



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY ECHAHID HAMMA LAKHDAR - EL OUED



FACULTY OF EXACT SCIENCES  
Computer Science Department

End of Study Memory  
Presented for The Diploma of  
ACADEMIC LICENSE

Domain: Mathematics and Computer Science  
Specialty: Information Systems

Theme

**Design and Development of a  
website for studies in Algeria  
(Education Nation)**

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Academic Year: 2023-2024

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## Thanks

*First of all, we thank Allah Almighty who gave us the strength and patience to accomplish this humble work.*

*It is a pleasure to our extend our sincere thanks to our guide the professor **Meftah Mohammed Charaf Eddine**, for his understanding, presence, assistance, and valuable advice that were useful to us in implementing this project.*

*We thank the jury members who kindly reviewed and evaluated this thesis.*

*Finally, we would like to extend our thanks to everyone who contributed from near or far to the completion of this work.*

## Dedicate

*To our dear parents, there are no words to express what we owe them for their benevolence, affection and support Treasures of kindness, generosity and tenderness, in testimony of our deep loves and our great gratitude*

*”May Allah keep you”.*

*We would like to dedicate this humble work as proof of respect, gratitude and gratitude to our dear parents, our families and friends to all those we for their encouragement, support, patience and prayers.*

## Abstract

The successive and continuous development in the field of computing has led to the emergence of the World Wide Web, and the explosion of knowledge has provided many inventions and things from which modern man has benefited. The Internet is considered one of the most important of these achievements and the most widely used technological means in the current era because of its various benefits. Here, it has facilitated the transfer of information between different parts of the world in all its details, especially in the field of education, as we will present in this educational project an electronic website for university education in Algeria, as this educational website contains everything that a university student needs in terms of lessons, exams, practical work, and videos.

**Keywords:** lessons, education, teacher, student.

## Summary

Le développement successif et continu dans le domaine de l'informatique a conduit à l'émergence du World Wide Web, et l'explosion des connaissances a donné naissance à de nombreuses inventions et choses dont l'homme moderne a bénéficié. Internet est considéré comme l'un des plus importants d'entre eux. réalisations et les moyens technologiques les plus utilisés à l'époque actuelle en raison de leurs divers avantages. Ici, il a facilité le transfert d'informations entre différentes parties du monde dans tous ses détails, notamment dans le domaine de l'éducation, comme nous le présenterons dans. ce projet pédagogique est un site électronique pour l'enseignement universitaire en Algérie, car ce site pédagogique contient tout ce dont un étudiant universitaire a besoin en termes de cours, d'examens, de travaux pratiques et de vidéos.

**Mots-clés :** leçons, éducation, enseignant, élève.

## ملخص

أدى التطور المتلاحق والمستمر في مجال الحاسوب الآلي إلى ظهور الشبكة العنكبوتية، وقد قدم الانفجار المعرفي العديد من الاختراعات والأشياء التي استفاد منها الإنسان المعاصر، وتعتبر الأنترنت من أهم هذه الإنجازات وأكثر الوسائل التكنولوجية المستعملة في العصر الحالي لما لها من فوائد مختلفة، ومن هنا قد سهلت إنتقال المعلومات بين مختلف أماكن العالم بكافة تفاصيلها، وخاصة على مجال التعليم، حيث سنقدم في هذا المشروع التعليمي موقع إلكتروني للتعليم الجامعي في الجزائر، حيث يحتوي هذا الموقع التعليمي على كل ما يحتاجه الطالب الجامعي من دروس وإمتحانات وأعمال تطبيقية وفيدوهات.  
الكلمات المفتاحية: الدروس، التعليم، المعلم، الطالب.

## **General Introduction**

University education is one of the tools that contribute to the formation of the individual and society, clarifying its features in the present and the future, and ensuring the paths of sound development of the nation in its journey towards its goals of progress and advancement in various fields of life.

After the emergence of information and communication technology, which opened new future horizons, it became difficult to dispense with it, in order to facilitate business and accomplish it with a high degree of mastery, starting with the emergence of the Internet, which is a global network linking computer networks and turning the world into one small village, which has become the most important destination for young people on the Internet, it has allowed them to communicate between individuals, especially in the university environment, in order to access some educational resources Which contributes to increasing their educational achievement and achieving excellence and success in their university career, but we noticed a problem facing the university student, which is a lack of these resources, which negatively affects the level of the university student in his university career as well as professional.

In this report, we have discussed the design and construction of our project, and we have presented it in three chapters:

The first chapter presents: the definition and objectives of our project, posing the problem and its solution.

The second chapter presents: designing our website, which we will design in the UML language.

In the third chapter: We will create and implement our website, in which we will present the tools and languages used to create the site while displaying the different parts of the site.

# Chapter 1

## Introduction and Definitions



## **1.1 Introduction**

The Internet is a global network that has contributed to linking computer networks for data and contributed to achieving communication between individuals and transferring their concerns and ideas, especially for the university student, through e-learning, which facilitates the student to learn with less effort and time and in different ways, which increases his scientific achievement and achievement of excellence by providing electronic educational platforms and sites, In this chapter, we will address the definition and advantages of e-learning, as well as models on some sites, and pose the problem about the shortcomings in the sites, and then introduce our educational site and the objectives set on the site.

## **1.2 Definition of electronic learning**

Is one of the means that supports the educational process and transforms it from the stage of indoctrination to the stage of creativity, interaction, and skills development. It combines all electronic forms of teaching and learning, as the latest methods are used in the fields of education by adopting computers and their networks. Rapid shifts in the field of technology have led to the emergence of patterns of New learning and teaching, which further consolidated the concept of individual education. E-learning is considered one of these advanced patterns of what is called distance learning, as e-learning relies mainly on computers and networks to transfer knowledge and skills, and its applications include learning via the web and computer learning, and it is a system that provides the learner using information and communication technologies, it relies on a digital electronic environment that displays courses via electronic networks.

## **1.3 Advantages of electronic learning**

Electronic learning has many advantages. It is considered one of the modern revolutions in the field of teaching and upbringing and has become widely used. It is considered a source for a better and more successful future for students and trainees. Among these advantages are:

- Distance education is a style of learning that helps provide opportunities in the field of education to various groups of society at any time and in any place according to the learner's abilities.
- It contributes to developing the learner's thinking, as it makes him more independent, effective, active, and communicative with others in accordance with the philosophy of

this educational style.

- Distance learning helps confront many educational problems, such as the increase in the number of students, the shortage of experienced and competent teachers, and the lack of resources available in educational institutions, and thus contributes to reducing education costs.
- It is characterized by the speed of transferring information to the learner and delivering it to him, in addition to the possibility of updating information and topics easily on electronic platforms, which allows easy access to continuous feedback during the learning process.
- It eliminates individual differences between learners, transforming them from differences in abilities into differences in time.
- It also gives students an opportunity to contribute their views without any barriers.
- The availability of scientific materials in distance learning at any time, allowing students to access them easily and flexibly.
- Through e-learning, the teacher can conduct a quick survey through which he can determine the extent of students response to the educational material he presents to them. He can also conduct questionnaires in order to know the extent of students understanding of the material.

Electronic learning provides many benefits, as these benefits facilitate the ways for the student to access the required educational content.

## 1.4 Previous sites

### 1.4.1 The first site to study in Algeria

The first site for studying in Algeria is an educational site whose goal is to help Algerian students. This site contains everything that an Algerian student might need in terms of lessons, summaries, test models, and proposals, topics, important information, exercises with solutions, lesson programs, and external books for... Downloads, tips and tricks, as well as files related to professors and teachers.

The screenshot shows the homepage of the website 'الموقع الأول للدراسة في الجزائر' (The first website to study in Algeria). The header is dark blue with a navigation menu containing links for 'المنتدى', 'التعليم الجامعي', 'التعليم الثانوي', 'التعليم المتوسط', and 'التعليم الابتدائي'. The main banner features the site's name in Arabic and English, along with the URL 'ency-education.com'. Below the banner is a sponsored advertisement for 'How to Manage Your Pharmaceuticals...' with a 'LEARN MORE' button. The main content area is divided into four colored boxes representing different education levels: 'التعليم الجامعي' (University Education), 'التعليم الثانوي' (Secondary Education), 'التعليم المتوسط' (Intermediate Education), and 'التعليم الابتدائي' (Primary Education). Each box lists various resources available for that level.

| التعليم الجامعي          | التعليم الثانوي          | التعليم المتوسط     | التعليم الابتدائي     |
|--------------------------|--------------------------|---------------------|-----------------------|
| دروس و اختبارات          | السنة أولى ثانوي         | السنة أولى متوسط    | السنة أولى ابتدائي    |
| بوابة الطالب الجامعي     | السنة ثانية ثانوي        | السنة ثانية متوسط   | السنة الثانية ابتدائي |
| معلومات عن التخصصات      | السنة ثالثة ثانوي        | السنة ثالثة متوسط   | السنة الثالثة ابتدائي |
| معدلات قبول التخصصات     | قوائم متفوقين البكالوريا | السنة رابعة متوسط   | السنة الرابعة ابتدائي |
| مواقع الجامعات الجزائرية | حوارات مع المتفوقين      | قوائم متفوقين ش.ت.م | السنة الخامسة ابتدائي |
| المدارس والمعاهد الوطنية | مواضيع وحلول البكالوريا  | مواضيع و حلول ش.ت.م | مواضيع ش.ت. الابتدائي |

Figure 1.1: The first site to study in Algeria

## 1.4.2 Study site in Algeria

The Algerian study site is the first educational site for studying in Algeria that provides all lessons for all subjects and at all stages according to the school curriculum and in detail, with detailed video lessons, solutions to textbook exercises, and many exercises, assignments, tests, their solutions, and previous baccalaureates.

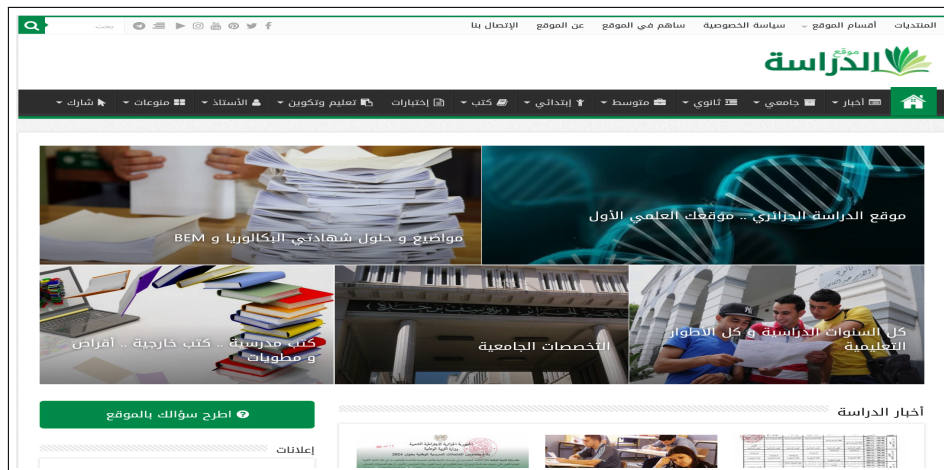


Figure 1.2: Study site in Algeria

## 1.4.3 Student space site

The Student Space site is an educational website that contains lessons, exercises, applied work, corrected tests, and everything that concerns students for all majors and levels of university, secondary, and intermediate education. The content of the website is arranged according to: specialization, level, standard, or subject.



Figure 1.3: Student space site

### 1.4.4 Comprehensive Education Forum

Comprehensive Education Forum is an Algerian educational forum that provides lessons and summaries for all levels of education, from primary to university and post-graduation, including employment and work. It is also concerned with distance education and training, and also includes other topics such as religious sections.



Figure 1.4: Comprehensive Education Forum

## 1.5 Univdocs

Univdocs is a website that is considered a database for university students. The site provides a wide range of educational resources such as lessons, solved exercises, solved exams, as well as useful summaries of bachelors and masters programmes, allowing students to access these resources easily.

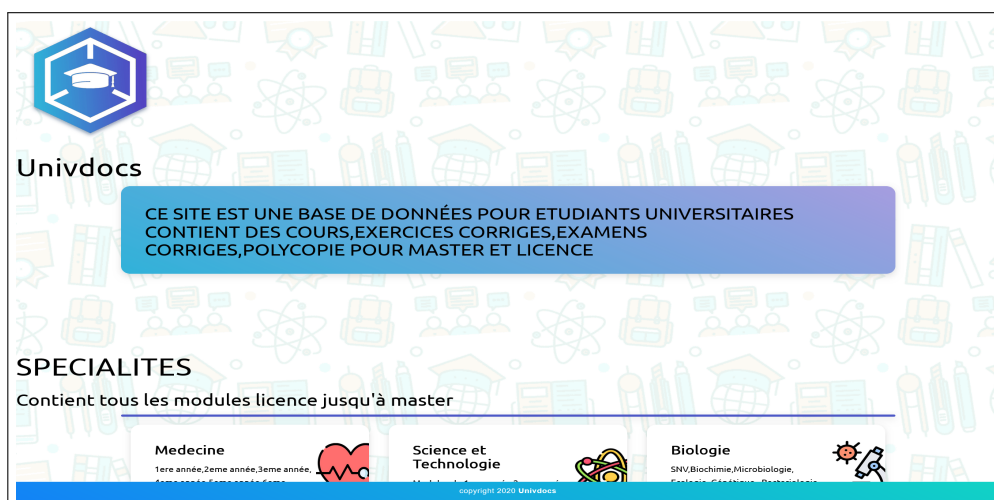


Figure 1.5: Univdocs

## 1.6 Comparison between different sites

| Educational websites               | Advantages  | Disadvantages   |
|------------------------------------|---|---|
| The first site to study in Algeria | <ul style="list-style-type: none"> <li>• It contains a set of exams for different years.</li> <li>• The presence of most university majors.</li> </ul>                | <ul style="list-style-type: none"> <li>• The information on the site does not keep pace with reality.</li> <li>• Lack of application work.</li> <li>• Possibility of communication between professor and student is not available.</li> <li>• Difficulty searching for the required educational content.</li> </ul> |
| Study site in Algeria              | <ul style="list-style-type: none"> <li>• The presence of a large amount of information.</li> <li>• The possibility of student interaction within the site.</li> </ul> | <ul style="list-style-type: none"> <li>• Lack of some educational materials.</li> <li>• Not available of some educational content (applied and oriented work).</li> <li>• The contents are not divided according to university levels.</li> </ul>   |

|                               |   |  |
|-------------------------------|---|--|
|                               |   | <ul style="list-style-type: none"> <li>• The presence of random the educational materials on the site.</li> </ul>  |
| Student space site            | <ul style="list-style-type: none"> <li>• The presence of educational materials for most specializations.</li> <li>• The presence of lessons and exams arranged according to specialization, year, and materials.</li> </ul>   | <ul style="list-style-type: none"> <li>• Scarcity of university majors, especially literature.</li> <li>• Lack of sufficient quantity of educational content in some materials.</li> <li>• The ability to interact and comment on educational content does not exist.</li> </ul> |
| Comprehensive Education Forum | <ul style="list-style-type: none"> <li>• It contains all university majors</li> <li>• The possibility of students and professors interacting with the existing content to ensure its credibility</li> <li>• Lack of review and updating of resources.</li> <li>• The site design is not perfect.</li> </ul> | <ul style="list-style-type: none"> <li>• Ineffective organization and classification of resources.</li> <li>• Difficulty searching for information.</li> </ul>   |
| Univdocs                      | <ul style="list-style-type: none"> <li>• Provides useful summaries of bachelor's and master's programs.</li> <li>• Helping students prepare for exams by providing solved exams.</li> </ul>   | <ul style="list-style-type: none"> <li>• Lack of diversity in available resources</li> <li>• Lack of possibility of interaction between students and professors</li> </ul>   |

Table 1.1: Comparison between different sites

## 1.7 The solutions

To solve these problems, several solutions must be provided to work on, including enhancing the quality of education and improving the students experience on educational websites

- Motivate users to share educational materials that they find useful.
- Attract teachers and experts to contribute to creating and updating content.
- Developing an advanced and effective search system.
- Encouraging universities and schools to provide more diverse educational resources.
- Cooperate with companies and institutions to provide applied educational materials.
- Add commenting and interaction features such as discussion forums or social networks within the site.
- Organizing online seminars and workshops that bring together students and professors.
- Structuring educational websites and organizing content better according to the requirements of university education.
- Develop classification and filtering systems that facilitate the process of searching for educational materials.
- Providing effective means of communication, such as e-mail or direct chat between students and professors.
- Organize online counseling sessions or office hours where students can communicate with their professors directly.
- Allows students to access these resources easily.

