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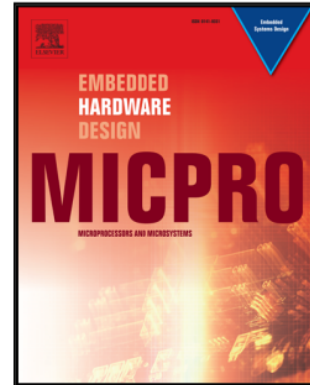
by Roy Setiawan

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An Educational Tool for Enhanced Mobile *e*-Learning for Technical Higher Education using Mobile Devices for Augmented Reality

Omnia Saidani Neffati[1], Roy Setiawan[2], P. Jayanthi[3], Vanithamani S[4], D.K. Sharma[5], R. Regin[6], Devi Mani[7], Sudhakar Sengan[8*]

[1]Assistant Professor, Department of Computer Science
College of Science and Arts in Sarat Abidah – 64734, Abha, KSA
Email: oneffati@kku.edu.sa

[2]Assistant Professor, Department Management
Universitas Kristen Petra / Universitas Airlangga, Indonesia
Email: roy@petra.ac.id

[3]Associate Professor, Department of Computer Science and Engineering,
Kongu Engineering College, Perundurai, Tamil Nadu, India
Email: pjayanthikec@gmail.com

[4]Department of MCA, M. Kumarasamy College of Engineering,
Tamil Nadu, India
Email: svanithasubu@gmail.com

[5]Jaypee University of Engineering and Technology,
Raghogarh, Guna – 473226, M.P., India
Email: dilipsharmajiet@gmail.com

[6]Department of Information Technology,
Adhiyamaan College of Engineering, Hosur, Tamil Nadu, India
Email: regin12006@yahoo.co.in

[7]Department of Computer Science, College of Sciences & Arts in Sarat Abidah,
King Khalid University – Abha, Kingdom of Saudi Arabia
Email: dmani@kku.edu.sa

[8]Department of Computer Science and Engineering,
Sree Sakthi Engineering College, Coimbatore – 641104, Tamil Nadu, India
Corresponding Author Email: sudhasengan@gmail.com

Abstract

In all dimensions of education and all subjects, Smartphones have turned out to be broadly acknowledged technology. It plays an essential task in advanced online education systems. Because of smart devices' effortlessness and extension property, it is getting to be mandatory for portable applications. This paper analyses the research on Smart Devices (SD) to incorporate visual simulation into *e*-learning. The researchers created an Augmented Reality (AR) platform for e-learners to expand the coursebook with graphics and virtual multimedia applications. This paper recommends a Mobile *e*-Learning (M*e*L) application

termed "MeL app". The advanced MeL app methods have been tested using Mann-Whitney 'U' Test in the lecture hall using real-time learners. The proposed M*e*L app planned to create the learning practice easier, focusing on *e*-learner's requirements by encouraging *e*-learners and instructor relationships to maintain communicative development-based *e*-learning for Technical Higher Education (THE). Software engineering learners assess this proposed framework in THE. Future work in this investigation incorporates new highlights, testing the device in extreme situations, evaluating the instructive perspectives utilizing more significant and increasingly various understudy and beginner inhabitants, and at last, extending the application space.

Keywords: MeL, Mobile Devices, Technical Higher Education, e-Learner, Smartphone.

1. Introduction

Reconciliation of information with authentic logical practice has turned into a new structure for the future generation of science and teaching measures formed around significant settings and simple-to-relate networks for learners [1]. In the financial improvement of society, Technical Higher Education (THE) assumes an important role. The issue caused the absence of Communication, cooperation, and unswerving commitment among instructors and students. It is difficult for guides to focus on several learners, and learners cannot ask inquiries or give criticism in the given lecture time. Along these lines, mobile *e*-learning is presently a new pattern in such THE. Due to its development and convenience worldwide, the system provides fast access to various fields of interest. Due to the M*e*L application's strength, an institution of higher education and foundations endeavors to create different M*e*L responses to support their various courses. This paper demonstrates investigational proof in Mobile-e-Learning (MeL) field through an examination performed to check the MeL application's appropriateness to display necessities accumulation and investigation at the tertiary coaching level.

This work has been donated to the M*e*L in THE. The framework causes learners to concentrate on course materials and take care of the course's goal issues. M*e*L improves their critical thinking aptitudes, synergistic and informative abilities, and investigative reasoning procedure. The framework also considers the student's brainpower by moving the students from the lower level to a more elevated amount while resolving the inquiries to adjust as far as anyone is concerned. This research's primary motivation is to create an application based on machine learning to make the instructor and learner in an automated system to the current world. The AR provides incredible delivery of contents and to create more interest in e-

Learning. Continuous monitoring of the course will create biological effects in the eyes, brain, etc. This will help overcome by providing real results in *e*-learning for the end-user.

The students can convey various thoughts and inquiries in the group discussion module, discuss the problem's measures and work together. Likewise, they can take an interest in the instructive procedure by sending their inquiries to the educator to be added to the questions bank. After that, the educator adds four different responses to the questions utilized in the examinations.

The educator's job is to coach the learning, empower oneself doubting practices, deals with the learning procedure, monitor the commitment, and give guidelines and significant declarations for the learners. M*e*L is highly supportable for easy access and quickly reaches because people are moving towards the digital world. In this fast-growing environment, people need to learn skills as soon as possible and search for new technologies. The communication between instructors and learners are established well by using an *e*-learning app. Likewise, it can make an educational change from classroom-based book learning to collaborative and constructivist *e*-learning. Also, SD and technologies-related to wireless networks are improving persistently with time. The advancement of these innovations helped *e*-learning to reach out to M*e*L.

The goal of the paper is to deal with the structure and execution of the M*e*L framework. This paper invents the objective by addressing the accompanying research questionnaires:

(1) How do learners take an interest in the instructive procedure and test improvement?

(2) How to cause the instructors to speak with the learners and vice versa?

(3) How to change the question's aspect in the test and adjust, as indicated by the student's understanding?

(4) How to cause learners to pose inquiries effectively and team up with one another?

