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Technology Supported Learning Systems for Textbooks in Web Applications

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Abstract: In learning application, a system requires appropriate presentation for extracting knowledge from textbooks. Domain module is used for gaining knowledge in authoring techniques. Domain module is user oriented technique to make easy access of knowledge. Semi-automatic domain module reuses the knowledge to determine authorizing process. The comparison of textbook and domain module is used to describe experiment carried out. The domain module is considered the core of any TSLS and it represents the knowledge about a subject matter to be communicated to the learner. DM encodes knowledge at two different levels, the learning domain ontology (LDO) and the set of LOs.

Keywords: learning domain ontology(LDO),Automatic generation of domain module,Technical supported learning system(TSLS),Automatic e-book.

I. INTRODUCTION

There are too many applications where using in network organisms to evaluate the subject information to the students. The relationship between the E-Learning technology and student engagement and desirable learning out comers has been observed. TSLSs require an appropriate Domain module, i.e., the representation of the domain to be learned. Artificial Intelligence techniques provide the means for the semiautomatic construction of the Domain module from E-Books which may significantly contribute to reduce the development cost of the Domain Modules. In this project the main topic of the Domain and the relationships among these are minded from the uniformed outline internal representation. In this approach each item in the index where considered as a domain topic. Ontology learning relies on the assumption that three is semantic knowledge underlying syntactic structures; Structural relationship can exist between an outline item and its entire sub items, as this fact was observed in all the analyzed outlines the Domain Module generation process, which involves all three main tasks: preparing the document for knowledge extraction ontology that describes the domain to be learned and the generation of the learning object. Technology supported learning systems (TSLS) are being widely used in many academic institutions and becoming essential for education. Network learning organizations are mostly worked in textual specialization. It doesn't know people understanding capacity. To promote format and patterns of the web learning systems for handling all institutions only observe studies in it. The followings are merits of proposed systems,

In existing system learning technology improves to communicate their knowledge to learners via E-Books. An Intelligent tutoring system is used in E-learning technology and student engagement and advantageous learning outcomes has been observed for improving to learn subjects or higher studies in web pages, Technology supported learning systems are improved more effective by implementing its overcome. The next and most widely faced problem in existing system is the Student can't understand the full subject properly. According to the learners it is a poor system. There is no acknowledgement between the learner and organizer.

II. RELATED WORK

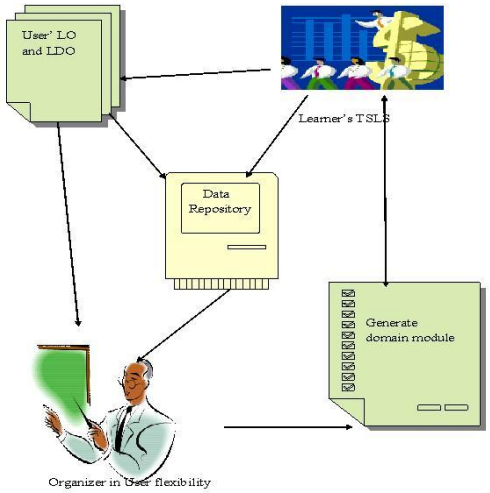
An abstract learning object content model framework uses Jena (open source Semantic Web framework for Java) to create RDF/OWL instances. Jena offers opposition storage models, which are continually and transparent opposition to a backing store. Opposition models can be maintained in the file system, or in a relational database. The database engines currently supported are Oracle and My SQL. Currently, we have set up the ontology-based LOR using My SQL server. We query the LOR using RDQL, a query language for RDF. While not up to that formal level, RDQL was maximum implemented by RDF frameworks .RDQL allows complex queries to be expressed clearly, with a query engine performing the hard work of accessing the data model. LOs disaggregated in the ALOCoM format provide us with a flexible solution for repurposing LO components. at different levels of granularity are available (CF, CO, LO). For instance, we can retrieve complete slide presentations at the Learning Object level, definitions and examples at the

