

A web based video conferencing application which connects teachers and students Interactivity

Vishal Deshmukh
Student, BSIOTR
Pune, Maharashtra,
411014

Yogendra Patil
Project Guide, BSIOTR Pune,
Maharashtra,
411014

Bhavika Badjate
Student, BSIOTR
Aurangabad, Maharashtra,
431001

Vaibhavi Jadhav
Student BSIOTR
Latur, Maharashtra,
413512

Ulkes Wani
Student, BSIOTR
Jalgaon, Maharashtra,
425001

ABSTRACT

About 90% of students say they will join classes and engage in activities or go to bed. 60% of college students in the province have suffered from depression at various levels since the outbreak of Covid-19 and at least 55% of young people pursuing UG and PG courses in arts and science colleges are deeply concerned about their future. - Indian Times.

Creating a visual classroom system to encourage a large number of students to enter the field of Education. It combines the benefits of physical class with the easy use of a virtual 'nonphysical' learning environment, eliminating travel risks and costs. Provides collaborative learning methods for students.

We redefined the classroom world in the visual platform by creating a web-based system that covers all the problems teachers and students face with features such as built-in focus acquisition, and automotive presence algorithm. Teachers can send out student announcements to inform them of changes in their performance and keep them posted. Teachers now have the option to display the questions that arise to look at the students' work situation.

General Terms

WebRTC Realtime Communication Machine Learning Networking Web Application.

Keywords

Online Education, Virtual Classroom, WebRTC, Networking, Machine Learning, Socket io.

1. INTRODUCTION

In the context of the COVID-19 epidemic, the momentum of shifting online teaching has required many teachers, students, parents, and administrators to rely on video communication systems for interactive

communication. This immediate response to physical exhaustion becomes challenging. This extra pressure can frustrate the ingenuity of nurses if they do not know the technology or feel that this type of communication is always a matter of timing. Similarly, readers may misinterpret slower answers or written responses as indifferent or disrespectful.

2. MOTIVATION

Online media creates barriers between faculty and students that are different from traditional classroom setting. We have distributed research on students' attitudes towards online classes and the results were too disappointing to be true. 91% of students said they would join classes and engage in their activities or instead sleep. This created teacher tensions as they were not satisfied with the students' easy copying during the exams and the negligence of the subjects being spread to the students. All of them wanted their offline mode of classroom so badly and missed the chit chats and jokes they shared with their bench mates while in class. The essentiality to recreate the good old days and make teachers ensure that students were really learning motivated us to create a 'newer' normal to education.

Many online programs offer text-based content and feedback only, which lacks basic social media links. Facial expressions, eye contact, or body language are lacking and oral gestures that highlight important topics or voice fluctuations that express concern and concern.

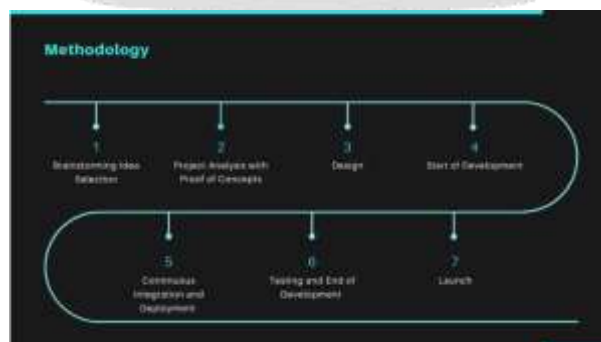
3. SURVEY

A user survey is a coefficient and simple means of gathering information from customers. User surveys can aid in analyzing what it is that's making your customers satisfied. For 47% of respondents, google meet is a widely used conferencing application other than WhatsApp, skype, discord, zoom, etc. most of the customers like the user interface of google meet, but still, most of the customers have the mentality of missing online classes. 80% of respondents are not satisfied with online/distance learning from fig (1).