In our project, we tried to provide most of the solutions mentioned above, and among these solutions is organizing the content better and dividing it according to university levels and specializations and developing filtering systems to facilitate the process of searching for educational content and professors and The abundance of educational content for all university majors.

## 1.8 Definition of our site

**Education Nation** is an educational website that contains all practical lessons and exams Action, directed action. The content of this site is arranged according to colleges, levels, Specializations, semesters and subjects, and contains all the specializations that Students need it. This site allows communication between the student and the professor through it Students interacted with the scientific content on this site.



Figure 1.6: Name site web

## 1.9 Objectives of our site

In this project, we created an educational website in which we embodied several goals, among which are:


- Provide the opportunity for the largest number of students to obtain learning and training and reduce the cost of learning.
- Giving the university student independence and self-reliance in searching for the knowledge and information they need in their research and study, and giving them the opportunity to criticize the information and question its credibility, which helps to enhance their research skills .
- Overcoming obstacles of space and time (difficulty in transportation or difficulty in agreeing on one time).
- Optimal utilization of human and material resources.
- Enable the student to receive the scientific material in a manner commensurate with his abilities through the visual or read method.
- Optimal use of the Internet by the university student in order to increase his educational achievement in order to achieve excellence and excellence in his university career.

Through these objectives, we have touched on the most important objectives and elements of this educational site.

## **1.10 Conclusion**

In this chapter, we have given the general concept of e-learning and the most important advantages of e-learning for a university student, and then touched on a general summary about the educational site that we discussed in this project.

In the next chapter, we will move to the analysis and design phase in order to better understand and comprehend our project.



# Chapter 2

## Conception

## 2.1 Introduction

The goal of our project is to design and create an educational website to make it easier for the student to learn and access scientific content. In this chapter, we will model our project using the UML language. We begin by presenting the project needs and specifications, then we discuss the main diagrams of our model.

## 2.2 Definition of UML

The unified modeling language (UML) is a general-purpose visual modeling language that is intended to provide a standard way to visualize the design of a system. UML provides a standard notation for many types of diagrams, which can be roughly divided into three main groups: behavior diagrams, interaction diagrams, and structure diagrams[1].

## 2.3 Classification Diagrams UML

**Structural diagrams:** They are a group of diagrams that show the general structure of the system at several levels and how all of these levels are related to each other. This category consists of several diagrams:

- Class diagram.
- Object diagram.
- Package diagram.
- Component diagram.

**Behavioral diagrams:** They are a group of diagrams that show the dynamic behavior of the various parts of the system, which can be described as a series of changes that occur in the system over time. This category consists of several diagrams:

- Drawing activity.
- Use the chart.
- State machine diagram.

## 2.4 Advantages UML

UML is used in software development, and also in non-software systems in many industries, as a means of visually showing the behavior or structure of a system or process, UML helps display possible errors in application structures and system behavior.

Among the Advantages of the Unified Modeling Language (UML):

- Simplify complexities.
- Automation of software production and processes.
- Help solve persistent architectural problems.
- Increase the quality of business.
- Reducing costs and time to market.
- Create a booklet for the project that is easy to explain and understand.

## 2.5 Use Case Diagram

### 2.5.1 Definition

It is the definition of the functions and interactions (use case) of the user (actor) with the future system.

We represent it as follows:

- Identify the actors and their user cases.
- Model the use case diagram by establishing relationships.

### 2.5.2 Identifying actors and use cases

**Professor:** He is among the main members of the site, which performs several operations, including:

- Create an account.
- Login and Logout.
- Update profile.
- Manage all content and playlists created by professors(View ).
- Manage students likes and comments on its contents (View ).
- Manage content (Delete, Update ).

- Manage playlist (Delete).
- Manage students accounts (delete).
- Manage professors accounts (delete, deactivate, activate, accept, reject).
- Manage sent reports (complaints View ).
- Manage Comments (Delete ).
- Manage colleges, departments, specializations and educational materialz (Adding, update and deleting).

**Administrator:** He is the main controller of the site and performs the following tasks:

- Login and Logout.
- Update his profile.
- Manage content and playlists created by professors.
- Manage students' likes and comments on professors' content.
- Manage student accounts (View, delete).
- It examines professors' registration requests and responds to them by accepting or rejecting them.
- Managing professors' accounts (View deactivate, activate).
- Manage students' likes and comments on professors' content.
- Manage sent reports (delete, view complaints).
- Manage colleges, Specialties and material(Add,Update,Delete).

**Unregistered student:** He is a visitor who visits the site and can perform tasks including:

- Create an account.
- Communicate with the administrator (inform him of a specific error).
- View all content.

- Download contents.

**Registered student:** He is the user who subscribes to the site and through it, he can perform a number of tasks, including:

- Login and Logout.
- Update his profile.
- Saves the content.
- Search for specific content or a specific professor.
- See his interactions with the lessons (like, comment and bookmark).
- Manage comments and likes on the content(add,update and delete ).
- View all content on the site.
- Communicate with the administrator (inform him of a specific error).

### 2.5.3 Use Case Diagram for Tutors:

Teachers on the site participate in several processes such as logging in, updating the profile, adding content and lists, in addition to reviewing students' likes and comments on the added content added by each professor. They can also manage content, lists and comments (delete, edit, view).

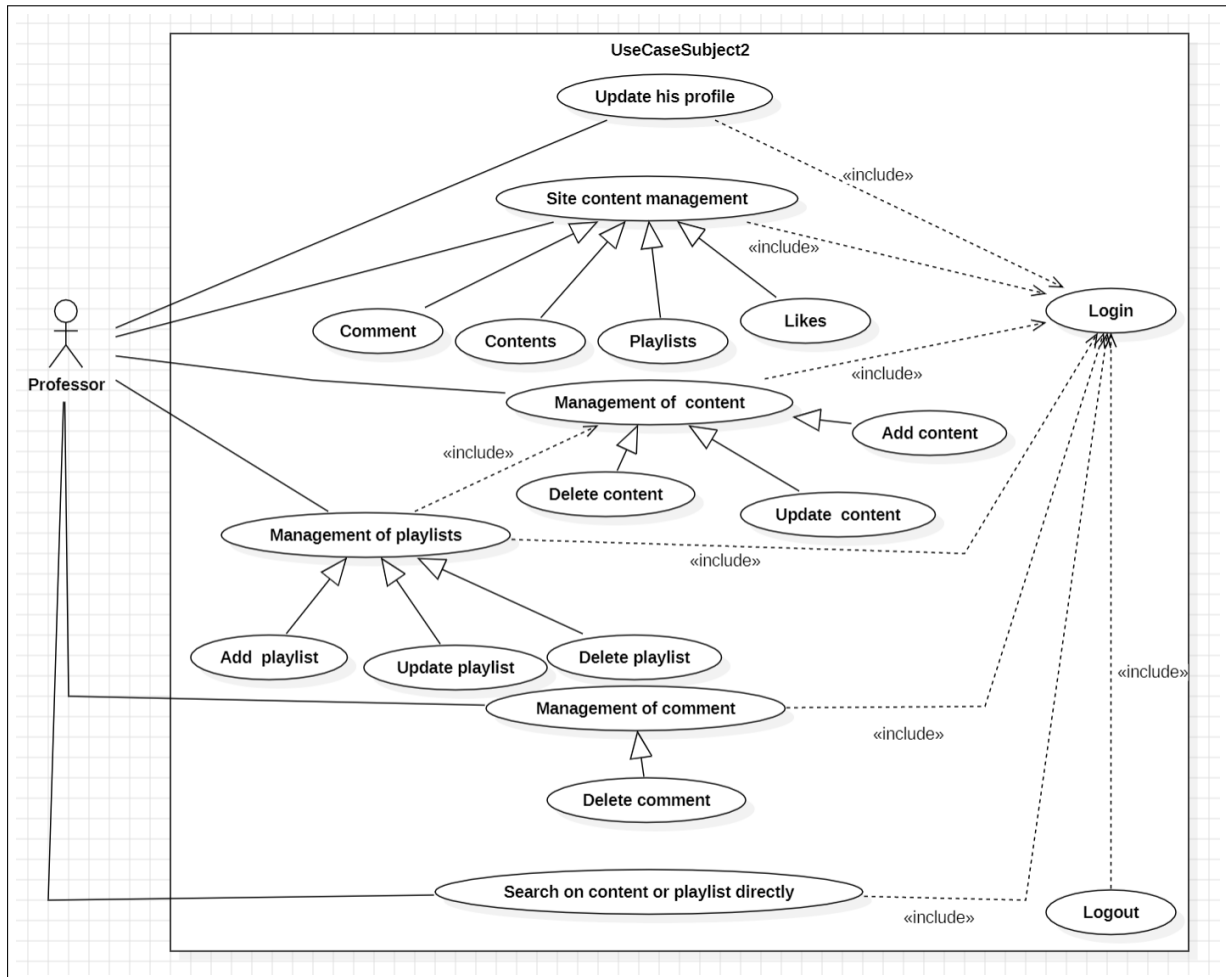


Figure 2.1: Use Case Diagram for Tutors

## 2.5.4 Use Case Diagram for Administrator:

The site administrator participates in several processes such as logging in, updating the profile, displaying content and lists created by professors on the site, in addition to reviewing students' and professors' likes and comments on the contents on the site. It can manage content and lists (delete, modify), and the administrator can monitor student accounts and delete them, and the professor can activate, pause, or delete his account. The administrator can also check the site contents.

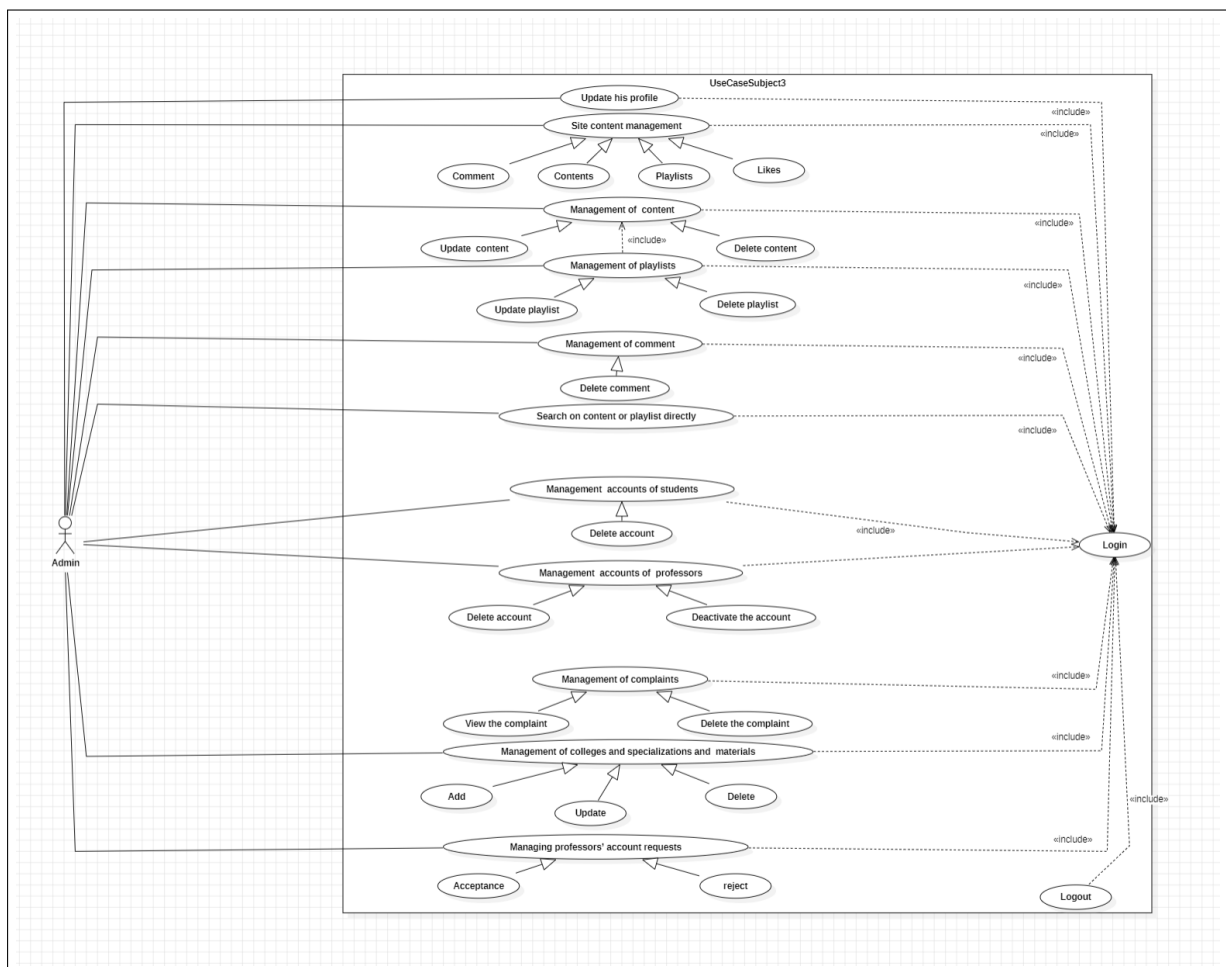


Figure 2.2: Use Case Diagram for Admin

### 2.5.5 Use Case Diagram for Student:

Registered and unregistered students participate in several operations, such as communicating with the administrator and browsing all content, and the registered student can perform operations such as logging in, saving the content, commenting on it, and interacting with the content. On the other hand, for an unregistered student, he goes through the process of creating an account. This use case diagram makes it easy to understand how students interact with the site.

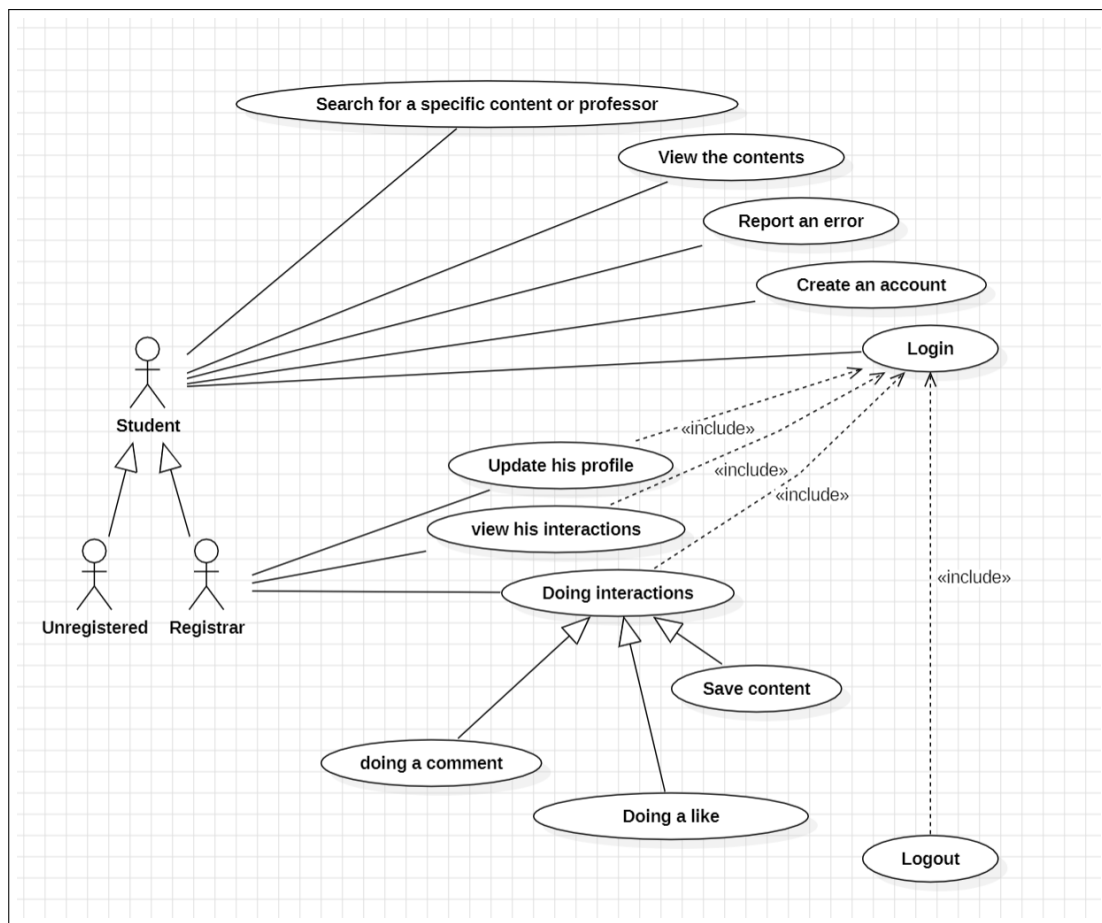


Figure 2.3: Use Case Diagram for Student

## **2.6 Activity Diagram**

### **2.6.1 Definition:**

Graphically represents the behavior of a method or the progress of a use case.

