VEDIKE

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Abstract

The people are using Smart technology to the daily chores. It will help the students to increase academic performance with balanced skills. We are introducing VAK module in the School. To track the student in the school is likely difficult task. According into this model, most of we prefer to learn different ways VAK (Visual, Audio & Kinesthetic). Each type of learner learns primarily through one of the main receiving senders. Learner style has an effect on the learning process and learner's environment.

Keyword: *Qtouch sensor; Visual; Audio; Kinesthetic; Smart Classroom.*

1 INTRODUCTION

The project has implemented a wide variety of technical features, their backbone consists of visible profiles that display a list of students one who are also user of the system. In this project student learns better by hearing, seeing, or moving information as a part of processing it.
[1]The simplicity and intuitive usefulness of the VAK model has contributed to its enduring popularity with teachers and trainers, but it's important to remember that your people will have a different mix of strengths and preferences.[1] So, when you have to deliver training or a presentation, ensure that you include a mixture of aids and methods that will engage your team members, whatever their preferred learning style.

II LEARNING STYLE

The learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. During a lesson or classroom discussions, visual learners often prefer to take detailed notes to absorb the information. There are several definitions of learning styles. According to Bennet [13], learning style is the way a student prefers to learn. James and Blank [14] defined learning style as the complex method in which learners most efficiently and most effectively perceive process, store and recall what they are trying to learn. Learning style influences the effectiveness of training, whether that training is provided on-line or in more traditional ways [17]. Sequential Learners: These learners tend to learn in linear steps following logical step-by-step paths. Global Learners: These learners prefer to learn in large jumps. According to Sarasin [21], most learners can be categorized as Visual, Auditory or Kinaesthetic learners depending on how they prefer to receive and process information. Visual learners can learn effectively when they see the materials, Auditory learners like to hear the material, while Kinaesthetic learners are those who learn best by doing. These three categorises are known as VAK learning styles. The VAK learning styles refer to human observation channels: vision, hearing and feeling. It suggests that learners can be divided into one of three preferred learning styles, i.e. Visual, Auditory or Kinaesthetic. Auditory Learners: These learners prefer to absorb information by listening. They learn best from listening to lectures, participating in discussions and talking things out. When they recall information, they will remember the way they heard it. Visual Learners: These learners learn best when information is presented in pictures, tables, charts, maps or diagrams. Seeing and reading are important activities for visual learners. Kinaesthetic Learners: These learners learn best through feeling and doing. They prefer lab activities or field trips over classroom lectures. They like to be involved with physical experiences; touching, feeling, holding, doing, and practical hands-on experiences. Each learning style model has its own instrument for measuring the learners that is usually in the form of questionnaires. The questionnaire comprises several questions about learner personality, attitude, and behaviour. In this paper, the VAK learning styles will be combined with Felder

learning styles of global and sequential. The questionnaire includes indicators to measure the learner preferred learning styles of Visual, Auditory or Kinaesthetic and Global or Sequential.

III SYSTEM DESIGN

System design is a solution, how to approach to the creation of a new system. This important phase is composed of several steps. It provides the understanding and procedural details necessary for implementation of the system recommended in the feasibility study. Emphasis is on translating the performance requirements in to design specification.

Design goes through logical and physical stages of development. Logical design reviews the present physical system. Prepares input and output specification, makes edit security and control specification details, and the implementation plan prepares a logical design walkthrough.

Teachers are responsible for devising and editing all

the learning materials. In addition, teachers are allowed to edit the questionnaires. A flowchart for teachers is illustrated at figure 1.

