

SHARE TOGETHER



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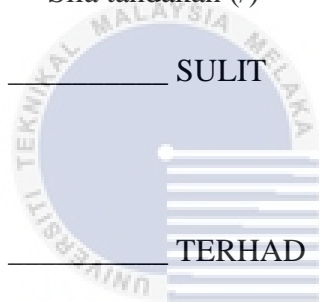
JUDUL: SHARE TOGETHER

SESI PENGAJIAN: 2017/2018

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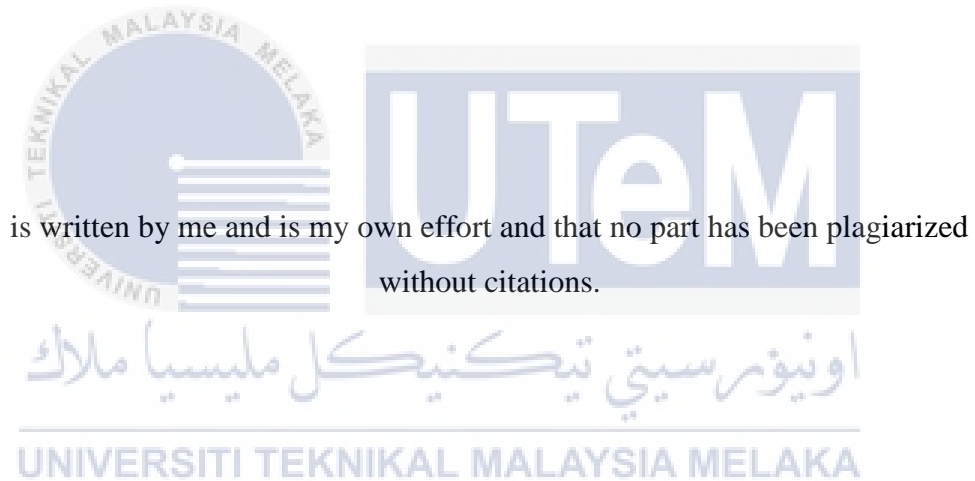
This report is submitted in partial fulfilment of the requirements for the Bachelor of
Computer Science (Software Development)

FACULTY OF INFORMATION AND COMMUNICATION TECHNOLOGY
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2017

DECLARATION

I hereby declare that this project report entitled
SHARE TOGETHER



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Date: 20 August 2017

SUPERVISOR: _____

(Mrs. Rosmiza Wahida Abdullah)

Date: _____

DEDICATION

I would like to make dedication to my beloved parents, supervisor (Mrs. Rosmiza Wahida Abdullah), and my course mates who have giving me support and advice throughout the implementation of this final year project.



ACKNOWLEDGEMENTS

I would like to express my appreciation towards Mrs. Rosmiza Wahida Abdullah, who always guide me and give me fully support throughout the progress of my final year project. I am really appreciate all the advice, innovation values, motivation and patience that have given to me and support me to finish up final year project. I am also appreciating the knowledge that he instills to me throughout this semester and finally lead my final year project to success.

Besides that, Faculty of Information Communication and Technology brings too many benefits, knowledge, opportunities and skills to me throughout my three years study life in UTEM. Thus, I would like to draw my respect and appreciation to this Faculty. I would never forget all the knowledge and skills developed in me and will bring them into my next milestone—internship.

Lastly, I would like to pour out my appreciation and gratitude to my beloved parents who always gave me continuous faith, love and encouragement throughout the accomplishment of this project. Thousands of thanks I would like to say to my beloved course mates who have struggle together and help me sort out solutions when I met obstacles in the progress of this project.