We have developed several activity diagrams to model the different functions of the site.

### **2.6.2 Activity Diagram Admin**

The administrator logs in to the site. If the information is incorrect, he will return to the login page. If it is otherwise, he takes the powers:

- Manage accounts (students and tutors).
- Manage comments and reports (delete).
- Update profile.
- Content management (delete, update, view).
- View requests (confirm, delete, reject).
- Professors status (activated or inactive account).
- Do-search (content, playlist).
- College management (delete, add and update).
- Specializations management (delete, add and update).
- Model management (delete, add and update).

After completing his duties, the administrator can leave the site.

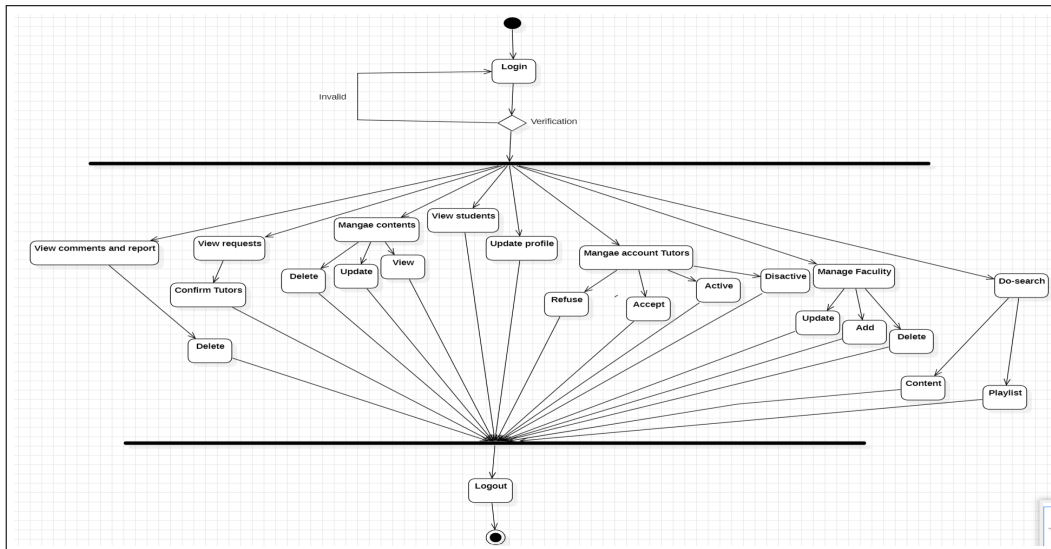


Figure 2.4: Activity Diagram Admin

### 2.6.3 Activity Diagram Of Student And Visitor

**Unregistered Student (Visitor):** The visitor has the right to :

- Contact admin.
- View content.
- View playlist.
- View reviews.

**Registered Student:** The Student logs in to the website, and if there is an error in the information, he returns to the login page. If not, he shall have the following powers:

- Download content.
- Contact admin.
- Manage comment (add, view, delete and update).
- Manage bookmark (add, view and delete).
- Manage like (add, view and delete).
- Update profile.
- Do-search (tutors, playlist and content).
- View content.
- View playlist.

After completing his duties, the Student can leave the site.

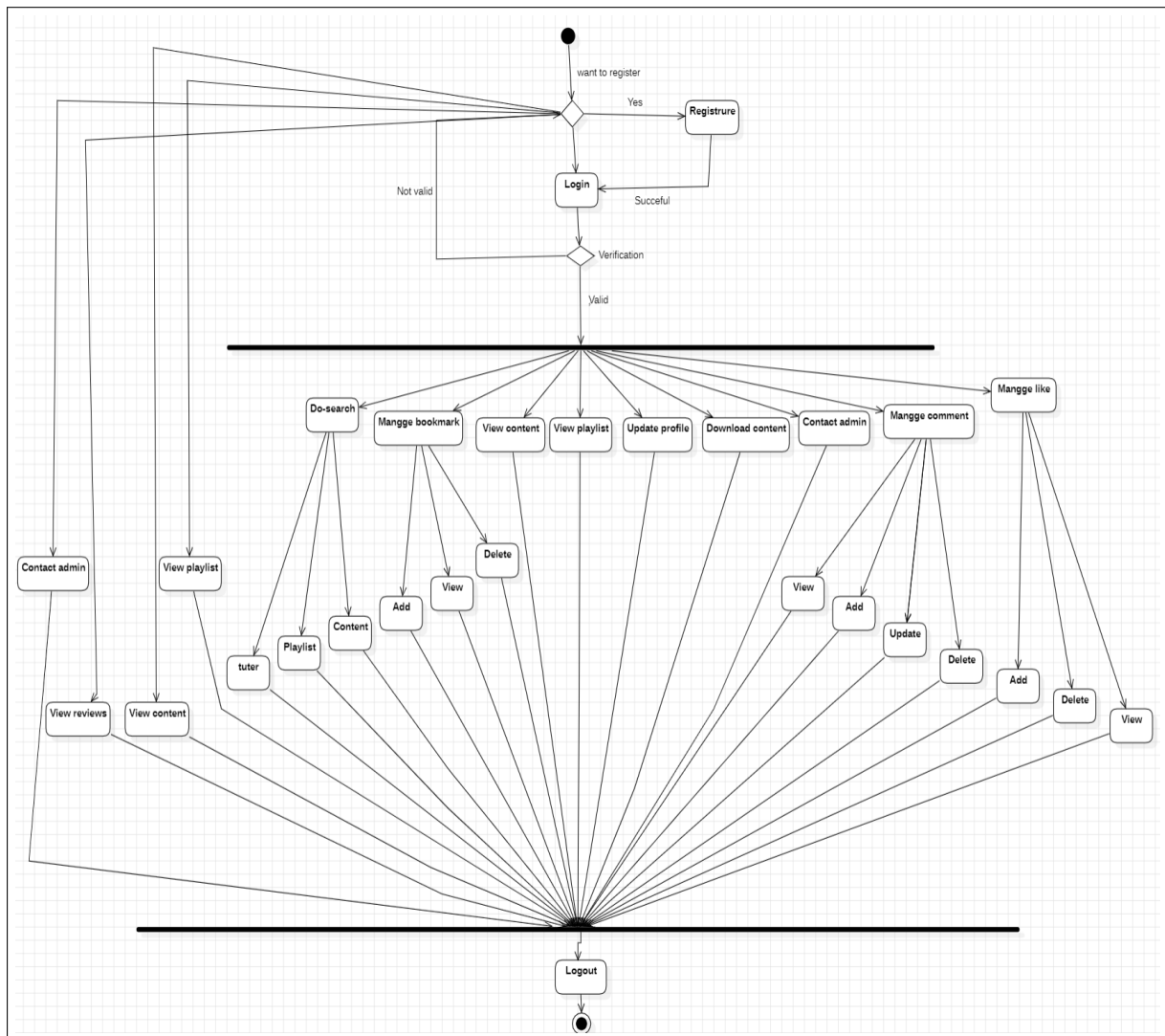


Figure 2.5: Activity Diagram Of Student And Visitor

### 2.6.4 Activity Diagram Tutors

The tutors logs in if he already has an account, or creates an account if the opposite is the case.

The professor has powers, which are:

- Do-search.
- Manage comments on its content (view,delete). • Update profile.
- See to likes its content.
- Manage contents (add , delete, update, view).
- Manage playlists(add , delete, update, view).

After completing his duties, the tutor can leave the site.

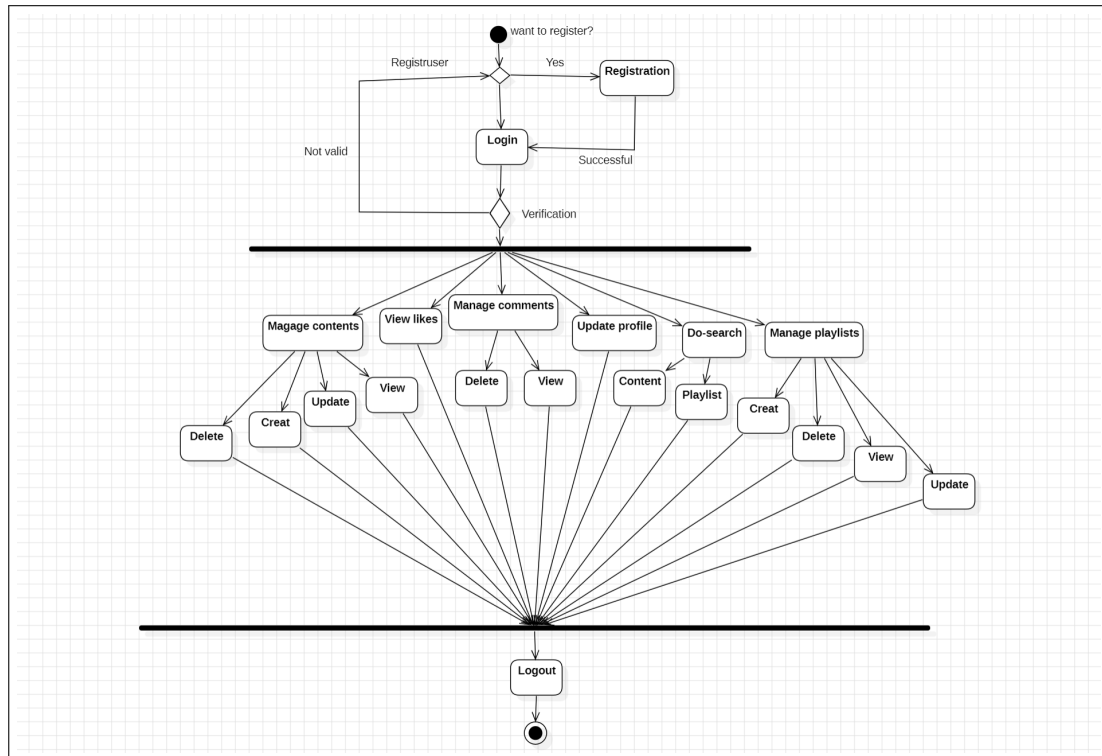


Figure 2.6: Activity Diagram Tutors

## 2.7 Sequence Diagram

### 2.7.1 Definition

A graphical representation detailing the interactions between the actors (Tutors, administrator, student) and the system:

What messages are sent and when?

We have developed several sequence diagrams to model the different functions of the system.

### 2.7.2 Sequence Diagram Of Admin

The following sequential diagram represents how operations are performed (logging in, managing the student, deleting the student account, confirming the teacher's request, ...) and some other operations in detail by the administrator.

It also focuses on time and shows the order of interaction visually, using the vertical axis of the diagram to represent when? When are messages sent?

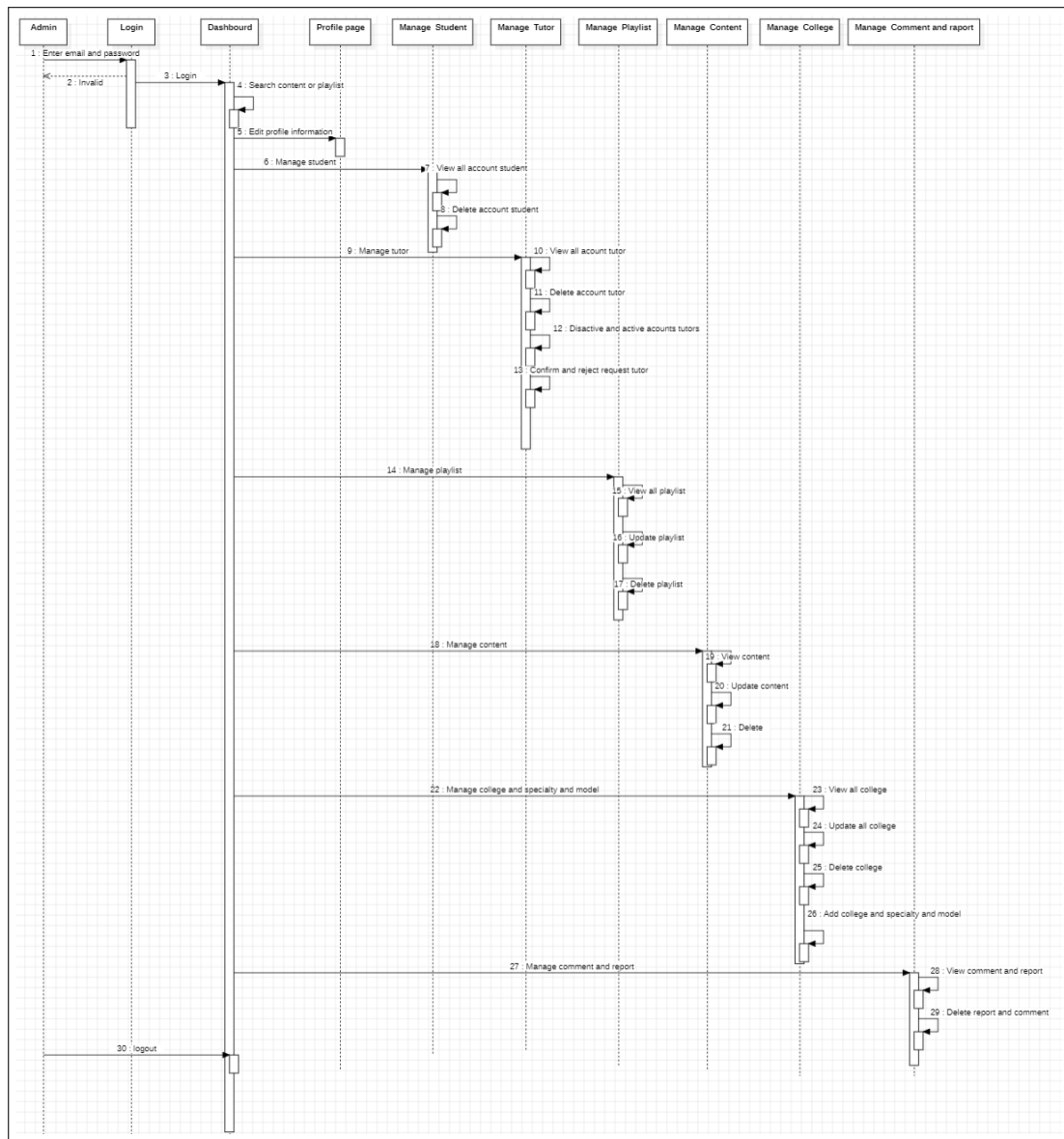


Figure 2.7: Sequence Diagram of Admin

### 2.7.3 Sequence Diagram of Student

The following figure represents how the operations performed by the registered student are carried out.

