughout the world, online learning is becoming more popular. Educators must better understand how student engagement and learning are affected by interaction with online course content. Advances in technology have increased the need to learn more about how course materials delivery may improve and support the learning process. This study looks into how students use instructional resources in an asynchronous online digital literacy course. We primarily focus on private chats with students and faculty members based on their needs in this study. And the administrator asks the question, and he gathers data from the students' and faculty's votes. Admin takes action for the organization depends on their vote. This application is developed in the python programming language using SQL for database and front technologies are HTML and CSS.

Keywords: Online Learning, Interaction, Online education, Private literacy.

1. Introduction

Any course should include opportunities for students to interact with one another. In a classroom context, students naturally form bonds through listening to one other's comments, asking each other questions, and establishing rapport through regular contact. Instructors can encourage student-to-student connection in an online setting, but this may need providing formal and informal interaction opportunities in your course design. In online course and programme design, the Middle States Commission on Higher Education, for example, demands evidence of significant levels of student-to-student communication.

Student-to-student connection is essential in an online context for cultivating a feeling of community, which fosters productive and pleasant learning while also aiding students in developing problem-solving and critical thinking skills. In one research, students

who engaged with other students reported higher levels of enjoyment and learning.

Students in an online course with a high degree of participation outperformed students in a similar online course with a moderate level of participation.

The basis of online education interaction are Moore's three forms of interaction: learner-content, learner-instructor, and learner-learner interaction. To promote learner-to-learner (or student-to-student) interaction online, these factors must be addressed in course design.

Interaction has an influence on student success and satisfaction, as demonstrated by test scores, grades, and student contentment.

In order to achieve a high degree of student-to-student interaction in an online course, students must have multiple opportunities to build rapport. This is usually accomplished through socially oriented interactions such as guided introductions, personal information exchanges, and involvement in social rapport-building activities.

The development of student-to-student relationships is facilitated by educational activities that encourage reflection and discussion. These activities call for students to work together and share their results, and they may go beyond the typical classroom discussion.

A range of tools can aid student-to-student engagement in online classes. Instructors must select technologies that are appropriate for the course's objectives and that students can effectively utilize in order to encourage student-to-student engagement.

Teachers that build strong relationships with their students establish classroom settings that are more conducive to learning and satisfy their students' developmental, emotional, and educational needs.

Teaching is a people-oriented profession that requires a substantial degree of one-on-one interaction. A



healthy teacher-student connection is essential for effective teaching and learning. Many important factors come into play, including good teaching and learning. Positive teacher-student relationships are marked by shared acceptance, understanding, affection, closeness, trust, respect, concern, and collaboration. Although the teacher has an important role, if not the primary role, in establishing positive engagement, the teacher-student connection is highly reliant on both sides' efforts.

Teachers that are realistic in their representation, recognition, understanding, closeness, expectation, respect, care, and collaboration with their students not only strive to build positive teacher-student connections, but also improve the possibility of creating solid, long-term partnerships.

For a variety of reasons, teacher-student interaction is essential. The capacity of a student to transfer to university, thrive at university, and relate to peers is heavily influenced by teacher-student contact. Teachers with strong and solid connections with their students reported that their students were less likely to miss school, seemed more independent, and were more involved in their academics.

2. Related Works

A platform independent Java application is developed in a conventional on-campus course to facilitate interaction between an instructor, teaching assistants, and students. The TSI (teacher-student interaction) application includes a customized Web server [1], a normal Web server, a mailer, and a basic database. The HTTP protocol is utilized for all communications. Teachers and students both utilize web browsers to access the TSI server. Students may access personal data (scores and comments), download instructional materials, upload files, and communicate with the teacher and teaching assistants.

One of the most important factors in assessing the efficacy of web-based teaching-learning for the formation and maintenance [2], of sustainable learning communities is the quality of interaction between learners and online content. Interaction with material is a reflective internal dialogue that takes place between the learner and the content. The learner's interaction with the material to be learnt is frequently initiated and reinforced by occurrences in the learning environment. This paper examines the differences in student engagement in undergraduate and postgraduate courses using an online Learning Management System (LMS). The dimensions, depth,

and type of exchanges that occurred are investigated further by transcribing the instructor and learner discussions and exchanges within the online forums. Several recommendations are given based on the findings to improve the design and delivery of web-based content, with the goal of enhancing the efficacy of the online learning environment for undergraduate and postgraduate courses in open distance learning (ODL).