(Fig1: Survey)

4. METHODOLOGY



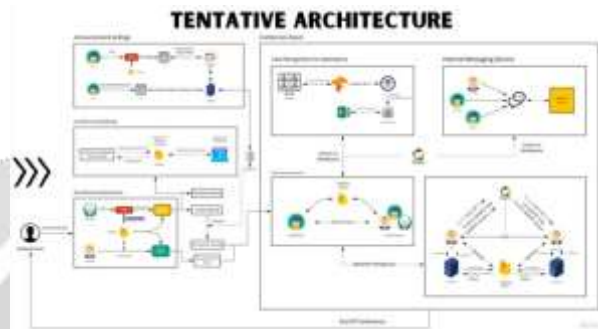
(fig2: Methodology)

A project methodology can outline whatever you want to outline. So, you can have one for the initiation process, which would start with the brainstorming idea selection. The planning process is complex as it initiates with planning, analysis of project charter with proof of concepts, collecting requirements, and the development of

scope. User design is an important to step in the methodology of a project. After designing user must start the deployment of the project with continuous integration and continuous deployment method. In the end, deployment testing and launching of the application should be done respectively. from fig (2)

5. ARCHITECTURE

Tentative architecture decides the entire flow of execution of the project. from above fig (3) we can see here are mainly five main modules which are main part of the charter as follows:



(fig3: Tentative Architecture)

5.1 Role based Authentication

We are Using Firebase Service and Realtime Database to Get the User information and Authenticate Them. With The Help of Permissions and Roles, we can Differentiate students and Teachers. User with Role/permissions (managed By Firebase) Will have Some Resources to Access

5.2 Conference scheduling

We are using Google Cloud API & firebase's inbuild Email services To Schedule Meetings, Verify Emails and Notify Your Linked Account with Our Platform.

5.3 Video Conference Service

Using WebRTC's Real-time Communication Technology and Socket IO Peer Connections, We Are Making Video Conference Much Better and with Performance Improvement with the Help of Our Hybrid Network Design (Peer to Peer and SFU). Host Will have some Permissions to managed and handle the user, the ability to ask questions with QNA Module, take attendance using Machine Learning Modules, and Much More.

5.4 Internal messaging service

With the Help of Socket IO and WebRTC Technology, it Provides a Real-time Messaging service to communicate. Teachers and Students can Interactively Communicate using Messaging services with ongoing Video calls. Messaging Service will have the Ability to React the messages with the Help of Emojis

5.5 Face Detection and Attendance System

TensorFlow JS is JavaScript Library Helps To use Machine Learning Module in Web Application. Using TensorFlow JS and Face Recognition API we are Determining Percentage of Student Attendance that satisfy some Criteria of Our Algorithm.

6. FEATURES SCOPE

6.1 Features such as ML face detection so that it can analyse if the students are concentrating in the class and accordingly mark the attendance

6.2 Examination mode with face detection and disabled voice channels so that exams can be held in a rightful and efficient way.

6.3 We are also planning to include a feature that shows the network connectivity status of each student.

6.4 An alerting system that alerts teachers to give a break to students from extended screen times. We are also planning to scale our model

7. ADVANTAGES AND DISADVANTAGES

8.1 Advantages

7.1.1 Teachers can send out student announcements to inform them of changes in their performance and keep them posted. They can also send a dashboard of upcoming and ongoing opportunities to show the required details after paragraph-based verification

7.1.2 Teachers now have the option to display pop-up questions to check student status.

7.1.3 Teachers can ensure the availability of students in their classroom with the full screen lock feature of the app.

7.1.4 Screen Sharing, Call Editing, Multiuser Video Call

Inbuilt Interactive chatting Interface

7.1.5 Streaming, Built-in feature easy to use whiteboard. Improved voice channels to avoid interruptions

7.1.6 Teachers do not have to follow the trail because the log will be displayed after each class.

7.2 Disadvantages

7.2.1 Poor network connection leading to host interconnection. At first, most of the team members were sceptical of the technology used.