CO level or just text fragments or images at the CF level. These components need to be reassembled in new Learning Objects. Currently, all selected components are assembled in a new slide presentation. The framework runs on MS PowerPoint, OpenOffice.org, HTML, PDF, PS and SCORM output formats .For more information about the export functions to SCORM, PDF, and HTML Export of an ALOCoM slide presentation to the MS PowerPoint format proceeds in two steps. In the first step, the ALOCoM presentation is done on OpenOffice.org presentation. To generate OpenOffice.org slide presentations, we use the OpenOffice.org Application Programming Interface (API). This API is a comprehensive specification that describes the programmable features of OpenOffice.org presentation (http://api.openoffice.org). Impress is the Open Office application we use to generate OO slide presentations. This application is very presentation oriented, in the sense that every represented component is a kind of shape with presentation properties. Structure oriented information in ALOCoM components is mapped to these presentation elements in the Open Office format. For instance, the title and body of an ALOCoM slide are mapped to two different rectangles in an OO slide. Since we do not keep track of related presentation information, we want to use default presentation styles for the title of a slide, list items and others. In the second step, the OpenOffice.org presentation is exported to a MS PowerPoint presentation, again using programming features of the OpenOffice.org.it focus on the development of a framework for automatic metadata Generation. The first step towards this framework is the definition of an Application Programmer Interface (API), which we call the Simple Indexing Interface (SII). The second step is the definition of a framework for the implementation of SII. Both steps are presented in some detail in this paper. We also report on observation of the metadata that the SII and supporting framework generated in a real-life context. One great achievement was the development of the IEEE LOM standard, based on the original ARIADNE pedagogical header definition, and adopted in the widely deployed ADL SCORM reference model [1]. The creation of these metadata, however, currently turns out to be a problem for most systems. Many reuse initiatives are still struggling to achieve critical mass. Most learning objects only have a very limited set of metadata associated to them. A possible solution to this problem is the automatic creation of learning object metadata. In this way, the users do not have to bother with the metadata if they do not want to. This can be compared with search engines on the web that index web pages in the background without any intervention of the creator or the host of the site. In our approach, if the user wants to correct, add or delete metadata, he will still be able to do so, but most users will not need to spend time on it.

III. ALGORITHM

After the survey on various literature papers, we are concluding a new way Technology supported learning systems (TSLS) are being widely used in many academic institutions and becoming essential for education. Network learning organizations are mostly worked in textual specialization. It doesn't know people understanding capacity. To promote format and patterns of the web learning systems for handling all institutions only observe studies in it.. The Domain Module entails an LDO that contains the main domain topics and the pedagogical relationships among the topics, and the learning objects (LOs) that are used to enable mastering each domain topic. Currently, the acquisition of LOs has already been adapted and tested on a textbook on Object Oriented Programming obtaining similar results. The biggest differences were observed in the rules for definitions and problem-statements A system for the semiautomatic generation of the Domain Module from electronic textbooks. The system employs ontologies for the knowledge acquisition processes. This has been tested using an electronic textbook and comparing the automatically generated elements with the Domain Module manually developed by instructional designers. The experiment aimed to measure the knowledge acquisition from text, a version without images of the document was used as the source of data.

SYSTEM ARCHITECTURE



MODULE DESCRIPTION

- Learner module.
- Administrative module.
- Organizer module.
- Pre-Processor module.