ABSTRACT

Share Together is a web-based system that design for lecturers and students. It allows lecturers and students to share all the teaching and learning materials in a group. The sharing of files, news spreading and coursework discussion which are making in different platforms has made lecturers and students inconvenient for downloading the files, getting the news and viewing the information. Moreover, lecturers and students easily to miss out the important information because there are too many information from different social platforms need to be check out. The objective for developing Share Together is to provide a platform for students and lecturers to share teaching and learning materials. Besides, it is also to allow students and lecturers to have their own groups for academic purposes. The last objective is to improve security by authorizing the identity of students and lecturers and filtering the shared contents. The methodology use for developing Share Together is waterfall model. It is chosen because this project has the clear and fixed requirements that allow analysis, design, implementation, testing, and development undergo phase by phase. Share Together is significant because it will make lecturers and students more convenient in managing teaching and learning information.

ABSTRAK

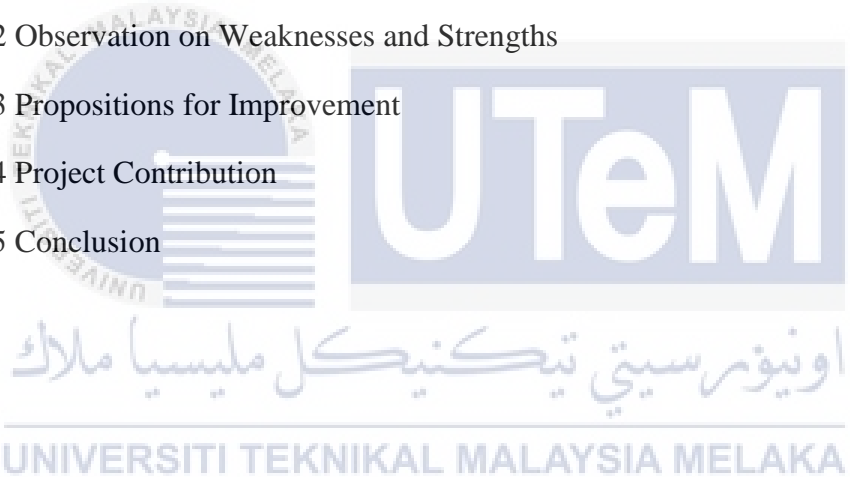
Share Together adalah sistem berasaskan web yang direka untuk golongan pensyarah dan pelajar. Ia memudahkan pensyarah dan pelajar berkongsi bahan-bahan pengajaran dan pembelajaran dalam satu kumpulan. Perkongsian fail, penyebaran berita dan perbincangan kerja kursus yang dijalankan di platform yang berbeza telahpun membawa kesukaran kepada pensyarah dan pelajar untuk memuat turun fail, mendapatkan berita dan melihat maklumat. Selain itu, pensyarah dan pelajar mudah terlepas maklumat penting kerana terlalu banyak maklumat dari pelbagai platform sosial yang perlu diperiksa. Objektif untuk membangunkan Share Together adalah untuk menyedia satu platform perkongsian yang membawa kemudahan dalam pengajaran dan pembelajaran bagi golongan pelajar dan pensyarah. Selain itu, ia juga membolehkan para pelajar dan pensyarah mempunyai kumpulan mereka sendiri untuk tujuan akademik. Objektif terakhir adalah untuk meningkatkan keselamatan bagi penggunaan Share Together. Oleh itu, Share Together mempunyai tetapan keselamatan yang boleh memastikan identiti pelajar dan pensyarah dan menapis kandungan dikongsi. Metodologi yang digunakan untuk membangunkan Share Together ialah model air terjun. Ia dipilih kerana projek ini mempunyai keperluan yang jelas dan tetap yang membolehkan analisis, reka bentuk, pelaksanaan, ujian, dan pembangunan menjalani fasa melalui fasa. Share Together mempunyai kepentingannya kerana ia membawa kemudahan kepada para pensyarah dan pelajar dalam pengurusan maklumat pengajaran dan pembelajaran.