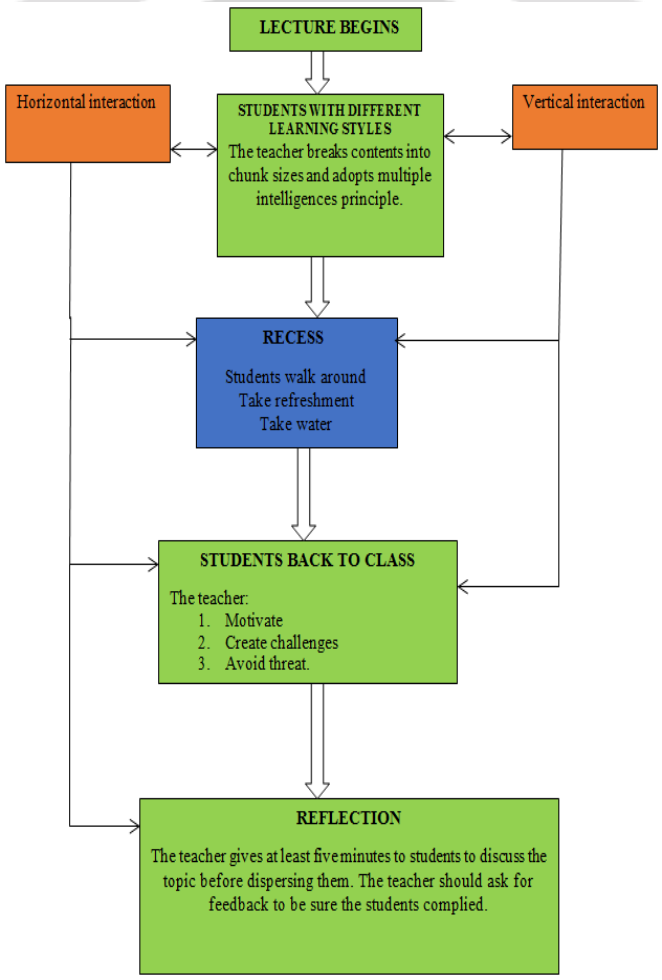

Fig 1:Teacher Flowchart

On the other hand, students have to fill out the questionnaires when the first time accessing the adaptive course. After learning the adaptive materials and taking the quiz, if the score is lower than the passing grade, students have an option to refill the questionnaires. If the score is the

same to or greater than the passing grade meaning that their learning style is matched with the mode of presentation, students cannot access the questionnaires. They can continue to learn the materials. A flowchart for students is illustrated at figure 2.

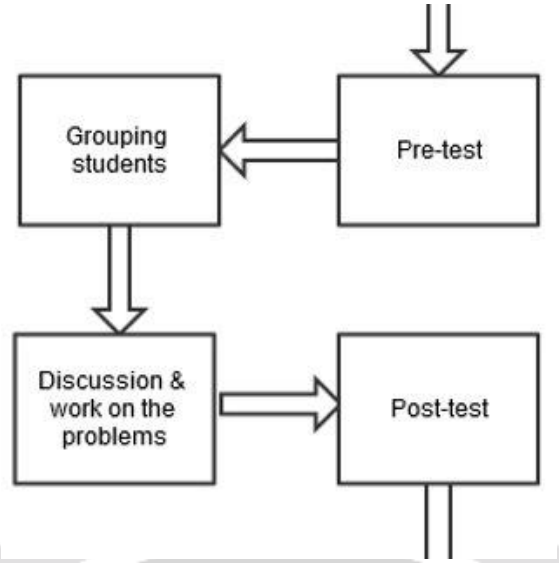

Fig 2: Student Flowchart

IV CONCLUSION

The adaptive e-learning system that is designed in this paper is expected to present learning materials that match students' learning styles i.e. visual, auditory and kinaesthetic either globally or sequentially. There are six learning modes that are accommodated in the system, i.e. Global-Visual,Global-Auditory,GlobalKinesthetic, Sequential-Visual, Sequential-Auditory and Sequential-Kinaesthetic. The learning mode refers to a combination of presentation mode Global-Sequential with variations of VAK. A basis used in deciding to follow a particular learning mode is the highest score obtained in each group of learning styles.

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