The paper has the accompanying segments: evaluating the earlier work that discussed the observational proof assembled among a writing inquiry related to M*e*L and prerequisites gathering and investigation. The information acquired from the mobile technology survey discussions about strategies utilized, members, and the material used.

2. Literature Background

Educationalists study learning as a lively practice, leading to awareness, which is continuing, measurable and accurate to developmental variations. The critical role of learning is to inspire the individual to solve a critical problem and improves creative thinking. *E*-learning develops the environmental awareness of individuals. Using AR, the user can view the entire process, making learners concentrate many on digital technologies. This creates

high curiosity towards the listeners in the proposed system and develops new innovative ideas towards recent future technologies.

Numerous theories support the learning and instructing process. For instance, Paivio's Dual Coding Theory [2] proposes that graphics and verbal codes for speaking to data are utilized to arrange approaching data into learning that can be followed up on, kept, and recovered consequent use [3].

The neurological methodology considers figuring out the consequence of necessary alterations inside the cerebrum when coordinating all the apparent and prepared data. The mind has two different sides or hemispheres, isolated into sections (i.e., occipital, parietal, transient, and frontal). The teams are in charge of various assignments: our language, thinking, individual capacities, feelings, insight, inspiration, and memory [4].

Experimentation has demonstrated that the hemispheres of the cerebrum are in charge of various thinking methods [5] (Funder standing, Neuroscience), i.e., the left side is in charge of rational, successive, balanced, scientific, target thinking, while the right side is in order of arbitrary, natural, comprehensive, orchestrating and emotional reasoning. As indicated by the reference [4], "*today, it is helpful, even fundamental, for instructors and any other person worried about training to pick up a comprehension of the logical premise of the learning forms.*"

Mobile-*e*-Learning's responses for advanced education should strengthen meaningful learning and inspire learners to think about the technology [6]. [7] Found that mobile applications that are intended for knowledge are hard to come by. An overview of M*e*L inclines in software engineering instruction demonstrated that M*e*L builds learners' emotional attributes [8].

NetLuke made a visualization tool for quick calculations and information structures. The NetLuke aids the client's direct information contribution, the stacking of perception tests, and dynamic computer graphics [9].

The term of MD to improve learning has not been precisely characterized; for example,

- Learning over various settings, through social and substance communications, utilizing personal electronic gadgets, worried about a general public progressing, especially with education.

- A way students' versatility expanded individual and open technology adds to increasing new information, aptitudes, and experience [10].

- Digital learning techniques acknowledged through Intelligent Apparatus equipment incorporate smartphones.

- Methods ready to utilize the assignment hardware to gain learning whenever and wherever required [11].

2.1. Mobile-*e*-Learning application Elucidations in THE

The researcher [12] exhibited the structure and usage of an SD-based intuitive training model with in-class and off-class segments supported by a Socrative online feedback framework to improve the learners' commitment to a Malaysian institution of higher education. [13] planned a mobile device for educating designs and information structure courses to learners. A review has been made [14] to identify, evaluate and find which technology provides more effective learning methods through electronic searches. This creates motivation for future automated systems based on AR. This survey [15] produces the findings of social learning spaces and various learning processes through social cognitive theory and activity theory through the CSCL lens to create a theoretical foundation for future technologies.

An application was built to help prerequisite designing by utilizing the precise diagram application on MDs for displaying UML frameworks [16]. As one more model, [17] executed a micro-lecture system on mobile. The handy mobile causes *e*-learners to see recordings and other resources. The energized thought has numerous preferences. However, non-existent activities occurred between students. Also, there are no tests for learners to test their abilities after reviewing the micro-lectures.

Displaying the plan and advancing mobile learning applications on the Android platform utilizing Java programming language helps e-learners in PC courses at the Computer Engineering Department [18]. The methodology encountered between interactive media ideas and order language is to make another learning condition utilizing the SD learning application. The point of the versatile learning application was to supplement conventional learning and *e*-learning frameworks.

"RoboRun" was created for mobile learning games by [19]. The stage permits input devices for coding and learning conditional programming and algorithm sequence order. [20] proposed a learning application in android mobile created by five-dimension platform systems helps to write the Java program. African context has been made in this work. They found that the M*e*L technique could offer chances to limit the trouble observed in the learning of programming. The disadvantages are that it is an application for a particular programming language and doesn't support other programming languages. In this case, coordination does not exist between the *e*-learners and self-learning application is considered. The absence of Communication exists among teachers and *e*-learners. [21] In this, learning of the sorting

algorithm has been built up by an Open-Source application. They found that *e*-learners are supported by utilizing SD for education. Table 1 summarizes the analysis based mobile learning from the collected works with their limitations.

Table 1. Summary of the researcher's study based on M*e*L methods

| Researchers	Outcomes of Investigation	Drawbacks
Lim et al. 2017	Socrative Online Teaching is based on the mobile system.	Discussion of peer and tools assistance usage is needed.
Moreira et al. 2016	Engineering helps in iOS application	UML course is only for learning and won't help in different classes. No activities between *e*-learners.
Wen et al. 2015	The mobile learning system is by the method of micro lecture	The relationship between e-learners and educators has no effort.
Tamhane et al. 2015	Computer engineering students can learn Mobile applications on Android.	Modules based quizzes and games are needed.
Prenner et al. 2014	'NetLuke' is used for the structured courses for data and teaching algorithm in a mobile environment.	Different courses do not support here. A collaboration module between *e*-learners is needed. Well-known platforms like Android and iOS should keep it.
Vinay et al. 2013	"RoboRun" is a mobile learning game.	Collaboration activities have to be supported on other platforms.
Boticki et al. 2013	"Sortko" is an application based on Android to help algorithms for sorting existing body knowledge dealing for the learning and teaching application in animation.	Need to assist in different stages like iOS and Windows phone.
Mbogo et al. 2013	The Scaffolding technique is used for Android mobile learning application to learn program.	We need to help different stages to acquire a group of listeners.