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LIST OF ABBREVIATIONS**ABBREVIATIONS**

ST

PC

FULL NAME

Share Together

Personal Computer



CHAPTER I

INTRODUCTION



1.1 Introduction

اونيورسيتي تيكنيكل مليسيا ملاك

The use of online platform to share and deliver teaching materials has become common yet essential in university today. Normally, lecturers will share the teaching slides to the official learning and teaching platform of the university or via popular social platforms which are Facebook and Dropbox. However, there are lecturers used to ask students to prepare their own slides as an assignment by individually or by group. After presented the slides, the way for students to share their prepared slides with other students is only can be done via social platforms. This is because the official learning and teaching platform of university is limited for students to share their slides. In addition, if lecturers want to spread news to students, the most common platform they will choose is either WhatsApp or Facebook. Besides, WhatsApp and Facebook are also the social media platforms that students use for coursework discussion.

Hence, Share Together is built to centralize all the activities between lecturers and students in one platform. It will be a user-friendly web based system that allows lecturers and students manage their teaching and learning information.

1.2 Problem Statements

- a) Only lecturers are able to share files in official learning and teaching platform of university, students are not able to do that.
- b) Lecturers and students are not able to create a study group in official learning and teaching platform of university.
- c) The content of the files that uploaded in social media platform sometimes are not appropriate for academic purpose.



1.3 Objective

- a) To provide a platform for students and lecturers to share teaching and learning materials.
- b) To allow students and lecturers to have their own groups for academic purposes.
- c) To improve security by authorizing the identity of students and lecturers and filtering the shared contents.

1.4 Scope

The target users of this system are the university lecturers and students. For this system, after users are registered and login to the system, they are able to create groups or join to the existing groups. If users created a group, they will automatically become admin of the group. If users joined a group, they will become member of the group. After that, users are allow to view the content in the group, upload files to group, and download files from the group. The files that uploaded by member need to be approved by admin of the group before publishing to other group members. Admin are able to approve or decline the uploaded files.



1.5 Project Significance

By using Share Together system, lecturers and students will become convenient in managing the teaching and learning information. Lecturers and students do not need to join many groups from different social platforms, all the group they join are from same platform, which is Share Together. Besides, lecturers and students can upload any files in a group and the uploaded files will be filter by group admin before publish to other group members. Thus, the content of the uploaded files are always appropriate.

1.6 Expected Output

This system allows lecturers and students to upload the teaching and learning information either privately or publicly. Moreover, users especially lecturer and class representative can make announcements about coursework in their profiles or in a group. Users can follow other users' profiles in order to get the notifications of their latest updated information. Besides, there is a functions for users to share the files from other user. Thus, they won't easily to miss out the information that uploaded by the users they follow.

1.7 Conclusion

In conclusion, Share Together system will be a centralized platform for students and lecturers to share the teaching and learning information. It is built to help lecturers and students in managing different coursework information. Hence, lecturers and students will become convenient in their teaching and learning life.

CHAPTER II

LITERATURE REVIEW AND PROJECT METHODOLOGY



2.1 Introduction

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In the previous chapter, an overall concept of the project is defined including the problem statements, objectives, and expected result of the project.

A research about the domain of the project will be discussed. Analysis on existing system will also be done in this chapter.

2.2 Facts and findings

This section will discuss about the domain of the project which is social networking and the existing system that similar for the system that are going to develop.

2.2.1 Social Networking

Social networking is the use of online social media platform to create connection with family, friends, colleagues, customers and many other group of people. It is a social that build the relationship among the people who use the Internet as an online community (Wilailak T., 2011). The online community also known as virtual community that empower people to get together, share information or experiences, exchange ideas and collaboration among each other. Social networking sites (SNSs) act as an agent that make all these communication activities happened.

Normally, the use of SNSs starts by creating a user account, then follow by inserting basic personal details. After filling the information, a user profile is created completely. User can active and expand his profile by adding friends, uploading picture or text on profile page, sending messages to other users, and many other features.

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2.2.1.1 Category of Social Networking Sites

According to Wilailak T. (2011), SNSs can be classified into 8 categories according to their functionalities.