IMPLIMENTATION

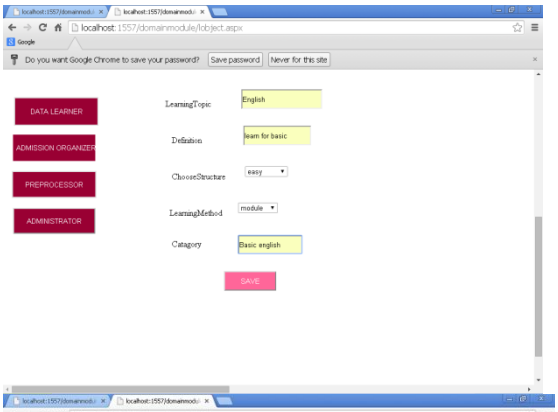
First, learner login is opened to verify authorized members for Technical Supported Learner System. Learning objects of learners provide user method of learning system to organizer. The users must enter their way of learning in learning objects that are saved to database repository. The organizer read user's learning object for understanding method of learners. After read the data by tutor, they will select proper book like module wise, chapter wise or book pattern. The code and version of book also added to database information. It also set encryption code for secure storing of LO information. It views correspondence book whether the user select code like module or chapter. Only view the selected pattern books The preprocessor module works depending upon the learn ontology and learning objects. They extract from tutor and user to communicate and understanding between them. It contains login for administration persons are securely login to our storage management by them via identification and authorization. Only authorized holders enter to view generate domain module information. It is mainly used for update new technical activities to the database repository. It includes relationships between domain topic, outline and book file where the file saved in the system that is stored into the database repository.

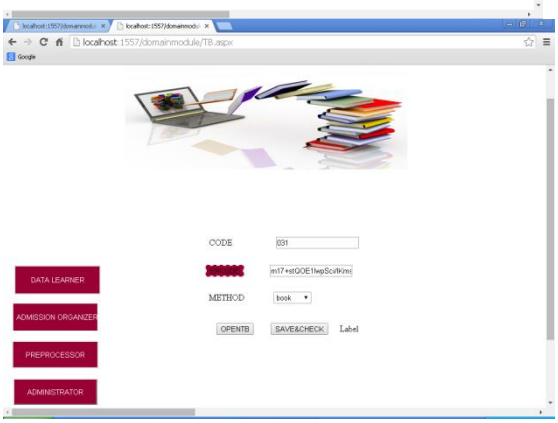
IV. RESULTS

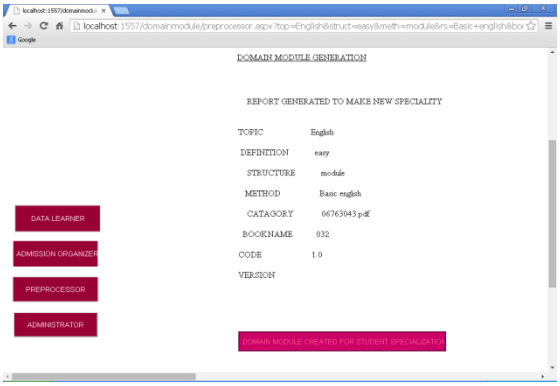
COMPARISION TABLE

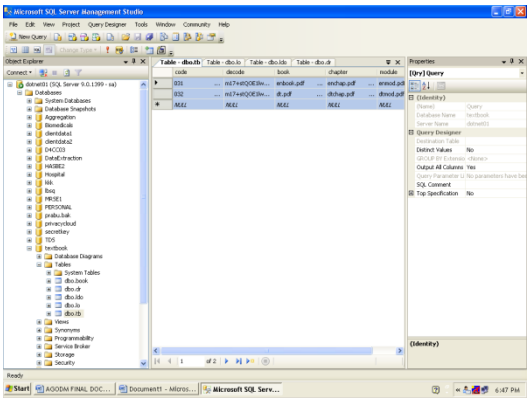
EXISTING SYSTEM	PROPOSED SYSTEM
The next and most widely faced problem in existing system is the Student can't understand the full subject properly.	This is better than blackboard techniques to understand subject knowledge between students.
Students can't understand the subject.	This technique improves the education standard for the users, in this system the Confidential powers are up to grade.
There is no acknowledgement between the learner and organizer.	.Acknowledge about learners are desired manner.

SCREENSHOT:









V.CONCLUSION

Automatic generation of domain module improves the

education standard for the users, in this system the Confidential powers are up to grade .Acknowledge about learners are desired manner. This is better than blackboard techniques to understand subject knowledge between students. the satisfaction of the user is important but also with the usage of the resources and effective delivery to the user, hence the proposed method will provide a effective solution that may help the student to get their books in the manner they like. In future we planned to enhance the grammar for identifying pedagogical relationships to increase the recall of the relationships

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