3. The Proposed M*e*L System

The core functional necessity for the "Mobile-*e*-Learning" framework is the capacity to help the learning and commitment of an enormous number of students. One approach to support students' responsibility to M*e*L is to utilize mobile correspondence capacities, such as exchange gatherings, declarations, warnings, and self-practice materials. Every one of these capacities is accessible on M*e*L, making on-request access to data.

M*e*L framework maintains the transferring of study materials. Along these lines, M*e*L causes students to access learning materials in various configurations, for example, PDFs, *e*-books, and videos. View declarations, enter dialogues discussions, comprehend versatile situation-based tests, and get warnings. Figure 1 represents the proposed structure, which

uses various web administrations. The structure centres on giving collaborative scenario-based figuring out to the learners. It is based upon instructive, innovative, and social viewpoints.
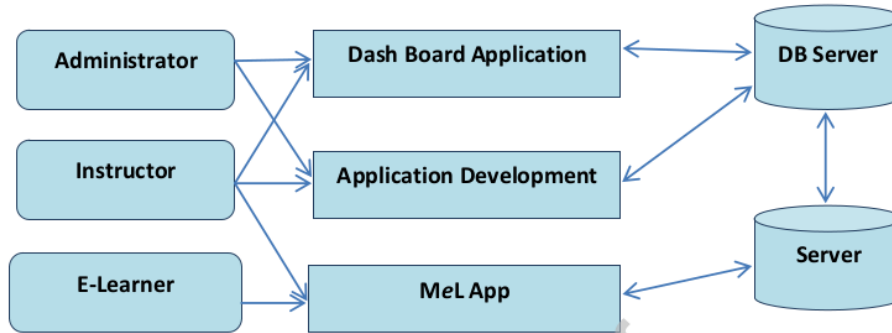
Figure 1: The Proposed Mobile-*e*-Learning Framework

4. Proposed System Design

Figure 2 is M*e*L App engineering, a model representing the structure, association, and general behavior of a particular system. The writer's pilot study included the plan of a context-aware M*e*L visual recreation application to convey on-request additional data about the materials exhibited in an ordinary engineering reading material to learners. The main aim of this research was not to completely replace conventional lecture methods with M*e*L-based data conveyance. Moderately, the goal was to test in, giving learners this extra layer of visual data to encourage more cooperation among learners and cultivate further progressively complete learning, given a restricted eye to eye time educators can have with each understudy during the class. The accompanying Subsections provide a comprehensive record of the significant highlights and segments of the created mobile AR pedagogical tool. Representational State Transfer (REST) protocol is highly supportable for client and server communication through the internet. This produces a web-based application to construct suitable communication between end systems. This uses HTTP (HyperText Transfer Protocol), which is required for web standards, where the MeL application of the end-user is added to the ODBC database drivers. The generic data provider connected to the app provides the instructor's data sources to the learner. Figure 3 demonstrates the screen captures of the investigations directed for utilizing this tool.
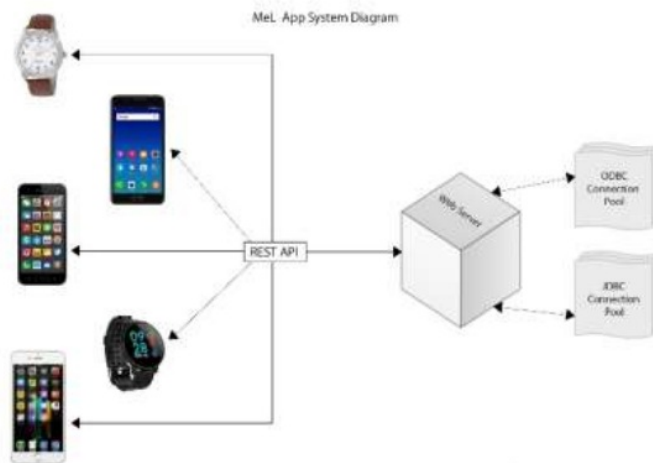
Figure 2. MeL App System Diagram

Figure 3. Screen Captures for Digital Virtual Objects

4.1. The Proposed MeL Framework

Figure 4 shows that every learner first uses the in-built camera of the member's web-empowered handheld gadget to check a printed 2D image, known as Quick Response Code (QRC). QRC is vital to locate the best possible setting. For example, each QRC can express a remarkable coursebook. By checking this code, the AR application identifies the coursebook and gives access to the comparing storehouse of virtual substance. When the QRC is recognized, learners can turn pages and glance at various pictures in the coursebook through the mobile camera's perspective indicated in figure 5. These pictures from this point forward are alluded to as cracking images. When the AR application identifies each following image, learners will most likely view advantageous visual substances and connect with the virtual objects to get data, notwithstanding what is given in the book.

Figure 4. MD to Scan a QR code

Figure 5. Virtual Contents Demonstrated Fore-Learners

4.2. Implementation of the M*e*L framework

This proposed M*e*L framework, as depicted in the system segment, comprises the customers, web application, work area application, database, and the server. The framework's versatility, productivity, and practicality develop different software technology and guarantee for utilizing subsystems. These subsystems were later associated with a dynamic connection library. In building up the application, we ran it a few times on the test system and useful gadgets to affirm the various unit's usefulness. At that point, the M*e*L framework has introduced the application on a particular SD for troubleshooting. The testing on the SD has been done. Member's prerequisite details executed the framework. Thorough adjusting and iterative highlights of Agile utilized. The main version of the application is produced for mobile OS clients. M*e*L application (M*e*L app) is discharged on the mobile Operating System (OS) App Store. Acquiring mobile OS M*e*L is free and requires enrolment by clients.

4.3 Mathematical Model of Mann-Whitney 'U' Test

<mark>Members of n_b perceptions $\{B_1, B_2...B_n\}$ are in one group and Participants of n_g perceptions $\{G_1, G_2...G_n\}$ are in another group.</mark> The M-WU Test depends on comparing each perception B_i in the first example with each perception Gj in the other model. The complete number of pairwise correlations is B_x and G_y. If the models have the same median, at that point, every B_i has an equal chance (i.e., probability 1, 2) of being higher or smaller than each G_j. In this way, it is under the null hypothesis $H_0: P (B_i>G_j) = 1,2$ and under the elective hypothesis $H_1: P (B_i >G_j) 6= 1,2$. It tallies the count B_i from test 1, which is more significant than G_j from test 2. U_b represents this number. The count Bi from test 1 is also smaller than G_j from test 2, indicated by U_g. Under the null hypothesis, it would expect U_b and U_g to be nearly equivalent. The method for doing the test is shown in equation 1.