1. Identity Network

This type of SNSs give users a space to distribute their stories and experiences online by creating their own identities. Users can share their stories through pictures, blogs, videos

or documents. This type of SNSs can build unlimited relation. Example for this sites are Facebook, Twitter, MySpace, etc. (Wilailak T., 2011)

2. Creative Network

This type of SNSs are multimedia sharing platforms that allow users to show their portfolios. It could be like their own gallery for music, videos and pictures. Example for this sites are YouTube, Multiply, Flickr, etc. (Wilailak T., 2011)

3. Passion Network

This type of SNSs allows users to create an online bookmarking and store it on the site. Thus, users are able to share the favorite item that has been bookmarked with the people who has the similar interesting for future reference. Example for this sites are Zickr, delicious, etc. (Wilailak T., 2011)

4. Collaboration Network

This type of SNSs requires the contribution from practitioners of their knowledges to keep the knowledge improving and lead to development. Example of this sites are Google Docs, Wikipedia, Google Calendar, etc. (Wilailak T., 2011)

5. Virtual Reality

This type of SNSs allow users to create and design a virtual character to represent themselves. On the sites, users can try to do the things that they never do in the reality. Example for this sites are World of Warcraft, Second Life, etc. (Wilailak T., 2011)

6. Professional Network

This type of SNSs are designed to offer the opportunities for career-related growth. Users are able to advertise their resume and profile on the sites and recruiters can browse the resume for employment. Some of these sites focused on specific occupations or interests, while others are provided a general forum for professionals to interact. Example of this sites are LinkedIn, Classroom 2.0, Viadeo, etc. (Wilailak T., 2011)

7. Peer to Peer (P2P)

This type of SNSs generate direct communication or information sharing by connecting each user's machine directly. Example of this sites are Skype, BitTorrent, etc. (Wilailak T., 2011)

8. Education Network

This type of SNSs are designed for students to interact with other students or with teachers via forums. An education environment is generated such as assign and submit assignment, conduct research, and many others activities related to education. Example of this sites are Schoology, ePALS School Blog, Desire2Learn, etc. (Wilailak T., 2011)

2.2.1.2 Benefit of Social Networking Sites in Education

Communication is the backbone of education. Everything from classroom teaching to school policy making depends on effective communication (Kio, S. L. and Negreiros, J. , 2013). Based on Adam, G. et al. (2011), social networking enhance the teaching and learning environment in the multiple ways that stated as below.

1. Early Recognition of Student Needs and Formative Assessment

SNSs allow teachers to give a direct and immediate guidance for students. This can help students to have more understanding about their coursework. Students can ask their teachers on the ambiguity or difficulty about the assignments and projects anytime because online communication is available all the time. As a result, this sites provide teachers to have an early recognition of student needs. More frequent and informal review of students' work opens the door for formative assessment. (Adam, G. et al., 2011)

2. Establishment of Classroom Community

Students form a community that shares ideas, approaches, and resources. Thus, students are able to access to a variety of learning styles in an environment that is encouraging.

Students indicate that online class discussions are both valuable and enjoyable. (Adam, G. et al., 2011)

3. Student Engagement

Students nowadays are growing up with social network. They are familiar and enjoy with online social networks. Some of them are reaching the level of “can’t live without social networks”. Thus, students are more responsive to the materials that presented on SNSs. A research on the use of social networking to improve literacy shown that students make comments with less hesitant in online platform. As a result, students engaged more in classroom discussion because of the encouragement of the informality from the online environment. Thus, students’ reading and writing skills improved (Neofitou, P. and Sarah, E., 2008)

4. Increased Sense of Student Achievement

By using of SNSs, students are able to connect and communicate with their teachers and classmates for discussion of coursework or even sharing of idea and thought. Through the allowing for students to ask for help and receive advice instantly, SNSs generate a sense of control over one’s learning. Thus, students will be more probably to excel if they take pride in their work and believe they have control over their academic performance. (Neofitou, P. and Sarah, E., 2008)

5. Information Management

The management of teaching and learning information become easily and convenient because of the power of SNSs. SNSs have the ability to integrate video clips, music clips, photos, texts, and hyperlinks into a single platform. The implementation of multimedia resources help students to learn more quickly and more effectively. (Neofitou, P. and Sarah, E., 2008)