The diagram focuses on time and shows the order of interaction to represent when? When are messages sent?

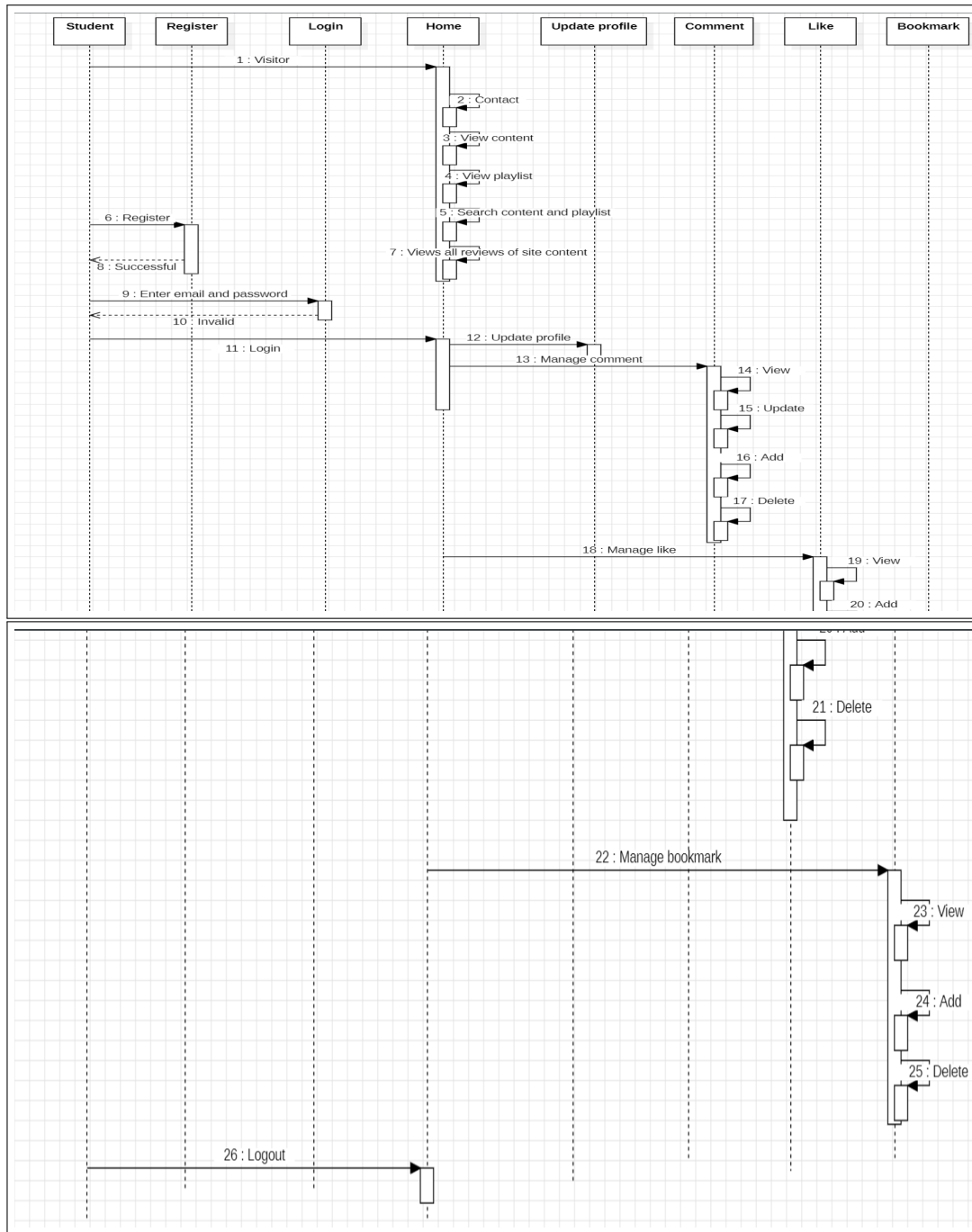


Figure 2.8: Sequence Diagram of Student

## 2.7.4 Sequence Diagram Of Visitor

The following figure shows the operations performed by the visitor.

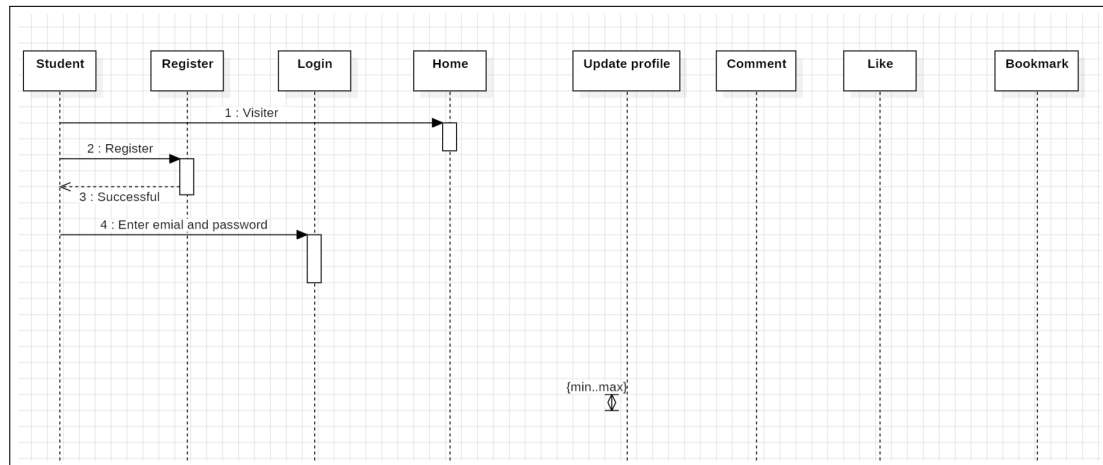


Figure 2.9: Sequence Diagram of Visitor

## 2.7.5 Sequence Diagram Tutor

The following figure shows the operations performed by the tutor.

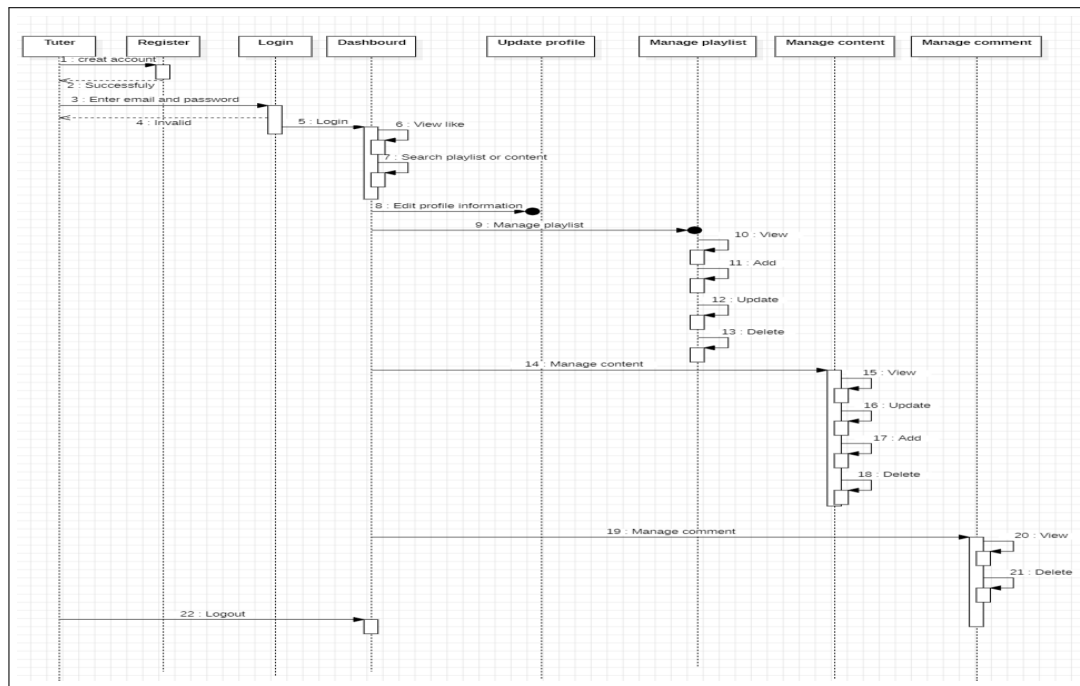


Figure 2.10: Sequence Diagram of Tutors

## 2.8 Class Diagram

### 2.8.1 Definition

It is a graphical representation that describes the internal structure of the site, in the form of categories (attributes + operations) and the relationships between the categories.

It is allowed to:

- Identify future components of the final system.
- Structuring development work very effectively.
- Build the website correctly.

We have designed a class diagram: a detailed diagram with attributes in which we define its attributes and methods for each class.

### 2.8.2 E-learning site objects and their properties:

- **Boss** : attributes of boss:id, name, email, password.
- **student** : id, name, email, password.
- **tutors** : id, name, email, password, profession.
- **content** : id, tutor\_id, playlist\_id, model\_id, specialty\_id, description.
- **playlist** : id, tutor\_id, title, playlist\_id, model\_id, specialty\_id.

- **comments** : id, content\_id, user\_id, tutor\_id.
- **likes** : user\_id, tutor\_id.
- **login** : password, email.
- **bookmark** : user\_id, tutor\_id, playlist\_id.
- **contact** : id, name, email, number.
- **colleges** : college\_id, college\_name.
- **specialty** : specialty\_id, level, specialty\_name, colleges.
- **model** : model\_id, model\_name, specialty\_id, semester.

### 2.8.3 E-learning website objects and their functions:

- **Boss** : manage\_playlist(), update\_profile(), manage\_report(), manage\_college(), manage\_specialty(), manage\_model(), manage\_account\_user(), manage\_account\_tutor(), manage\_content(), manage\_comments(), login().
- **student** : view\_faculty(), view\_content(), view\_specialty(), view\_model(), view\_playlist(), read\_reviews(), register(), add\_bookmark(), delete\_bookmark(), add\_like(), delete\_like(), view\_like(), login(), update\_profile(), add\_comments().
- **tutors** : add\_playlist(), update\_profile(), delete\_playlist(), update\_playlist(), add content(), delete content().
- **unregister student** : view\_faculty(), view\_content(), view\_specialty(), view\_model(), view\_playlist(), download\_content(), register() , contact admin().

### 2.8.4 The relationships that exist between objects in the site:

- **The administrator's relationship with the college:** There is a relationship between the administrator and the colleges, where the administrator can manage the colleges by deleting, adding, or modifying a college.
- **The relationship of the college with the specialty:** There is a relationship between the college and the specialty, as the college can contain a group of specializations and there is no specialization after the existence of a college.
- **The relationship of the speciality with the model:** There is a relationship between specialization and subjects, as specialization can contain a group of subjects, and there is no subjects

unless there is a specialization.

- **The relationship of the administrator with the tutor:** There is a relationship between the administrator and the professor, where the administrator can manage the professor's accounts and accept or reject the request to register on the site.
- **The relationship of the tutor with the playlist:** The professor's relationship with a list enables him to create a playlist.
- **The relationship of the playlist with the content** There is a relationship between the playlist and the content, as the playlist can contain a group of content, and content cannot exist without the presence of a playlist.
- **The relationship of the administrator with the contact:** There is a relationship between the administrator and a connection that is considered the intermediary between the user and the administrator.
- **The relationship of the student with the contact:** A registered student can contact the administrator.
- **The relationship of the comments with the student:** The student can manage comments on the content by adding and deleting a comment.
- **The relationship of the comments with the content:** The relationship between the comment and the content is that the comment is included within the content.
- **The relationship of the like with the student:** The relationship between likes and the student is that the student manages the likes by adding and deleting likes.
- **The relationship of the like with the content:** The relationship between liking and content is that liking is embedded within the content.
- **The relationship of the bookmark with the content:** The relationship between the bookmark and the content is that the bookmark is subsumed within the content.
- **The relationship of the bookmark with the student:** The relationship between the bookmark and the student is that the student adds the bookmark to the playlist.
- **The relationship of the login with the register:** The direct relationship between registration and login is that it is not possible to log in without registering.

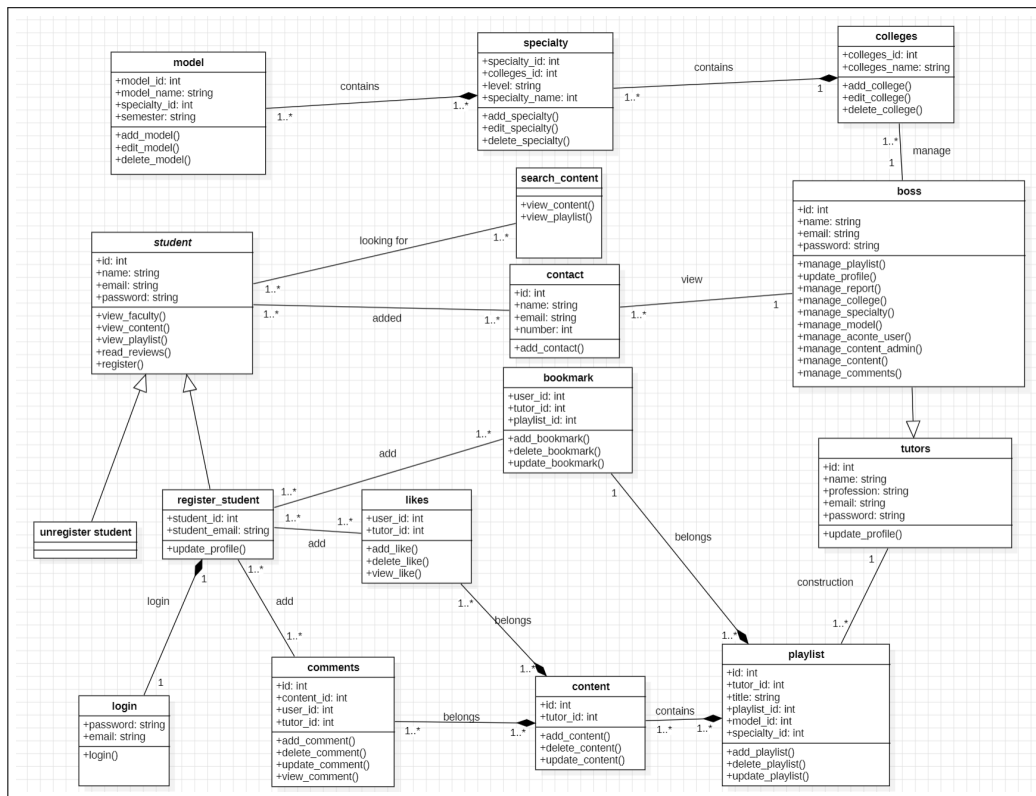


Figure 2.11: Class Diagram for Website

## 2.9 List of database tables

| Table     | Attribut       | Data Type | Length | key         |
|-----------|----------------|-----------|--------|-------------|
| colleges  | colleges_id    | int       | 11     | Primary key |
|           | colleges_name  | varchar   | 100    |             |
|           | colleges_image | varchar   |        |             |
| specialty | specialty_id   | int       | 11     | Primary key |
|           | colleges_id    | int       | 11     | Foreign key |
|           | level          | varchar   | 255    |             |
|           | specialty_name | varchar   | 50     |             |
|           | img_specialty  | varchar   |        |             |
| model     | model_id       | int       | 11     | Primary key |
|           | model_name     | varchar   | 225    | Foreign key |
|           | specialty_id   | int       | 11     | Foreign key |
|           | semester       | varchar   | 15     |             |