Step 1: Set findings in order of size

Step 2: Form B / G

Step 3: B➔B$_i$

Step 4: G➔G$_i$

Step 5: Sum = B$_i$>G$_j$ — Symbolized by U$_b$.

Step 6: Sum = G$_j$>B$_i$ —Symbolized by U$_g$.

Step 7: Form that U$_b$ + U$_g$ = n$_b$n$_g$.

Step 8: Compute U = minimum (U$_b$, U$_g$)

Step 9: Routine geometric tables = M-W U Test

$$\mu_U = \frac{n_b n_g}{2}$$ …………………... (1)
$$\sigma_U = \sqrt{\frac{n_b n_g (N+1)}{12}}$$

$where, S = n_b + n_g$

4.3.1 Dealing with Relations

It is conceivable that at least two perceptions should be equivalent. If so, in any case, ascertain U by assigning a large portion of tie to the **B** value and a large portion of association to the **G** value. If so, then the typical guess must be utilized with expected standard deviation estimation. <mark>The following EQU2 is as follows:</mark>

$$\sigma_U = \sqrt{\frac{n_b n_g}{N(N-1)}} X \sqrt{\left[\frac{N^3 - N}{12} - \sum_{i=1}^{P} \frac{TR_i^3 - TR_i}{12} \right]}$$ …………………(2)

$where$ N=n$_b$+n$_g$

TR=Total no. of Tie Group

t$_i$=Total no. of Tie Group i

5. Result and Discussions

The gathered information was handled for the Open-Source software's recurrence examination strategy and evaluated by the research. The exploration led in the example is gathering of 500 Me-L of the Faculty of Information Technology, Private University of Tamil Nadu-B.E. program of Informatics has enrolled (63%) and Information Management for M.E. study program (37%); male learners having 60%; having 54% full-time learners and 46% part-time; being in the age group of 18–20 years (72%), 21– 33 years (13%), 24-28 years (11%) and 41% in the age group of 28-32. M-W U tested the main activities of the participants on their mobile device concerning whether their SD.

Int represents integers of survey findings. Members *{B, G}* were asked to rate their level of happiness with their main device. Those who used an SP as their MD were significantly happier than ordinary mobile phone users *(Int=-5.436, p<0.001)*. Members *{B, G}* used their SP as primary MD has significantly more for the following test activities: Text Messaging *(Int=-1.129, p<0.0101)*, Images *(Int=-23.567, p<0.01090)*, Mailing *(Int=-09.432, p<0.00110)*, Voice Call *(Int=-12.105, p<0.101)*, Facebook *(Int=-6.987, p<0.001)*, Online Trial *(Int=-8.123, p<0.0011)*. Table 2 illustrates events participant's levels and learner's SD.

Table 2. Key activities performed on SD

e-Gadgets Actions	SD Outcomes (*Int*)
Messaging	4.26
Photos	3.96
Mailing	1.64
Voice Calls	3.96
Facebook	1.32
Online Trial	1.99

Members *{B, G}* were approached to give data on the advantages of MeL utilizing an open-finished inquiry in which 500 members responded. The two critical benefits distinguished were availability and adaptability to learn inside hours that fit. A few members felt that material, which is electronically accessible, would mean that they often need not go to the educational institution. Others felt that electronic material being accessible through an SP would guarantee whether they could take it if they kept going to classes because of sickness/climate conditions. Just a couple of members'*{B, G}* shows that the utilization of various learning may be an advantage of MeL. 500 learners gave their perspectives on the

obstructions to M*e*L. The main problems distinguished were cost, device restrictions, absence of recognition with advancements on a device, and lack of encouragement.

5.1 Research Questioners Explanation

The survey was performed at THE in late 2020. The feedback was made accessible through an online Survey. Members {B, G} were educated regarding the study through study hall utilizing Virtual *e*-Learning Portal.

5.2 Preliminary Outcomes of Investigation

The proposed framework relied upon enabling understudies to speak with one another and with their teachers makes it simple to get to the learning materials, help the *e*-learners to take an interest in the test improvement and the instructive procedure, adjust to the students' knowledge by changing the trouble of inquiries in the tests and team up in taking care of questions and issues through the exchange module. As expressed in the beginning part, this investigation manages three inquiries, mainly concentrating on the MD controlled by specialized and building *e*-learners from MD's misuse in instructing/*e*-learning specialized/designing *e*-learners and engineering *e*-learners response after SD-assisted M*e*L.

5.3. The Outcomes of the SD

The test outcomes demonstrated that an enormous level of learners had excellent prior knowledge about terms; for example, Virtual Reality (VR) is sufficiently capable of installing and utilizing a mobile application on their *e*-gadgets. Five hundred members finished the M*e*L and SD Questionnaire. As appeared in Figure 6, 96% of members reacted that they claimed e-devices, which without anyone else, was a good sign that the latest technology has turned into a pervasive portion of learner's day by day plans and that learners have simple access to MD. The learning mechanism is concerned to the extent that there are two significant segments relating to learners' consciousness of subjective handling and their control over it, an idea that is indicated as "metacognition" [22] [26]:

Accordingly, the review additionally included inquiries concerning understudies' attention to their learning procedure and their proposals about utilizing innovation and visual data, notwithstanding conventional learning techniques.

(1) Attentiveness to acknowledge learning of an individual, and

(2) To acknowledge how to screen and control one's learning.