7.2.2 We came across many bedbugs that ate up a large portion of our time.

8. APPLICATIONS

8.1 Dashboard to display the necessary information to after role based authentication.

8.2 Teachers can post announcements for students to tell some changes regarding their workflows and keep them posted.

8.3 As well they can post upcoming and ongoing opportunities. Teachers now have the option to display pop up questions in order to check the student activity status.

8.4 Screen Sharing.

8.5 Scheduling Calls, Multiuser Video Call. Inbuilt Interactive chatting Interface Broadcast Feature.

8.6 In-built easy to use whiteboard.

8.7 Teachers can ensure the presence of students in their class via the full screen feature of the application.

8.8 Enhanced voice channels to avoid disruptions.

8.9 Teachers do not have to keep track of attendance since the log will be shown after each class.

9. CONCLUSION AND FUTURE SCOPE

9.1 Examination mode with face detection and disabled voice channels so that exams can be held in a rightful and efficient way.

9.2 We are also planning to include a feature that shows the network connectivity status of each student.

9.3 An alerting system that alerts teachers to give a break to students from extended screen times. 9.4 Scalable for multiple users.

10. REFERENCES

10.1 Impact of Interactive Video Communication Versus Text-Based Feedback on Teaching, Social, and Cognitive Presence in Online Learning Communities, Charlotte Seckman, PhD, RN-BC, CNE

10.2 Evaluating videoconferencing systems for equality of the educational experience Ana-Paula Correia, Chenxi Liu & Fan Xu

- 10.3 Al-Samarraie, H.(2019).A Scoping review of video conferencing systems in higher education: Learning paradigms, opportunities, and challenges. *International Review of Research in Open and Distributed Learning*, 20(3).
<https://doi.org/10.19173/irrodl.v20i4.4037>
- 10.4 Anderson, R., Beavers, J.VanDeGrift, T & Videon, F. (2003). Videoconferencing and presentation support for synchronous distance learning. In EP Innovations (Ed.), 33rd Annual Frontiers in Education Conference (pp. F3F–13).
IEEE. <https://doi.org/10.1109/FIE.2003.1264746>
- 10.5 Karabulut, A., & Correia, A.-P. (2008). Skype, Elluminate, Adobe Connect, and iVisit: A comparison of webbased video conferencing systems for learning and teaching. In K. McFerrin, R. Wagner, R. Carlsen, & D. A. Willis (Eds.),
Proceedings of the Society for Information Technology and Teacher Education 2008 (pp. 481–484). Association for the Advancement of Computing in Education. <https://www.learntechlib.org/noaccess/27212/>
- 10.6 Knox, D. M. (1997). A review of the use of videoconferencing for actuarial education: A three-year case study.
Distance Education, 18(2), 225–235. <https://doi.org/10.1080/0158791970180204>
- 10.7 Andrews, T.,& Klease G. (1998).Challenges of multisite videoconferencing. The development of an alternative
teaching/learning model. *Australasian Journal of Educational Technology*, 14(2), 88–97.
<https://doi.org/10.14742/ajet.1902> Griffiths M, Graham C. Using asynchronous video in online classes: results from a pilot study. *Int J Instruct Technol Dist Learn*. 2009;
- 10.9 impact of Interactive Video Communication Versus Text-Based Feedback on Teaching, Social, and Cognitive
Presence in Online Learning Communities, Charlotte
Seckman, Ph.D., RN-BC, CNE
- 10.10 Evaluating videoconferencing systems for the quality of the educational experience Ana-Paula Correia,
Chenxi Liu
& Fan Xu
- 10.11 Al-Samarraie, H. (2019). A Scoping Review of videoconferencing systems in higher education: Learning paradigms, opportunities, and challenges. *International Review of Research in Open and Distributed Learning*, 20(3).