|          |              |         |      |             |
|----------|--------------|---------|------|-------------|
|          | model_img    | varchar |      |             |
| users    | id           | int     | 20   | Primary key |
|          | name         | varchar | 50   |             |
|          | email        | varchar | 50   |             |
|          | password     | varchar | 50   |             |
|          | image        | varchar | 100  |             |
| tutors   | id           | int     | 20   | Primary key |
|          | name         | varchar | 50   |             |
|          | profession   | varchar | 50   |             |
|          | email        | varchar | 50   |             |
|          | password     | varchar | 50   |             |
|          | status       | varchar | 20   |             |
|          | image        | varchar | 100  |             |
| comments | id           | int     | 20   | Primary key |
|          | content_id   | int     | 20   | Foreign key |
|          | user_id      | int     | 20   | Foreign key |
|          | tutor_id     | int     | 20   | Foreign key |
|          | comment      | varchar | 1000 |             |
|          | date         | date    |      |             |
| content  | id           | int     | 20   | Primary key |
|          | tutor_id     | int     | 20   | Foreign key |
|          | playlist_id  | int     | 20   | Foreign key |
|          | model_id     | int     | 11   | Foreign key |
|          | specialty_id | int     | 11   | Foreign key |
|          | title        | varchar | 100  |             |
|          | description  | varchar | 1000 |             |
|          | video        | varchar | 100  |             |
|          | thumb        | varchar | 100  |             |
|          | date         | date    |      |             |
|          | status       | varchar | 20   |             |
|          | corrected    | varchar | 20   |             |

|          |   |   |  |   |
|----------|---|---|--|---|
| contact  | id<br>name<br>email<br>number<br>message<br>message               | int<br>varchar<br>varchar<br>int<br>varchar<br>date                   | 20<br>50<br>50<br>10<br>1000                 | Primary key                               |
| playlist | id<br>tutor_id<br>title<br>description<br>thumb<br>date<br>status | int<br>int<br>varchar<br>varchar<br>varchar<br>date<br>varchar        | 20<br>20<br>100<br>1000<br>100<br>date<br>20 | Primary key<br>Foreign key                |
| bookmark | user_id<br>playlist_id  | int<br>int  | 20<br>20                                     | Primary key<br>Foreign key                |
| likes    | user_id<br>tutor_id<br>content_id                                 | int<br>int<br>int   | 20<br>20<br>20                               | Primary key<br>Foreign key<br>Foreign key |
| admin    | id<br>name<br>email<br>password<br>image                          | int<br>varchar<br>varchar<br>varchar<br>varchar                       | 11<br>50<br>50<br>50<br>100                  | Primary key                               |
| waiting  | id<br>name<br>profession<br>email<br>password<br>status<br>image  | int<br>varchar<br>varchar<br>varchar<br>varchar<br>varchar<br>varchar | 20<br>50<br>50<br>50<br>50<br>20<br>100      | Primary key                               |

Table 2.1: List of table database

## **2.10 Conclusion**

In this chapter, we designed our site in the UML language, where we discussed the completion of the necessary diagrams to design our site. This design is a necessary step that allows us to clearly define the proposed solution and understand the problem better. It gives an adequate visualization of the site and allows us to prepare the implementation phase, which we will detail in the next chapter.



# Chapter 3

## Implementation

## 3.1 Introduction

After introducing the different stages of analysis and design in the previous chapter, we will devote this chapter to describing the languages and tools that were used to program and implement our site and finally, the basic interfaces for implementation will be presented to give a comprehensive idea for understanding our site.

## 3.2 Work Environment

### 3.2.1 Programming Languages

- **HTML**

HTML (HyperText Markup Language) is the markup language for creating web pages and other information to be displayed in a web browser. Questions regarding HTML should include a minimal reproducible example and some idea of what you're trying to achieve. This tag is rarely used alone and is often paired with CSS and JavaScript.[2].



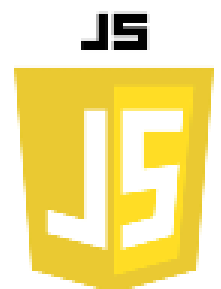
- **CSS**

Cascading Style Sheets (CSS) is a stylesheet language used to describe the presentation of a document written in HTML or XML (including XML dialects such as SVG, MathML or XHTML). CSS describes how elements should be rendered on screen, on paper, in speech, or on other media.[3].



- **JavaScript**

JavaScript is a scripting or programming language that allows you to implement complex features on web pages — every time a web page does more than just sit there and display static information for you to look at — displaying timely content updates, interactive maps, animated 2D/3D graphics, scrolling video jukeboxes, etc[4].



- **PHP**

PHP (recursive acronym for PHP: Hypertext Preprocessor) is a widely-used open source general-purpose scripting language that is especially suited for web development and can be embedded into HTML[5].



- **MySQL**

MySQL is an open-source relational database management system (RDBMS). Its name is a combination of "My", the name of co-founder Michael Widenius's daughter My, and "SQL", the acronym for Structured Query Language. A relational database organizes data into one or more data tables, in which data may be related to each other; These relations help structure the data. SQL is a language programmers use to create, modify and extract data from the relational database, as well as control user access to the database.[6].



### 3.2.2 Tools

- **StartUml**

Is a software engineering tool for system modeling using the Unified Modeling Language, as well as Systems Modeling Language, and classical modeling notations. It is published by MKLabs and is available on Windows, Linux and MacOS [7]



- **Visual Studio Code**

Visual Studio Code (famously known as VS Code) is a free open source text editor by Microsoft. VS Code is available for Windows, Linux, and macOS. Although the editor is relatively lightweight, it includes some powerful features that have made VS Code one of the most popular development environment tools in recent times. [8]



- **XAMPP**

Is a free and open-source cross-platform web server solution stack package developed by Apache Friends, consisting mainly of the Apache HTTP Server, MariaDB database, and interpreters for scripts written in the PHP and Perl programming languages. Since most actual web server deployments use the same components as XAMPP, it makes transitioning from a local test server to a live server possible. [9]



- **Edge**

Is a free and open source web browser developed by the mozilla foundation and its subsidiary, mozilla corporation. Firefox uses the Gecko layout engine to display web pages, which implements current and expected web standards. In 2017, Firefox began incorporating a new technology called Quantum to enhance parallelism and a more intuitive user interface. [10]



## 3.3 Implementation

### 3.3.1 Navigation Menu

#### 3.3.1.1 Home page of the site (visitor)

When you visit the site, you assume the status of (visitor). There are options to “log in” or “register”.

In addition to the search bar that helps you search for information.

A quick links bar also appears on the side to facilitate navigation on the site.

Much emphasis is placed on the visual theme of the page Dark blue tones with graphic elements reminiscent of a technological or digital environment from him, as show in figure:(3.1).

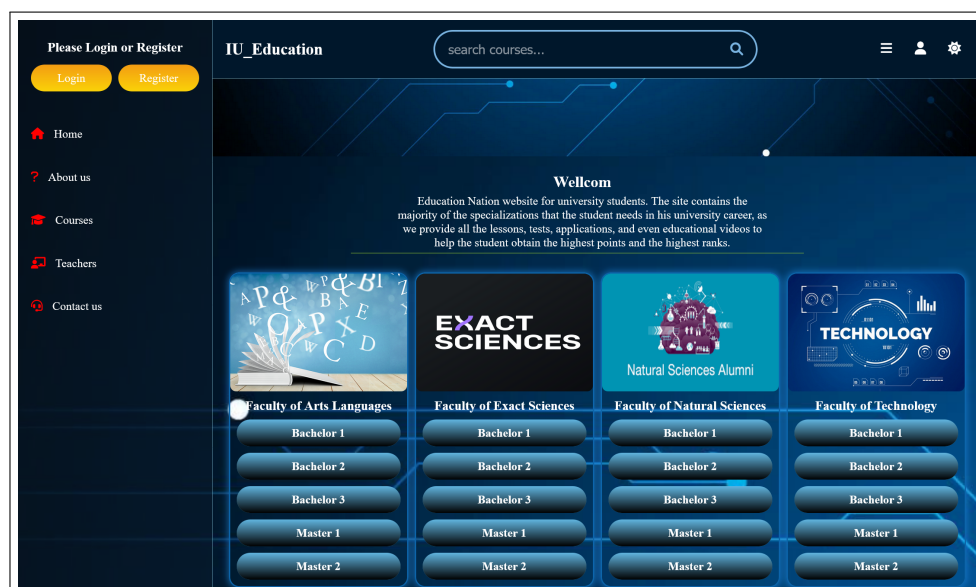


Figure 3.1: Colleges

- Search bar feature :  
Allows you to search lessons.



Figure 3.2: Search Bar

### 3.3.1.2 Specialty

When you click on colleges, the specialties in the college appear.



Figure 3.3: Specialty

### 3.3.1.3 Module

Each specialty corresponds to the material taught in it.



Figure 3.4: Module

### 3.3.1.4 Courses

This part allows you to view lessons, control, and video...

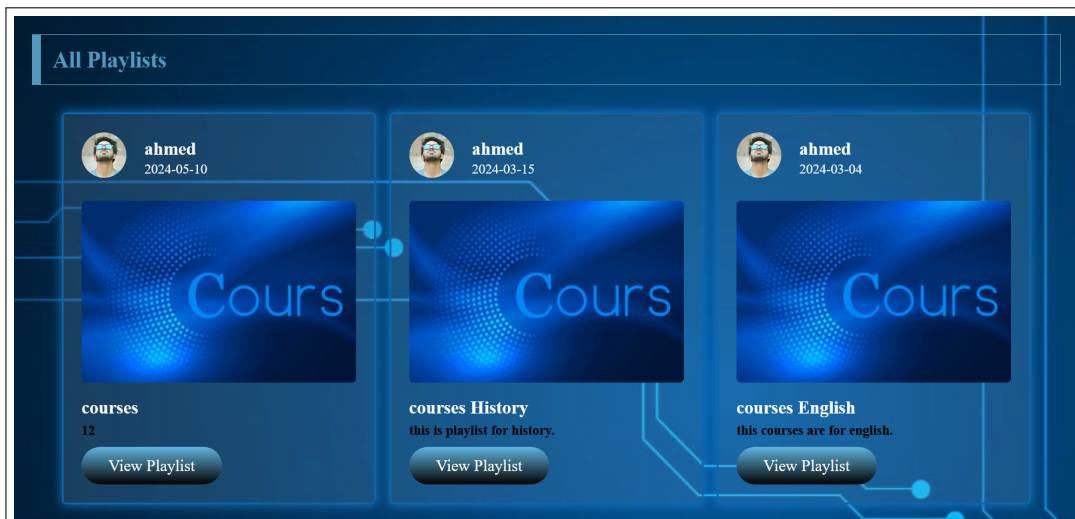


Figure 3.5: Courses

### 3.3.1.5 Professors

This page allows the student to view the Tutors on the site, and there is a search box to find the desired professor, as shown in figure(3.6).

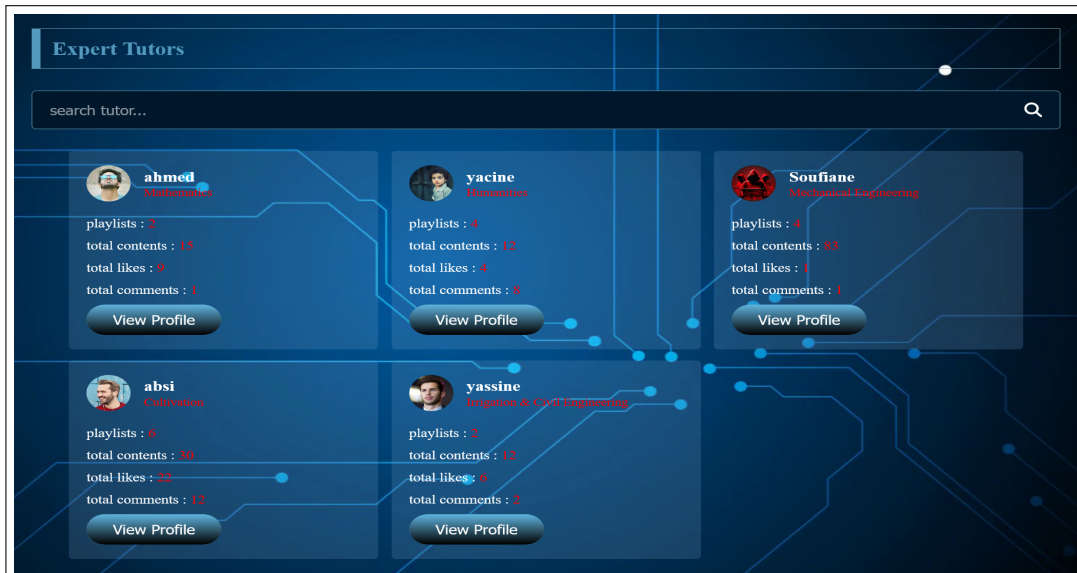


Figure 3.6: Teachers

### 3.3.1.6 Contact us :

Allows customers to contact the administrator for inquiries, support or general comments.



Figure 3.7: Contact Us

### 3.3.1.7 Register

Register button : Through the button in the figure(3.8), you can create your own account.



Figure 3.8: Register

### 3.3.1.8 Log in

Login button : Through the button in the figure(3.9), you can access your personal account on the site.



Figure 3.9: Login

### 3.3.1.9 Choose form

Two icons appear with a button to enable users to register and access their own accounts according to their role (student or Tutor).

Each category is clearly defined, making it is easy to navigate and user interact.



Figure 3.10: Choose Form

## 3.3.2 Student

### 3.3.2.1 Register page

As shown in figure (3.11), it contains a registration form



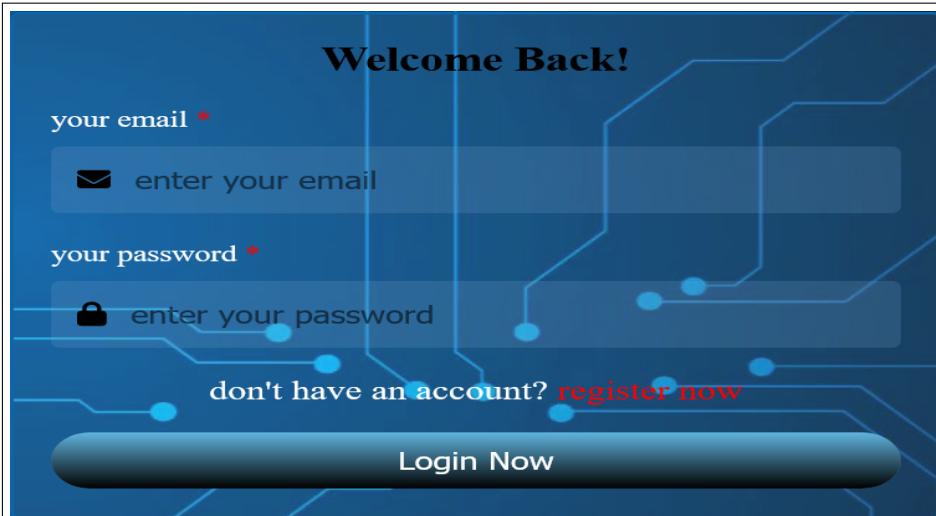
The image shows a registration form titled "Create Account" on a dark blue background with a circuit-like pattern. The form includes the following elements:

- your name \***: Input field with a person icon and placeholder text "enter your name".
- your email \***: Input field with an envelope icon and placeholder text "enter your email".
- select pic \***: File upload area with a "Parcourir..." button and the text "Aucun fichier sélectionné."
- your password \***: Input field with a lock icon and placeholder text "enter your password".
- confirm password \***: Input field with a checkmark icon and placeholder text "confirm your password".
- Navigation links**: "already have an account? [login now](#)" in red text.
- Submit button**: A large, rounded "Register Now" button.

Figure 3.11: Register page

### 3.3.2.2 Login Page Student

As shown in figure (3.12), it contains a login form.



The image shows a login form titled "Welcome Back!" on a dark blue background with a circuit-like pattern. The form includes the following elements:

- your email \***: Input field with an envelope icon and placeholder text "enter your email".
- your password \***: Input field with a lock icon and placeholder text "enter your password".
- Navigation link**: "don't have an account? [register now](#)" in red text.
- Submit button**: A large, rounded "Login Now" button.

Figure 3.12: Login page

### 3.3.2.3 Home Page Student

As shown in figure (3.13), it contains the same content as the site's home page, in addition to the student's photo, two buttons to modify the profile, and the logout process.