In this way, the overview included inquiries concerning learners' consciousness of their learning procedure and their recommendations about utilizing innovation and visual information added to customary learning strategies. Figure 7 shows the more significant part of learners using a mobile phone, tablet gadgets, or both. Figure 6 shows the audit results that

94% of the learners considered themselves visual students and concurred that they would better understand when teaching utilized 2D/3D perception or media to show conceptual building and relevant subjects. Likewise, over half of respondents proposed adapting better when working in a shared setting and assuming a job gathering during the learning procedure.
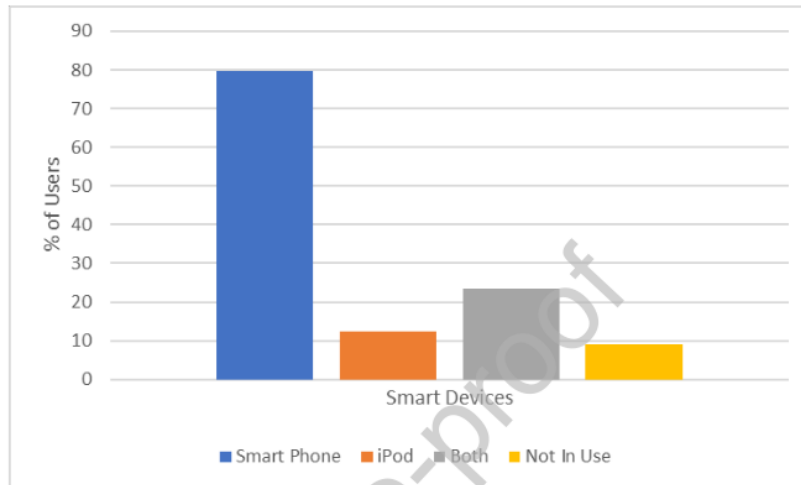

Figure 6. Learners Used Devices
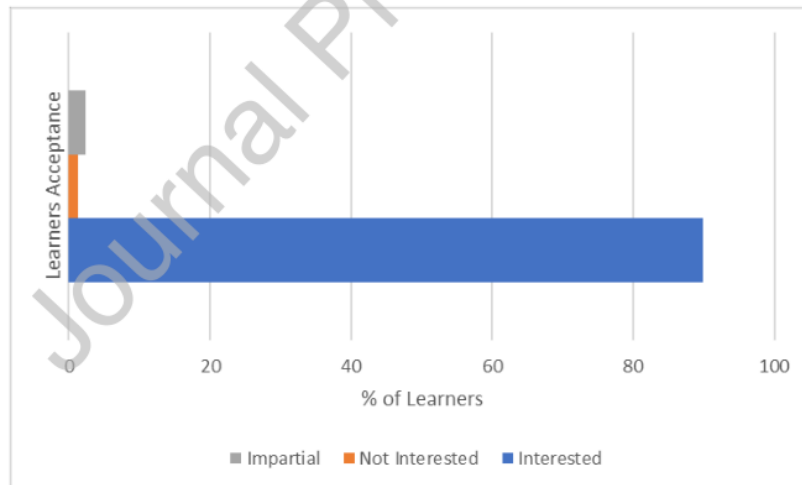
Figure 7. Usage of Visual Learners

5.3.1. Respondents Possess Mobile Devices

The devices of checked lists contained both the mobile (*e*-gadgets). The gathered information is shown in figure 8 describes that textbooks are presently most claimed MD (78% of respondents have them), Smartphones (41%), Mobile Phones (22%), PCs (18%),

iPods (13%), and Laptop (6%) were reasonably once in a while possessed. Logically, learners don't have just one SD, yet concurrent ownership of *e*-devices has been verified.
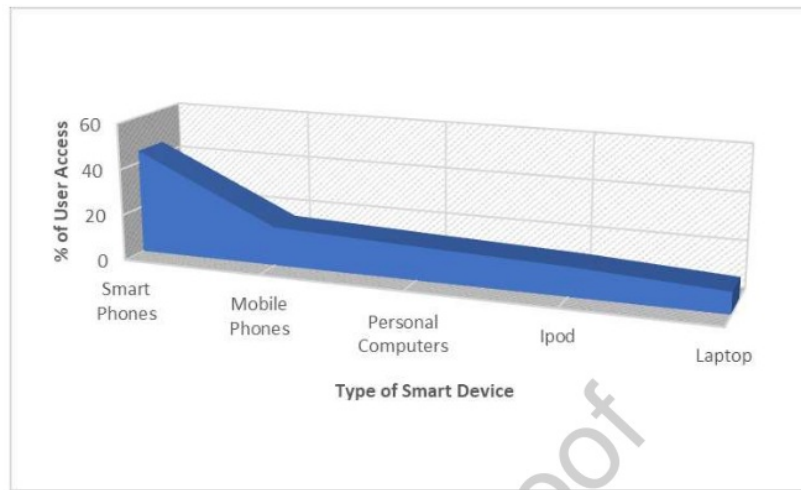
Figure 8. Learner's Activity by SD

5.3.2. SD purpose for *e*-Learning Students

Entertainment and Communication have dual primary purposes, which respondents utilized MD for the messages organized into two fields: (a) Private Statement, for example with personal and companions on related subjects, (b) Professional Statement covering school-and business-related themes.
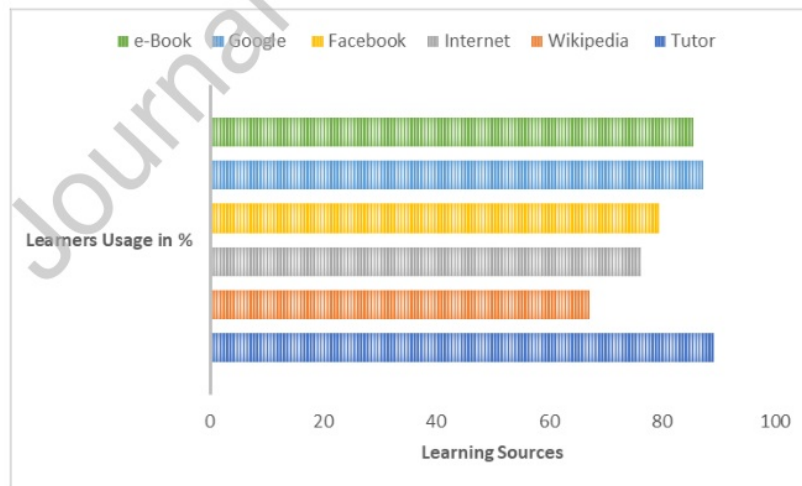
Figure 9. Information Sources for e-Learning

Most importantly, the respondents consider the following causes of data: individual participation in Lectures, Wikipedia, Internet, Facebook, Google, etc. As exposed in figure 9, the data source is utilized for the respondent. It demonstrates the following conveyance: e-

subjects are compulsorily used by all learners (98.19%), just as the individual participation of lectures (91.46%) and work with textbooks. That is why learners acquire reading material from libraries, least of them purchase books; however, most of them contemplate materials from the Internet for free (78.91%). They are interested in gathering learning techniques (88.46%) and from Facebook (80.81%); the materials are accessible on the page.