Outside the Classroom Student and Faculty Interaction (SFI) is an integral part of the higher education experience. Which is currently lacking in the present educational system. It has also had an impact on a student's entire development. This Learn Management System serves as a link between the two. This allows faculty and students to communicate with one another at any time and from any location. Many studies have found a significant decrease in student-faculty engagement during the last decade. This has had an impact on pupils' overall development. In several studies performed in the United States by the National Survey Board (NSB) [3], and the University of California Undergraduate Experience Survey (UCUES), it was discovered that improved student-faculty contact led in better student growth in both academic and non-academic areas.

The purpose of this research was to learn how students engage with teachers outside of the classroom and what they perceive to be high-quality interactions. From the perspective of the students, the goal of this study was to discover effective outside-of-classroom faculty student interaction strategies. This data can assist schools and universities in encouraging greater formal and informal out-of-classroom contact between professors and students, therefore increasing the overall quality of the undergraduate student experience. A naturalistic inquiry research technique was employed in the study [4]. The author met with 25 kids in a Hispanic Serving Institution in San Antonio (HSI). All of the students interviewed had interacted with teachers outside of the classroom. The six types of interactions that emerged were course-related activities, travelling for conferences or study abroad, casual interactions around campus, career and graduate school focused interaction, visiting faculty in their offices (most common), and participating together in campus clubs or athletic activities.

The purpose of this research was to understand how professors and administrators felt about online learning in compared to traditional [5] face-to-face teaching, as well as the factors that impact online



learning. The research looked into techniques for creating effective online learning environments. Faculty and administrators from six conventional, regionally approved, degree-granting higher education institutions participated in the study. The participants included 169 students from public universities, 98 students from private schools, and 33 students from community colleges.

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|-------------|---|-----------------------|
| m 5-2014 | faculty and administrator perceptions of online learning compared to traditional face-to-face instruction | exploring the factors |
|-------------|---|-----------------------|

Table 1: Related Works Summary

| Author & Year | Proposed | Finding/Outcomes |
|---|---|---|
| Nikishkov, Gennadiy & TSUCHIMOTO, T. & Mirenkov, Nikolay (2004) | Proposed Java based application between students and teaching assistance in on-campus drive | It gives the detailed overview of the interaction between them. |
| Ping, Teoh. (2011). | In proposed author provides the web-based interaction between towards creation and maintain sustainable learnings. | Explains about web-based interaction. |
| Rakshit Jain ¹ , Shweta Singh ² , Rohit Rawat ³ (2020) | In this paper, proposes This enables both faculties and students to interact with each other at any given time and anywhere | Overview of the enables both faculties and interaction. |
| Rosalind veronica alderman may 2008, | From the perspective of the students, the goal of this study was to discover successful out-of-classroom faculty student engagement techniques. | The goal of this research was to find out how students engage with teachers outside of the classroom. |
| Sneha E. Abraha | The purpose of this study was to investigate | Traditional face-to-face instruction by |

3. Methodology

The procedure to develop our system is clearly described in this section.

- To develop this application first we need to install the database server and Xampp for the execution.
- For backend process here we use python language.
- For front end, HTML, CSS are used to design the website.
- For database purpose we use SQL.
- For the process building we create a different modules, admin, students and faculties.
- Different students and faculties need to register to the website or college portal, once after completion of registration need to wait for the administrator permission for login credentials.
- Here admin acts as the college administrator and he will provide the roll number for students and faculty id for faculties.
- Student can communicate with other students by using their roll numbers as unique id and also communicate with faculties with their unique id.
- Admin posts a question to know the number of votes from the students and faculties on any question.
- The question posted by the admin can view the students and faculties and they will vote and these results can view the admin.

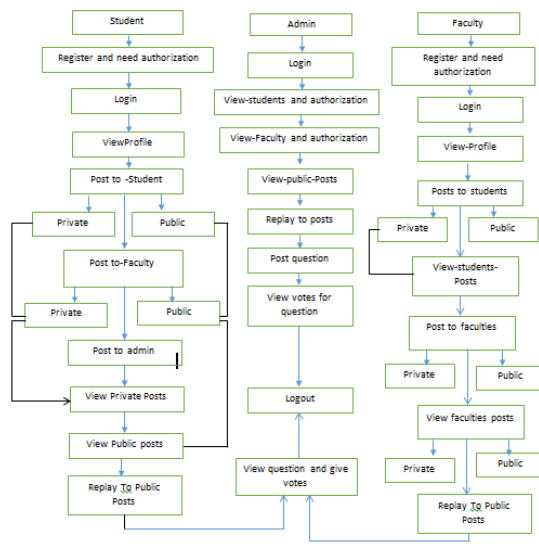


Fig: Block Diagram

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