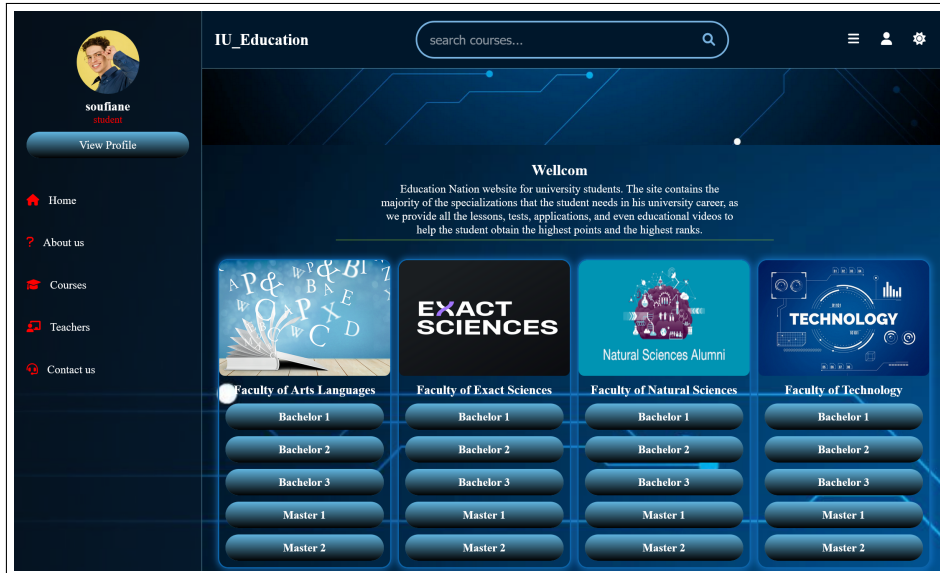


Figure 3.13: Home page

### 3.3.2.4 Profile Page Student

This page contains buttons to view interactions and saved playlists, as well as a button to edit the profile, as shown in figure(3.14).

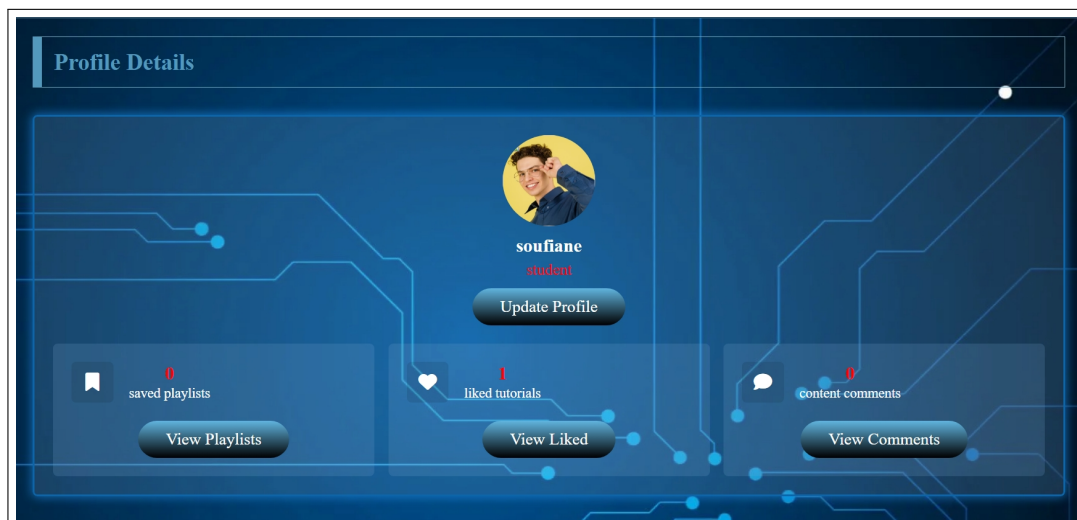


Figure 3.14: Profile page

### 3.3.2.5 Edit Profile Page Student

The administrator can edit his information on this page. figure(3.15).



**Update Profile**

your name  
soufiane

your email  
sofiane00@gmail.com

update pic  
Choose File No file chosen

old password  
enter your old password

new password  
enter your new password

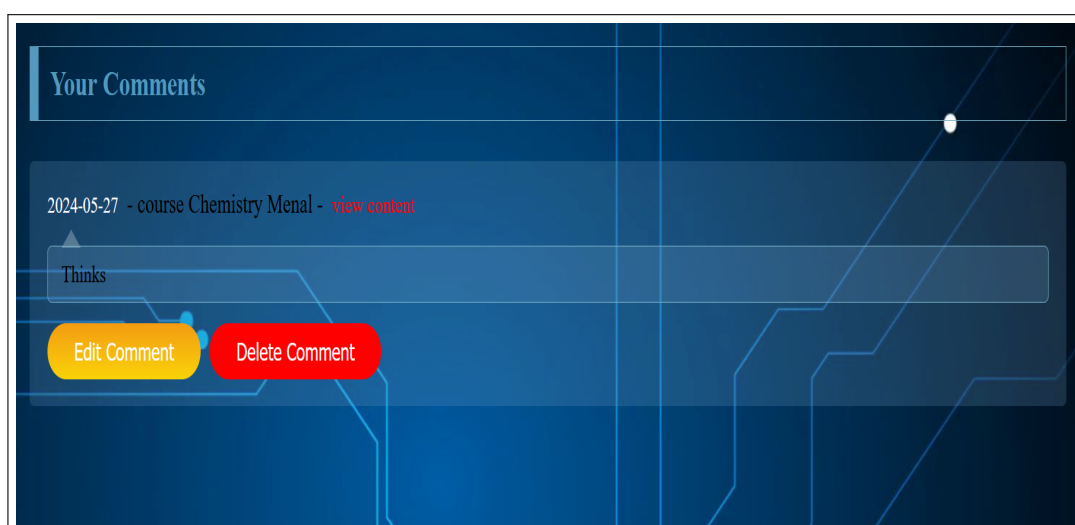
confirm password  
confirm your new password

Update Profile

Figure 3.15: Edit profile

### 3.3.2.6 Comments page

On this page are the student's total comments, so that these comments can be edited and deleted, as shown in figure(3.16).



**Your Comments**

2024-05-27 - course Chemistry Menal - [view content](#)

Thinks

Edit Comment Delete Comment

Figure 3.16: View Comments

### 3.3.2.7 View Playlists tutors

This page consists of all the lists for each Tutor, as in the figure (3.17).

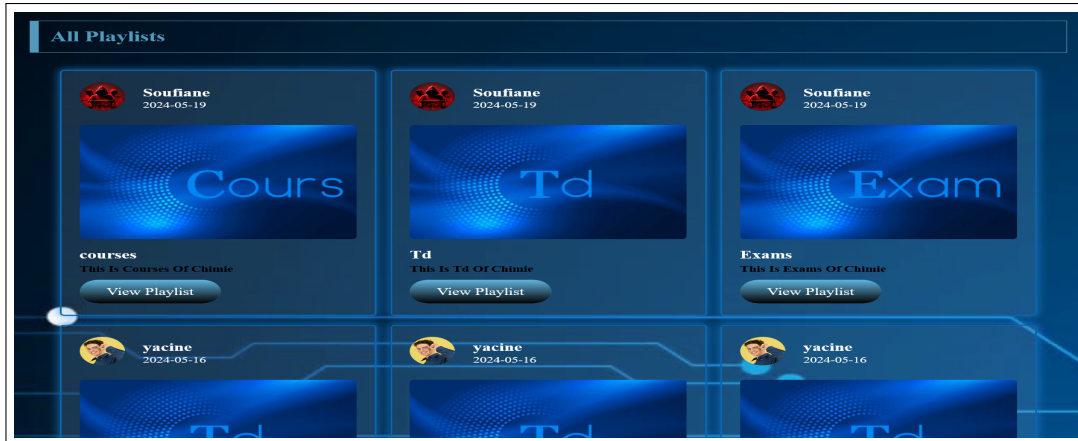


Figure 3.17: Playlist page

### 3.3.2.8 View Contents tutors

This page consists of lists for each playlist, as in the figure(3.18).

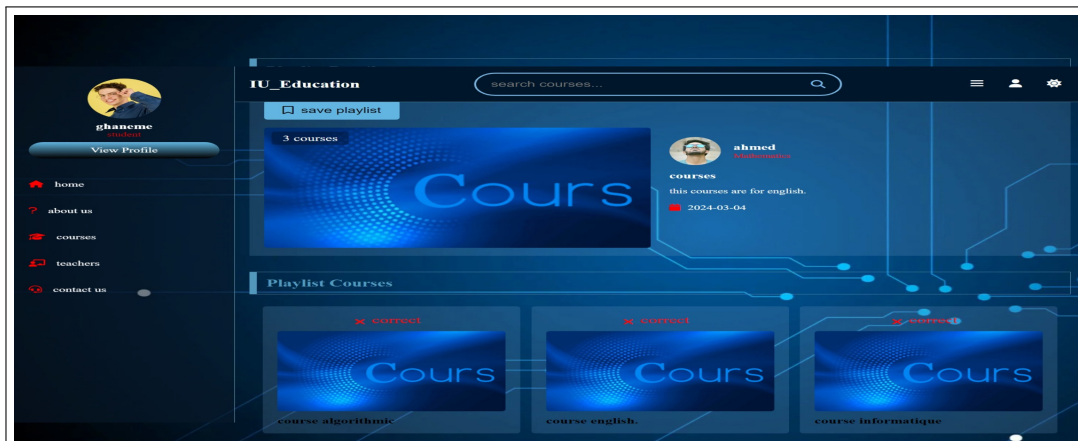


Figure 3.18: Content page

### 3.3.2.9 View Content tutors

This page consists of all the lists for each Tutor, which allows the Tutor to create, modify, delete, and view the playlists, as in the figure(3.19).

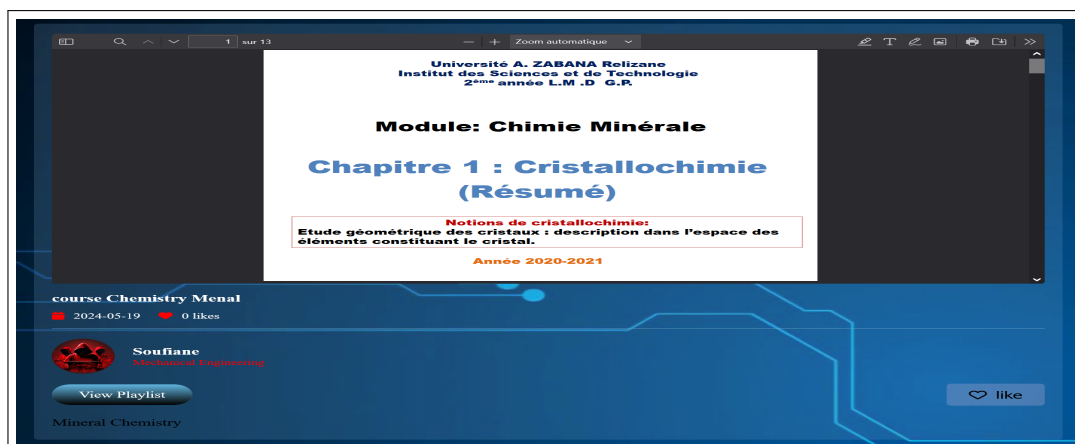


Figure 3.19: Playlist page

### 3.3.2.10 Create Comments page

On this page are the students total comments, so that these comments can be edited and deleted, as shown in figure(3.20).

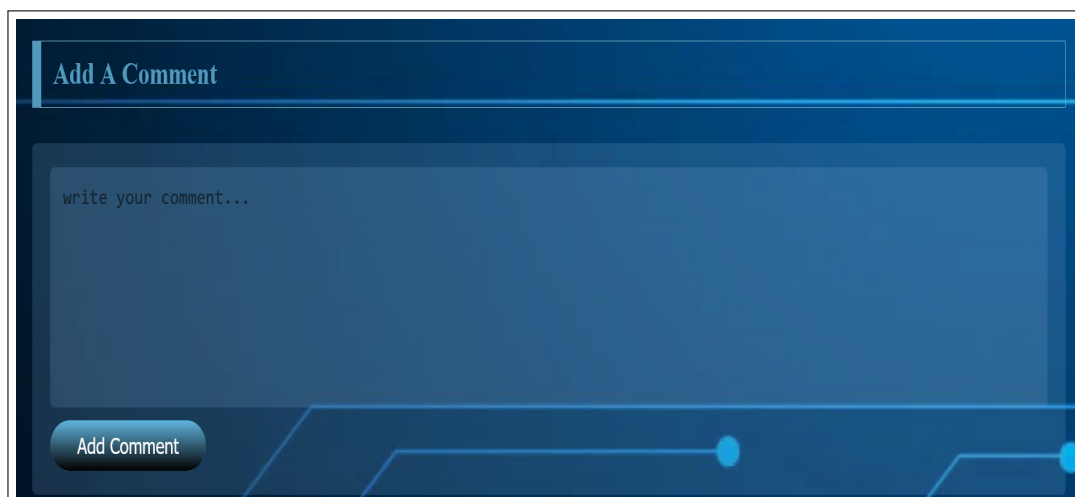


Figure 3.20: Create Comments

### 3.3.2.11 Like Content

The role of figure(3.21) is to likes upon the content of the Tutor.

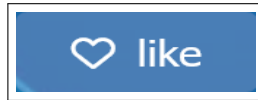


Figure 3.21: Like

### 3.3.2.12 Saved Content

The role of the figure(3.22) is to saved the content of the professor.

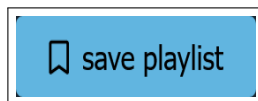


Figure 3.22: Saved

## 3.3.3 Tutor

### 3.3.3.1 Register page

This page allows Tutors to subscribe to the site. This process is done by filling out the information and pressing the login button, as shown in the figure(3.23).

A screenshot of a registration form titled "Register New". The form is set against a dark blue background with a subtle circuit-like pattern. It contains several input fields: "your name" with a person icon and placeholder "enter your name"; "your department" with a dropdown arrow and placeholder "-- select your departement"; "your email" with an envelope icon and placeholder "enter your email"; "your password" with a lock icon and placeholder "enter your password"; "confirm password" with a checkmark icon and placeholder "confirm your password"; and "select pic" with a "Parcourir..." button and placeholder "Aucun fichier sélectionné.". At the bottom, there is a link "already have an account? login now" and a "Register Now" button.

Figure 3.23: Register page

### 3.3.3.2 Login page

On this page, the login process for professors takes place as shown in the figure 3.24, by filling out the correct form data, which gives them new permissions on the site.

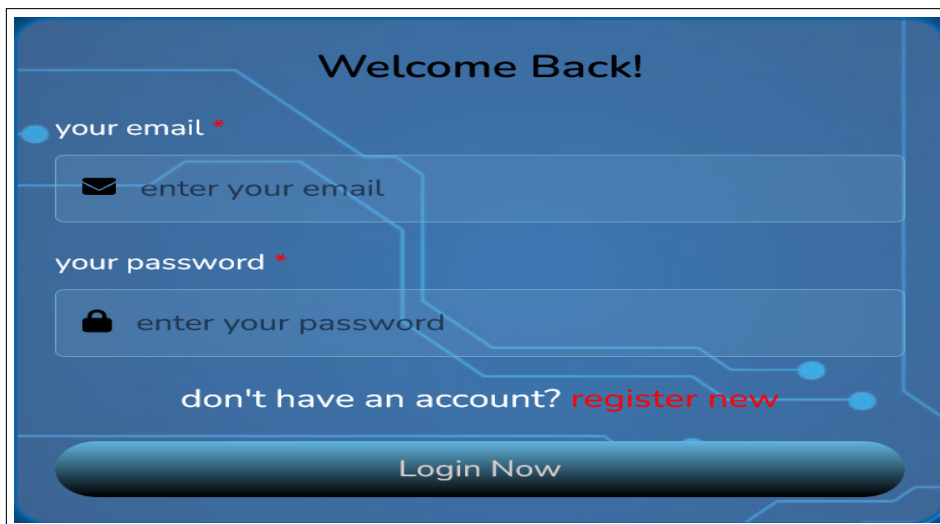


Figure 3.24: Login page

### 3.3.3.3 Home page

This is the professor's home page, which contains statistics of the contents and interactions of each professor. It also allows uploading, modifying, and deleting the contents of each professor. It also contains two buttons to edit and create, as shown in figure(3.25).