A large portion of data is of conventional origin and are connected with e-learning for years. As referenced above, what mirrors the M*e*L approach is, the e-subjects keep running on SD, and fundamentally, Facebook is utilized through SD for sharing knowledge, study materials, and talking about studies.

5.4.Validation and Outcomes

The structured AR-based learning device was verified in a technical education course at the Private University of Tamil Nadu during the 2018 academic semester. Specifically, the creators chose a senior-level college class (COP-Computer Programming) with a complete enlistment of 500 learners to test this exploration theory.

An example section from a development strategy and the board coursebook [24] covered analysis and soil inspecting chosen and improved utilizing PC generated visual data. The created device enabled learners to examine various pictures and charts inside the book part and obtain specific virtual data [23] (for example, 2D/3D models, video, and sound) as they took a glance at various pages. Previously, during, and after this examination, information was gathered regarding how learners depicted and grasped the points of interest or disadvantages of taking part in an AR simulation-based learning condition [25]. For the investigation learning, learners were coordinated in a few gatherings to cooperate and talk about their thoughts, and it's exhibited in Figure 10.

Figure 10: Students Understanding of the Topic using the AR

All members finished the analysis effectively. After that, they rounded out an anonymous survey about their experience working with the M*e*L stage, just as considering their

contemplations about utilizing this or a comparable framework in the future. The replies based on the post-experiment survey detailed that the technology-mediated account and the intuitive, arranged, community-oriented affordances of the M*e*L were exceptionally captivating, particularly among the less early individuals learning about the chosen course point.

An exhaustive investigation of student answers to the open inquiries in this survey demonstrated that a large portion of the *e*-learners found the M*e*L application exciting and agreed that it helped them better to get familiar with the material by giving more top to bottom visual data about the course material. They additionally felt that the M*e*L application made the lecture progressively intelligent.

On the other hand, a couple of respondents felt that the device was diverting and testing to work with, mostly when the handheld gadget was not held when scanning images. They liked to get the equivalent visual data utilizing computer slides relatively. The *e*-learner's character towards the M*e*L application was encouraging, and most of them thought it was too somewhat helpful.

The feedback on research investigations from this outline and the outcomes of determining each reaction arrangement are presented in Table 2.

The Research Questions as follows:

RQ1: What is the rating of *e*-learner's experience in this app?

RQ2: In what way the *e*-learners tool is used for THE?

As Table describes, the mean value (μ) of RQ1 was 3.88, with the standard deviation std (X) of 0.68, which means that the fulfillment rate among *e*-learners was high with the new learning technique. Moreover, concerning RQ2, the mean value (μ) was 2.98. The standard deviation $\sigma(X)$ was 0.89, which infers that most *e*-learners were eager to utilize this new M*e*L application in different classes and points.

5.5. M*e*L Application Visual View

When the e-learner first opens the *e*-learning, an application named "*MeL App*" (Figure 11), a record has to be created by the *e*-learners. To brand a record, the e-learner should enter the student's qualifications (login credentials) and click on create an account, and the *e*-learner has the option to get to the M*e*L App.

Figure 11. *e*-Learner Login Credential

Figure 12. App Access Page

At that point, if the *e*-learner did not join up with any course, they should click on the catalogue button (Figure 12) to see the university catalogue. The courses' fields of study are composed and relied upon the mobile learning application catalogue. Computer Science incorporates practices, programming in advanced applications, computer design, and software engineering (Figure 13).

Moreover, a particular course can also be selected by users. To do that, they need to enter the first letters of the Course, and all classes beginning with those letters will be exposed (Figure 14). It would not display any results if the letters didn't match any of the courses. (Figure 15).
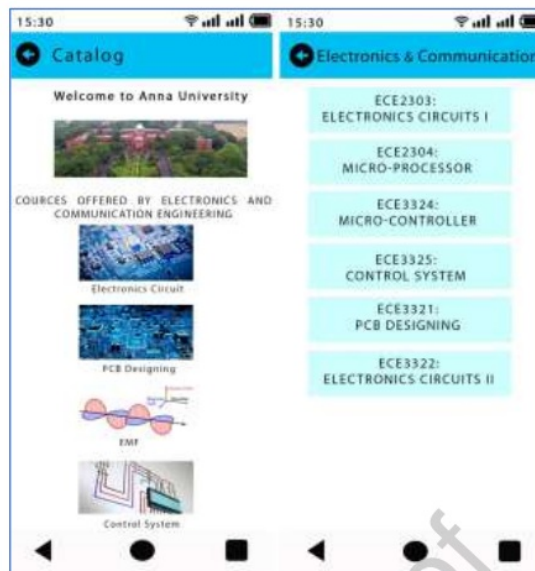
Figure 13. Choices of Course

**Figure 14.** Looking for Course

Students can give their data additionally, for example, major and minor. They can likewise alter their data (Figure 16).

The changes will be automatically saved. In this project, the most significant mobile learning application element is to enable *e*-learners to get to any course element. In any case, they are not ready to do that if the Course is not enrolled (Figure 17).
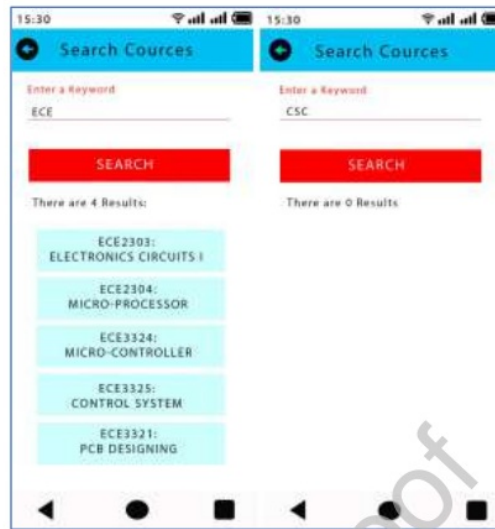
Figure 15 Search Result of Course
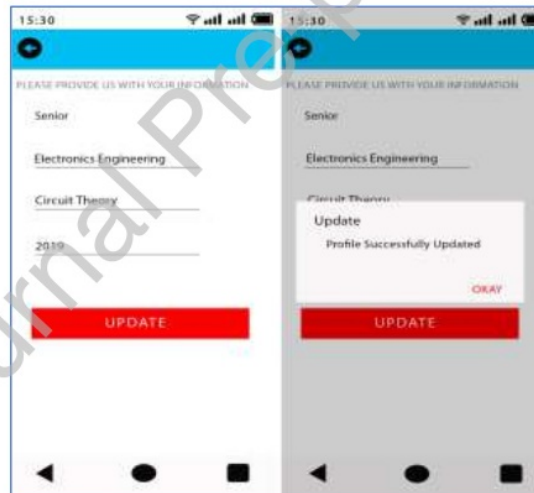
Figure 16. Updating *e*-Learners Summary

For accessing the course content, e-learners should first register in the Course they want, and after that, they can get to any of the course content (Figure 18).*e*-learners can access, for example, the course schedule, the course reports, the course plans or the course assignments (Figure 19).

By clicking the "Delete" icon, the e-learners can delete any course if they are not interested. The user's records will be automatically deleted (Figure 20).

Figure 17. Course Enrolment

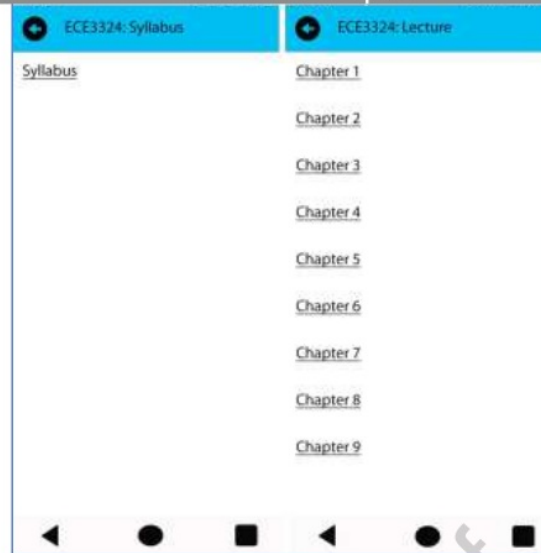**Figure 18.** Learners Access Contents
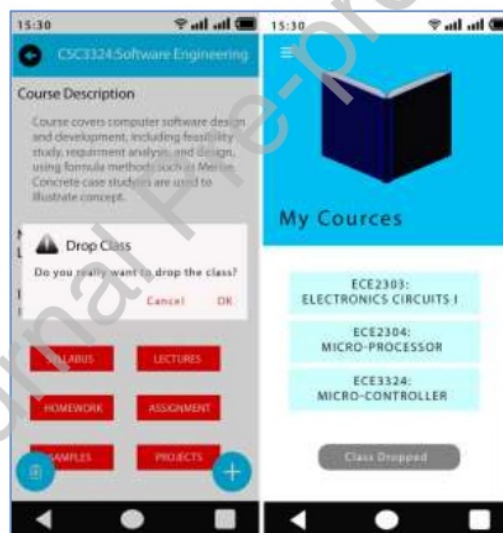
Figure 19. Course Practice

Figure 20. Course Completion Process

6. Conclusion and Future Work

Creating a multi-objective M*e*L app is an enormous task. This research aims to exhibit the most recent discoveries of a continuous examination for utilizing context-aware mobile condition to increase the feature of coaching and THE preparation. In a preliminary education led by the authors, portions of a typical THE coursebook has improved utilizing 2D/3D and interactive media visual recreations. The *e*-Learners were then approached to use their SDs to explore through the course reading and get on-request virtual data relating to various figures

and charts in the book. This will positively be supportable for THE and creates an automated framework by using the computerized system. It produces innovation-based research towards the e-learning based application. This will be more effective than the existing methods. A more significant part of learners evaluated the M*e*L as a viable instructive stage and recommended it for all courses. In general, it was discovered that visual reproduction combined with joint effort and collaboration gave numerous affordances in innovation-based and arranged to learn. In this paper, a M*e*Ling application called "M*e*L application" that would serve in THE has been introduced. The improvement procedure of the M*e*L framework and Mobile OS form of the M*e*L application has accounted for M*e*L supports mixed and cooperative learning with various capacities that benefit the learners to collaborate with course resources effectively, adequately, and productively. Software engineering learners assess this proposed framework in technical universities.

Future work in this investigation incorporates new highlights, for example, the capacity to convey area-based data, testing the device in extreme situations, for example, developing job sites to prepare specialists, evaluating the instructive perspectives utilizing more significant and increasingly various understudy and beginner inhabitants, and at last, extending the application space. We are planning to establish an AR-based *e*-learning environment for commercial purposes for an institution or university.

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From,

Dr.Sudhakar Sengan
Professor,
Dept. of CSE
Sree Sakthi Engineering College,
Coimbatore - 641104

To

The Chief Editor & Guest Editor,
Microprocessors and Microsystems,
Elsevier

Dear,

I would like to submit the research manuscript "An Educational Tool for Enhanced Mobile e-Learning for Technical Higher Education using Mobile Devices for Augmented Reality" to the Elsevier Microprocessors and Microsystems, Special Issue on "**Securing Critical Infrastructure on Internet of Things for Smarter Cities [VSI: SCI-IOTSC: Research Paper**]". On behalf of all authors, I am submitting this manuscript for the publication in your journal.