Figure 3.25: Home page

### 3.3.3.4 Profile page

This page contains all the content and information related to the professor, as shown in the figure(3.26).

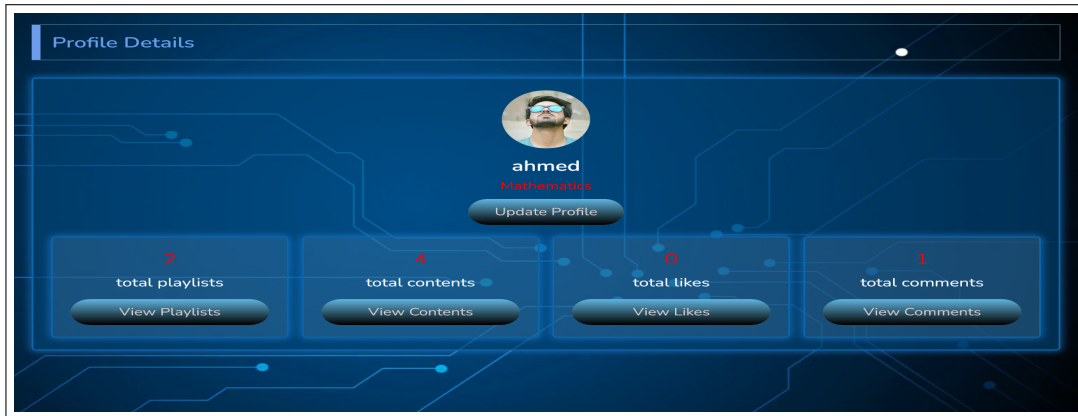


Figure 3.26: Profile page

### 3.3.3.5 Edit profile page

The administrator can edit his information on this page. figure(3.27).

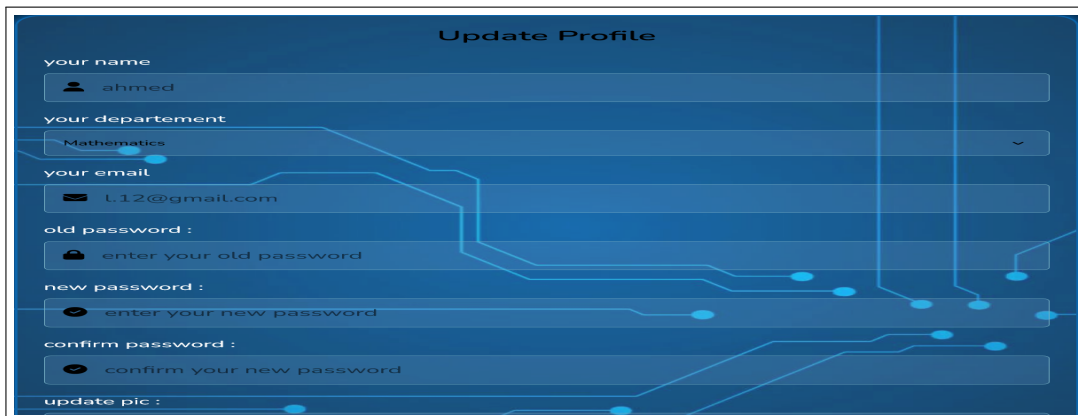


Figure 3.27: Edit profile

### 3.3.3.6 Playlist creation page

The figure(3.28) displays lists of lessons, tests, and directed work



Figure 3.28: Playlist creation page

### 3.3.3.7 Content creation page

The figure(3.29) represents a model for adding cours, td, tp, video and control.

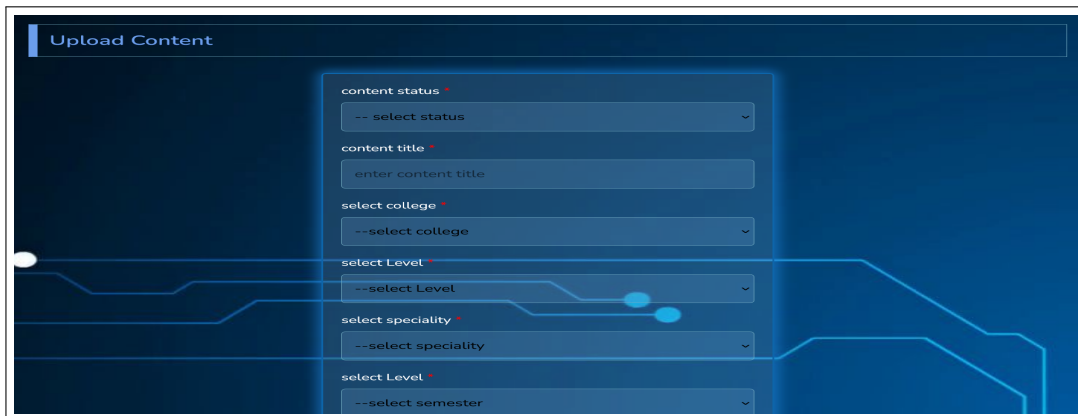


Figure 3.29: create content

### 3.3.3.8 Contents page

On this page there are all the professors contents of different types, as shown in.

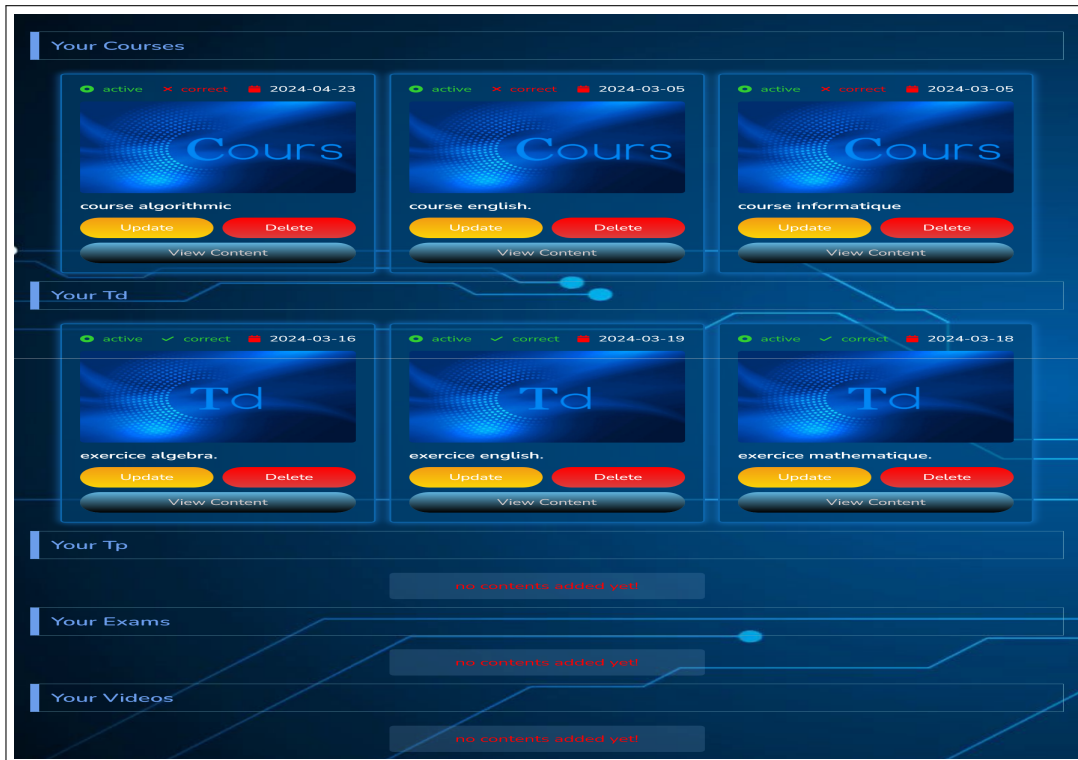


Figure 3.30: View content

### 3.3.3.9 Comments page

This page provides the professor with a view of all the comments on the content that were added by the students, so it provides the ability to delete the comment from the professor, as shown in the figure(3.31).

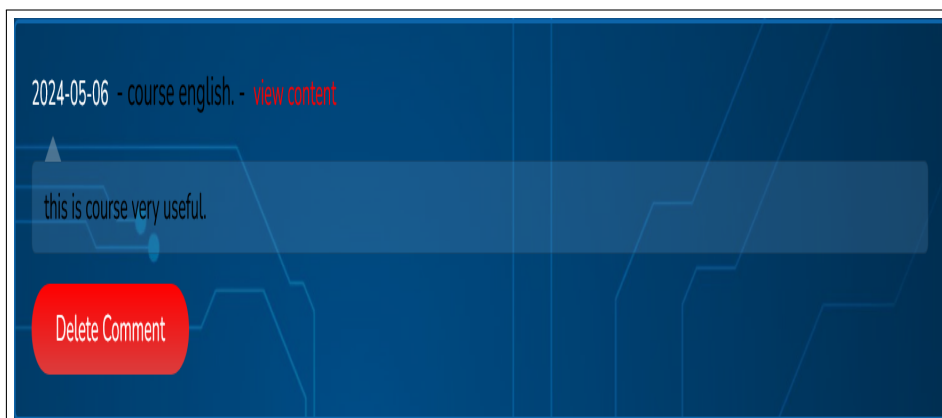


Figure 3.31: Comments page

### 3.3.3.10 Likes page

This page contains all the likes for each professors content, as shown in the figure(3.32).



Figure 3.32: Likes page View

## 3.3.4 Admin

### 3.3.4.1 Login page

As shown in figure (3.33), it contains an entry form, and this is done by filling out the data by the administrator in order to move to the control page.

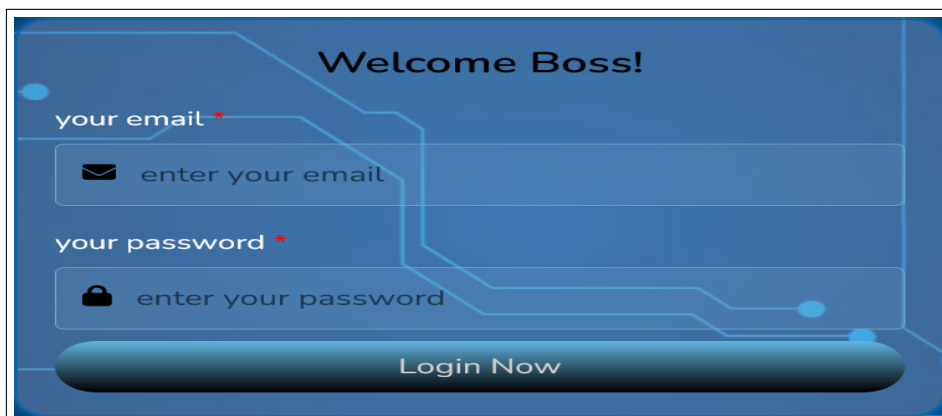


Figure 3.33: Login page

### 3.3.4.2 Interface for Admin

The administrator is interested in reconciling student information with professor information.

Maintaining stored records and site infrastructure.

Managing lists (of students and professors) and their requirements.

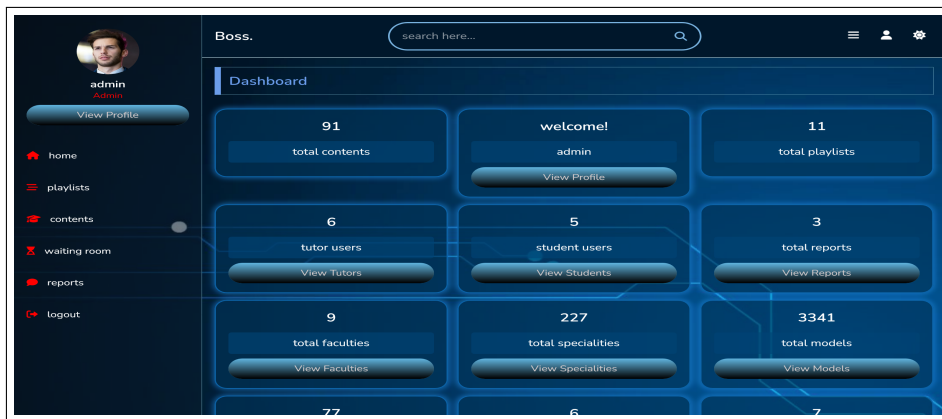


Figure 3.34: Main page for Admin

### 3.3.4.3 Admin View Profile

Through it, the administrator can modify his personal information.

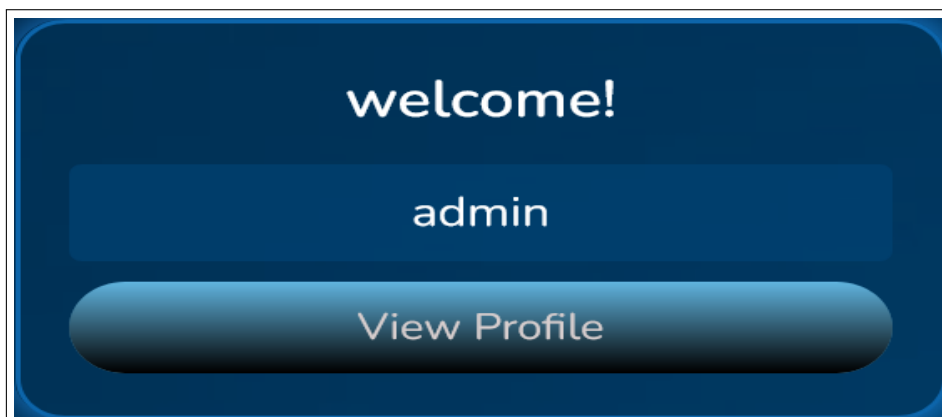


Figure 3.35: Main page for Admin

### 3.3.4.4 Profile page

This page contains all the content and information related to the professor, as shown in the figure(3.36 )

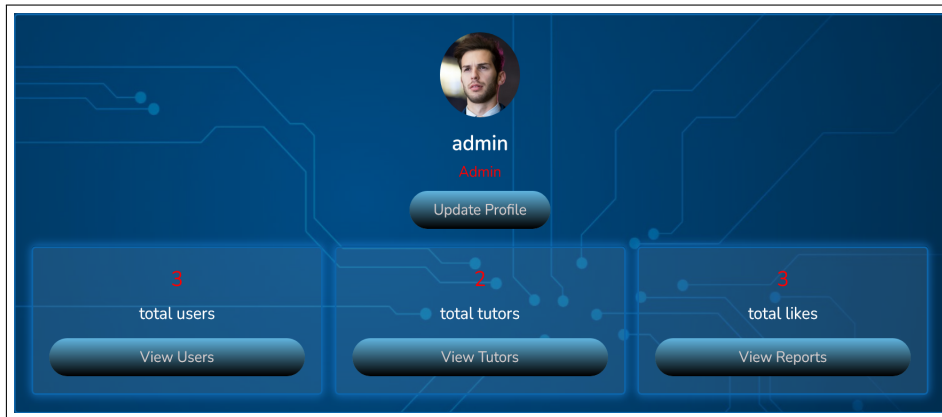


Figure 3.36: Profile

### 3.3.4.5 Edit profile page

The administrator can edit his information on this page,

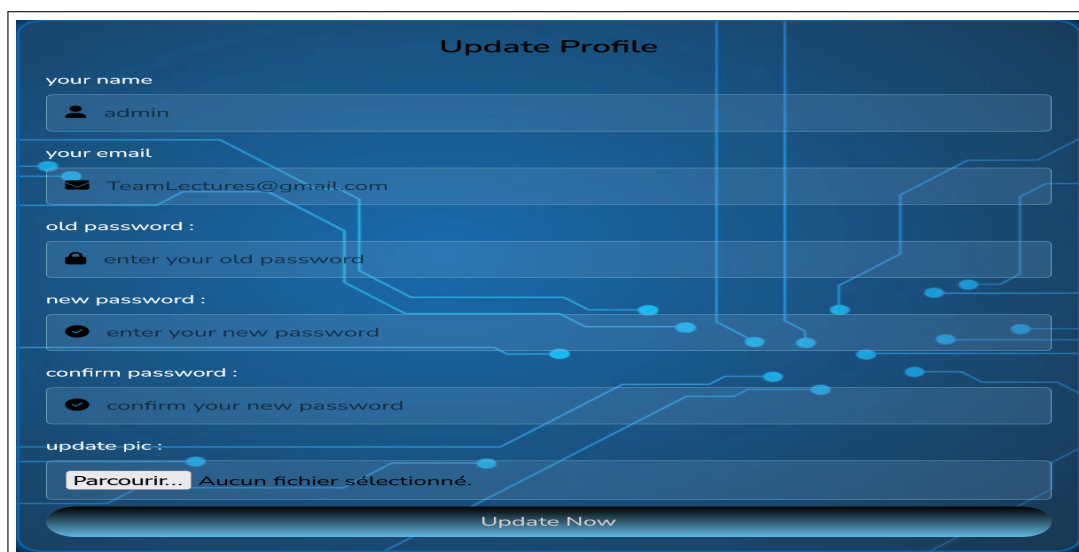


Figure 3.37: Edit profile

### 3.3.4.6 View Tutors page

This page contains all the information related to the professor. He also deletes or temporarily suspends the account, as shown in figure(3.38).