Conflict of Interest:

There is '**No Conflict of Interest'** for submitting this article in your Journal for all authors.

Corresponding Author

Dr.Sudhakar Sengan,

Author Biography

Dr.Omnia Saidani Neffati received Ph.D. degree in Computer Science from the Ecole Nationale des Sciences de l'Informatique (ENSI), University of Manouba, Tunisia, in 2017. And received his Master's degree from the Institut Superieurd` Informatiqueet de Gestion, Kairouan, Tunisia, in 2011. She is presently working as Assistant Professor, Quality Coordinator &Head of Department Deputy in the Department of Computer Science at the Faculty of Sciences and Arts of SaratAbida. She has more than 5 years of experience in teaching. She has published many papers in International Journals, International and National Conferences. Her research interest includes Service engineering, Service-Oriented Architectures (SOA), Web Services, Model-Driven Engineering (MDE), Business Process Management (BPM), Context-Awareness, and Internet of Things (IoT). She is a member of Software Engineering, distributed applications, decision systems, intelligent imaging research laboratory (RIADI-Lab), University of Manouba, Tunisia. She is also a member of the Association of Tunisian

Researchers and University Teachers. She guided a lot of Graduation Projects in Bachelor of Computer Science. She is part of a number of programs and organizations committees in international ranked conferences.

Roy Setiawan is a lecturer in the Department Management, Faculty Business, and Economic at Universitas Kristen Petra, Indonesia, with research interests in the field of Business and Management. He graduated from the informatics engineering and management science programs. He previously served as the Chairman of the Business Management Study Program and Head of the Leadership Laboratory at Universitas Kristen Petra. He is currently completing doctoral studies in Management at Universitas Airlangga Surabaya and is developing a new model in his research.

Dr.Jayanthi.P has completed BE-(CSE), ME-(CSE), Ph.D. from Anna University, Chennai, India. She is presently working as an Associate Professor in the Department of Computer Science and Engineering,
Kongu Engineering College, Erode, India. Her research area focuses mainly on Deep Learning, Big Data Analytics, Web Services, and Cloud Computing. She has presented several papers in national, regional, and international conferences and high impact factor journals.

Dr.Vanithamani S has completed B.Sc.,(CS), M.C.A., M.Phil., Ph.D. from Mother Teresa Women's University, Kodaikanal. She is presently working as an Associate Professor in the Department of Master of Computer Applications, M.Kumarasamy College of Engineering, Karur, India. Her research area focuses mainly on Data Mining, Data Analytics, Image Processing. She has presented several papers in national, regional, and international conferences.

Dr. Dilip Kumar Sharma did his M.Sc. (Mathematics) from Government PG College Guna (M.P.) in 1998 and M.Tech. (Future studies and planning) from School of Future studies and planning, Devi Ahilya University Indore (M.P.) in 2002. He did his Ph.D. from JUIT Wakanaghat, Solan (H.P.), in the year 2009. He has about 16 years of teaching experience. He is a member of the IEEE, Bombay Section. He is a life member of the Forum for Interdisciplinary Mathematics (FIM) and Indian Science Congress. He has published many research papers in reputed international journals and presented research papers in Conferences. He has visited NUS Singapore and Concordia University, Montreal, Canada. He is also a member of the editorial board of the JUET Research Journal of

Science and Technology. He has supervised 3 Ph.D. scholars, and one Post-Doctoral fellow sponsored by NBHM, DAE, Mumbai, and he is currently supervising two Ph.D. scholars.

R.Regin has received his B.E. (Computer Science and Engineering) degree in the year 2007 From CSI Institute of Technology, Nagercoil, and M.E. (Computer Science and Engineering) degree in the year 2011 from Annamalai University, Chidambaram. Currently he is pursuing his Ph.D. in Anna University, Chennai, in the field of WSN, VANET, and MANET. He has 9 years of teaching experience, and he is working as an Assistant Professor in the Department of Information Technology at Adhiyamaan College of Engineering, Hosur, Tamilnadu.

Dr.Devi Mani received her Ph.D. degree from Anna University, Chennai, in the field of Computer Applications. She has been worked from Lecturer to Associate Professor since 2003 in India and abroad. Presently she is working as an Assistant Professor / Computer Science department at King Khalid University, Kingdom of Saudi Arabia. She has published more than twenty research articles in journals/conferences. She is a reviewer of many reputed journals like Elsevier, Springer, IEEE, etc. Her areas of interest in Teaching, Learning & Research are Wireless Communications | MANETs | Software Engineering | Artificial Intelligence | Internet of Things | Machine Learning | Soft Computing: Neural Network, Fuzzy & Optimization | Programming and Data Structures.

Dr. Sudhakar Sengan is currently working as Professor in the Department of Computer Science and Engineering, Sree Sakthi Engineering College, Coimbatore, Tamil Nadu, India. He received Ph.D. degree in ICE from Anna University, Chennai, Tamil Nadu, and India. He has 20 years of Experience in Teaching/Research/Industry. He has published papers in 75 International Journals, 20 International Conferences, and 10 National Conferences. He is a Research Supervisor at Anna University in the Faculty of Information and Communication Engineering. His research interest includes Network Security, Information Security, and MANET, Cloud Computing, IoT. He received an award of Honorary Doctorate (Doctor of Letters-D.LITT.) from International Economics University, SAARC Countries in Education and Students Empowerment in April 2017. He has published a Textbook for Anna University syllabus: "Digital Principles and System Design" Thakur Publications Pvt. Ltd, Chennai. ISBN: 978-93-87880-77-1., Title: "Problem Solving & Python Programming," Charulatha Publication, Chennai. Title: Operating Systems", Thakur Publications Pvt. Ltd, Chennai. ISBN-978-93-88809-15-3. He is a member of various professional bodies like MISTE, MIEEE, MIAENG, MIACSIT, MICST, and MIEDRC.

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