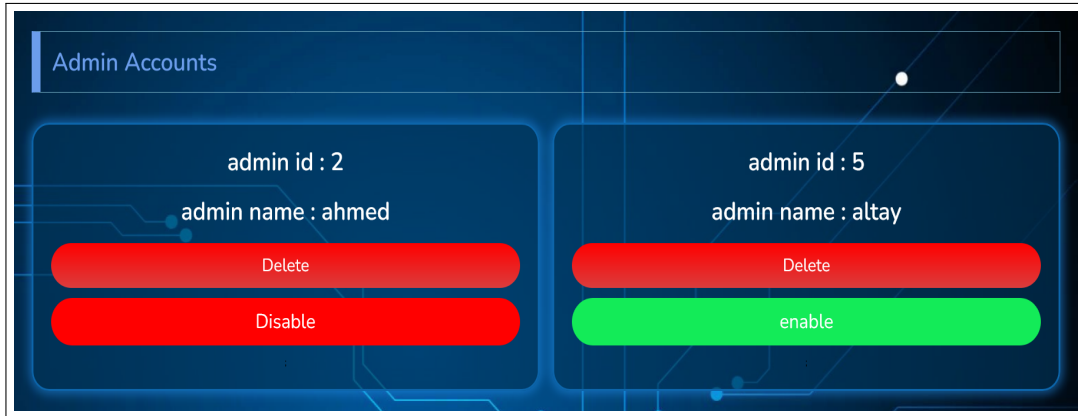


Figure 3.38: View Tutor

### 3.3.4.7 View user page

This page contains all information related to the student, and he can delete his account as shown in figure(3.39).

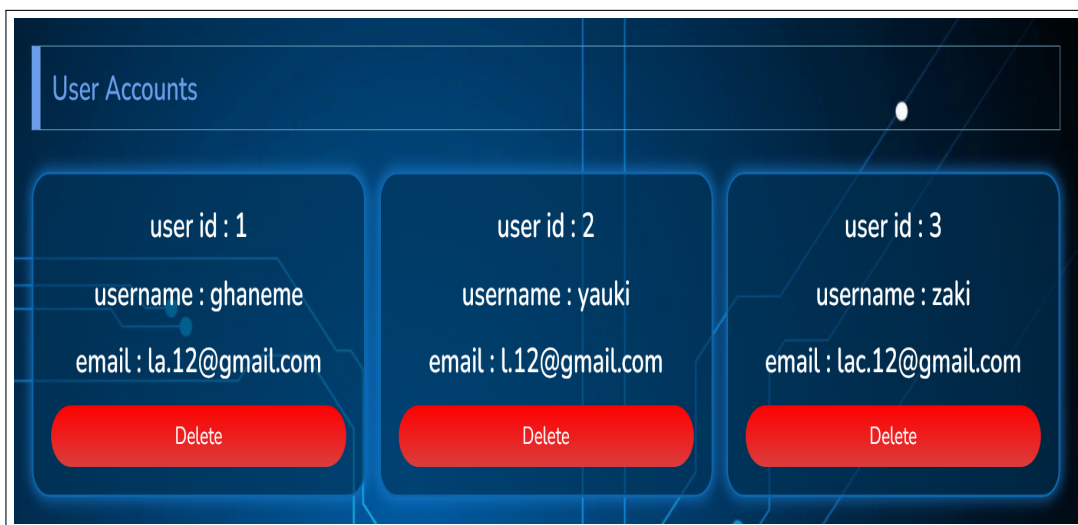


Figure 3.39: View user

### 3.3.4.8 Reports Page

This part contains all reports related to users. It can also delete the comment after studying it, as shown in the figure(3.40).

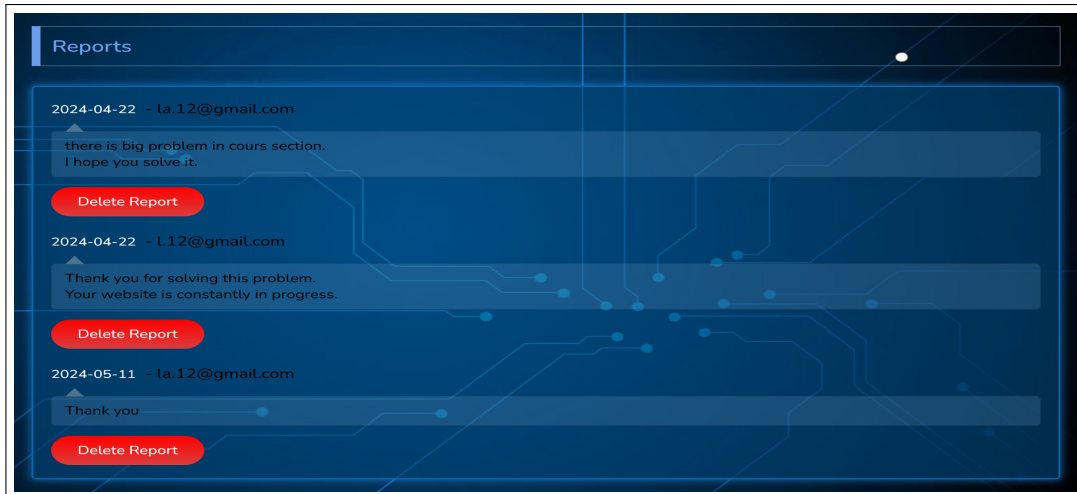


Figure 3.40: Reports

### 3.3.4.9 Faculties Button

This button displays the colleges figure(3.41).



Figure 3.41: Faculties Button

### 3.3.4.10 Faculties Page

The administrator can edit or delete colleges figure(3.42).



Figure 3.42: Faculties Page

### 3.3.4.11 Add Faculties

The administrator can add colleges figure(3.43).

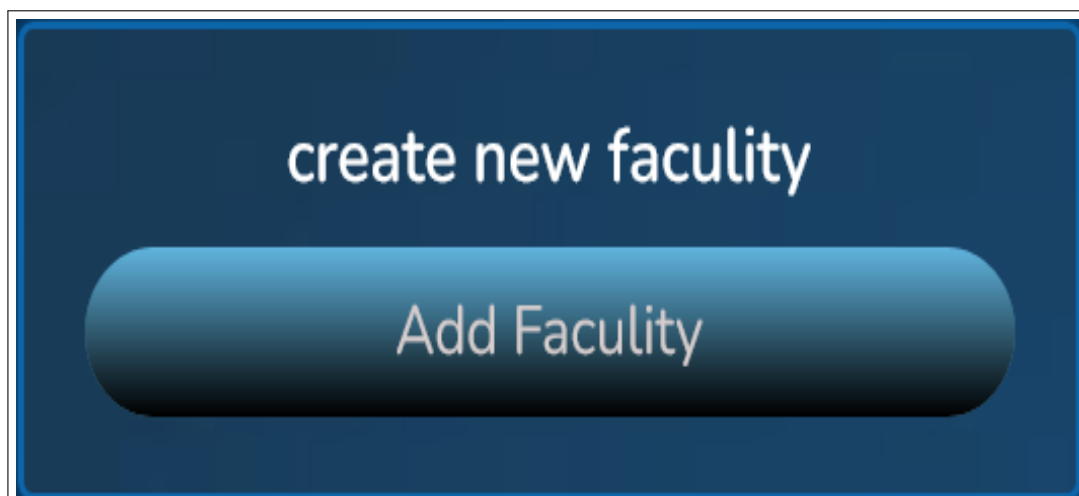


Figure 3.43: Add Faculties

### 3.3.4.12 Add Faculties Form

Through the figure(3.44) the administrator can add colleges.

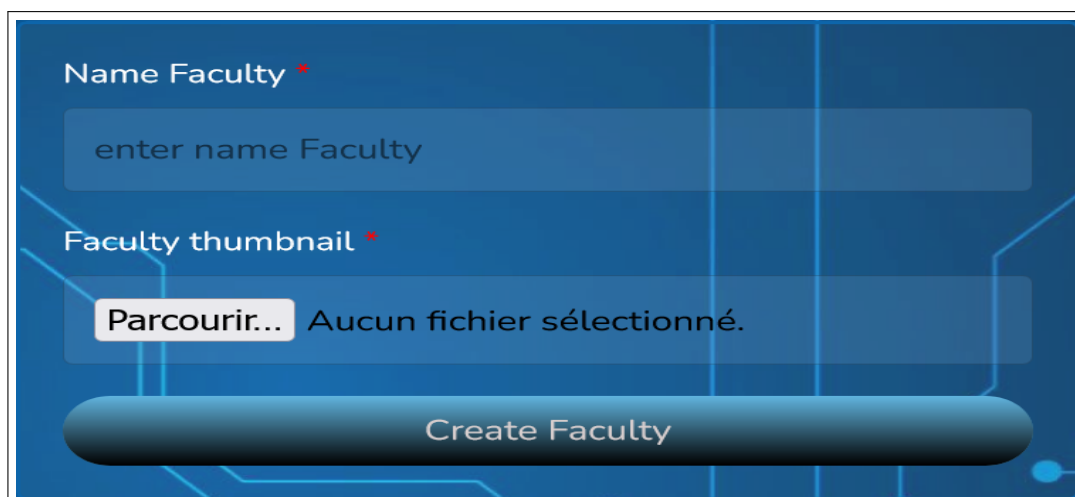


Figure 3.44: Add Faculties Form

### 3.3.4.13 View Specialty

When you click on any college, a figure(3.45) appears through which the administrator can modify specializations.



Figure 3.45: View Specialty

### 3.3.4.14 Add Specialty Form

Through the figure(3.46) the administrator can add colleges.

Figure 3.46: Add Specialty Form

### 3.3.4.15 View model

After choosing the specialization, the materials fall under it and can be modified as shown in figure(3.47).

Figure 3.47: View model

### 3.3.4.16 Add model

The button to add models.

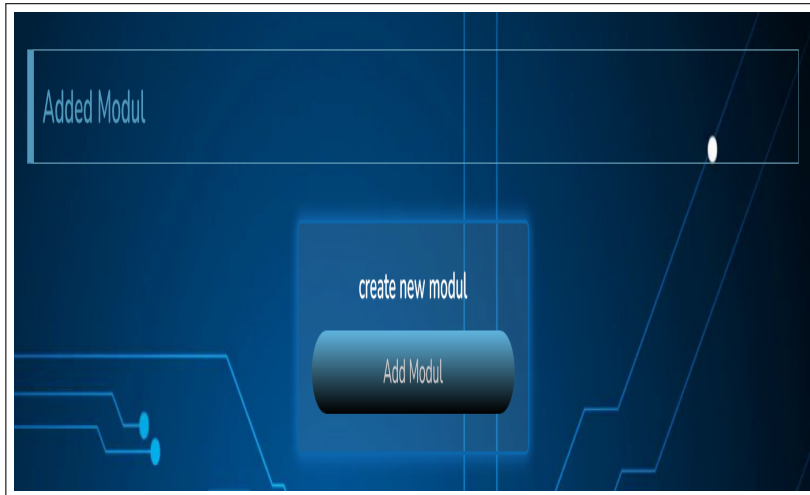


Figure 3.48: Add model

### 3.3.4.17 Add model Form

The form through which we add models.

A dark blue form with a futuristic, circuit-like background. It contains five input fields, each with a red asterisk indicating a required field: "Name modul" (text input), "select college" (dropdown menu), "select Level" (dropdown menu), "select speciality" (dropdown menu), and "select semester" (dropdown menu). Below these fields is a large, dark blue, pill-shaped button labeled "Create Modul".

Figure 3.49: Add model Form

### 3.3.4.18 Waiting Room

The figure represents the waiting room for professors' requests.

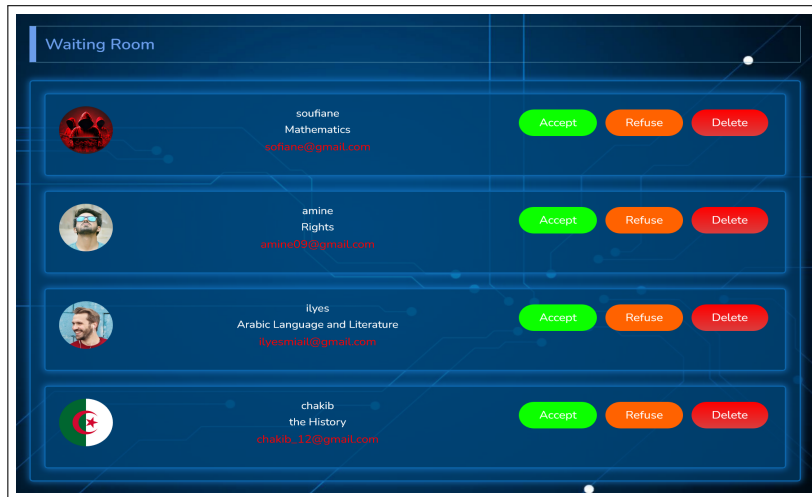


Figure 3.50: Waiting Room

### 3.3.4.19 Delete accounts tutor

Not accepting the request.

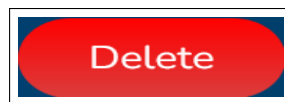


Figure 3.51: Delete

### 3.3.4.20 Refuse accounts tutor

Reject the request and send a message to his personal email informing him that his request will not be accepted.



Figure 3.52: Refuse

### 3.3.4.21 message Refuse accounts tutor

The message that appears in the account GMAIL.

Figure 3.53: Gmail

### 3.3.4.22 Accept accounts tutor

Accept the request and send a message to his personal email informing him that his request has been accepted.

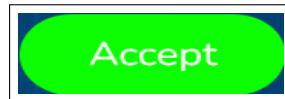


Figure 3.54: Accept

## **3.4 Conclusion**

In this chapter, we tried to provide a general presentation about our project, as we presented the means and techniques that we followed to access this site, as well as quoting some of the main interfaces of the site, through which we had an adequate perception of the work of the site that we worked on in this note.

## **General Conclusion**

This work was presented within the framework of a graduation thesis at the end of the study for a Bachelor's degree in Information systems.

The purpose of this project is to create an electronic website for university education, which consists of several educational contents (lessons, directed works, applied works, videos), and is divided according to educational materials and... According to the specializations common in most Algerian universities, these specializations are divided into several faculties.

In the project, we tried to solve many of the problems that existed in the educational sites mentioned in the first chapter, and finally the goal of the project was reached.

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