

International Research Journal on Advanced Engineering Hub (IRJAEH)

e ISSN: 2584-2137

Vol. 03 Issue: 11 November 2025

Page No: 4106-4109

https://irjaeh.com

https://doi.org/10.47392/IRJAEH.2025.0601

Digital Learnx (Massive Open Online Course)

Deepa Priya V¹, Jayashree T², Sandhiya K³, Srideepalakshmi S⁴, Gabriel Anto Joshua S⁵, Abinaya R⁶

¹Assistant professor, Dept. of IT, Kamaraj College of Engg. & Tech., Virudhunagar, TamilNadu, India.

²³⁴UG Scholar, Dept. of IT, Kamaraj College of Engg. & Tech., Virudhunagar, TamilNadu, India.

⁵UG Scholar, Dept. of CSE, Kamaraj College of Engg. & Tech., Virudhunagar, TamilNadu, India.

⁶UG Scholar, Dept. of IT, Kamaraj College of Engg. & Tech., Virudhunagar, TamilNadu, India

Emails: deepapriyakcet@gmail.com¹, 22uit050@kamarajengg.edu.in², 22uit057@kamarajengg.edu.in³, 22uit082@kamarajengg.edu.in⁶

Abstract

The Digital LearnX (Massive Open Online Course - MOOC) project aims to build a comprehensive, flexible, and adaptive e-learning platform that enhances digital education through interactivity, accessibility, and inclusivity. The platform bridges the gap between traditional classroom learning and online education by integrating essential tools that cater to both learners and instructors. It includes features such as course creation and management, learner enrollment, content access, interactive quizzes, discussion forums, and performance tracking. These functionalities collectively encourage active participation, self-directed learning, and collaborative engagement. Developed using PHP for both frontend and backend, with MySQL as the database under the XAMPP environment, the system ensures efficient data handling, scalability, and secure content management. Its modular architecture allows for easy maintenance, updates, and future feature enhancements aligned with evolving educational needs. Digital LearnX supports self-paced learning and provides instructors with insightful dashboards for monitoring learner progress and delivering feedback. The platform promotes personalized learning experiences through structured course design and real-time assessment feedback. By emphasizing usability, inclusiveness, and learning analytics, Digital LearnX contributes to improving digital learning practices and fostering a culture of continuous knowledge enhancement in the global education ecosystem.

Keywords: MOOC, E-learning, PHP, MySQL, XAMPP, Online Assessment, Digital Learning, Learning Analytics, Personalized Learning, Collaborative Learning.

1. Introduction

In the era of digital transformation, education is no longer confined to physical classrooms. Rapid advancements in technology and the rise of intelligent systems have reshaped how knowledge is created, shared, and consumed. However, despite global digitalization, many learners still struggle with fragmented online learning experiences, limited personalization, and lack of engagement. Traditional e-learning systems often deliver static content without addressing the diverse learning styles and needs of modern students. The Digital LearnX project is designed to bridge this gap by creating an

intelligent Massive Open Online Course (MOOC) platform that combines structured learning with adaptive digital interactivity. Unlike conventional systems, Digital LearnX emphasizes learner-centric design, real-time feedback mechanisms, and data-driven insights that help educators refine teaching strategies. The platform integrates automated assessments, performance analytics, and interactive discussion spaces to promote continuous engagement and collaboration among learners. Built entirely using PHP and MySQL within the XAMPP environment, the system ensures simplicity in



e ISSN: 2584-2137

Vol. 03 Issue: 11 November 2025

Page No: 4106-4109

https://irjaeh.com

https://doi.org/10.47392/IRJAEH.2025.0601

deployment while maintaining robustness and scalability. A key differentiator of Digital LearnX lies in its modular architecture, which supports future integration of AI-based recommendation systems and multilingual support to personalize learning journeys. This project represents a step toward next-generation digital learning ecosystems, aiming to democratize education through technology. By fostering inclusivity, adaptability, and interactive participation, Digital LearnX aspires to transform online learning into an engaging, data-driven, and equitable experience for all learners.

1.1 Methodologies

User Interaction: Learners access the platform through a responsive and interactive web interface. Each course module is designed with intuitive navigation, allowing users to move between lessons, assessments, and discussions seamlessly.

Content Delivery: The learning materials, including video lectures, quizzes, and assignments, are hosted on a centralized cloud-based server. Adaptive streaming ensures that content loads efficiently across various devices and internet speeds, providing a smooth learning experience.

Progress Tracking: The system continuously monitors each learner's progress using analytics tools. Performance data, quiz results, and activity logs are automatically recorded to generate personalized feedback and recommendations.

Assessment and Evaluation: Digital LearnX integrates real-time evaluation tools. Quizzes and assignments are auto-graded, and students receive instant results. Instructors can also review detailed performance analytics to provide targeted guidance.

Communication and Collaboration: Learners can engage in discussion forums and live chat sessions. Peer interaction is encouraged through collaborative tasks and virtual group projects, promoting knowledge exchange and community learning.

Security and Data Management: All user data and course materials are secured using encryption protocols. Regular backups and authentication systems ensure safe and reliable access to resources. Instructor Support and Administration: Faculty members can easily upload content, schedule

sessions, and monitor learner engagement through an admin dashboard. Automated notifications remind learners about deadlines and new course updates.

Outcome: The methodology ensures that Digital LearnX delivers a structured, interactive, and personalized online learning experience — promoting continuous learning, skill development, and digital inclusivity.

2. System Architecture

The Digital LearnX platform follows a three-tier architecture to separate presentation, application, and data management layers, ensuring scalability, maintainability, and efficient performance. The architecture supports learners, instructors, and administrators through modular components that handle course delivery, assessments, communication, and analytics.

- Frontend (Presentation Layer): Developed entirely using PHP, HTML, CSS, and JavaScript to provide a responsive and interactive user interface.
- Backend (Application Layer): PHP scripts manage server-side logic, including user authentication, course management, content delivery, and assessment evaluation.
- Database (Data Layer): MySQL stores structured information about users, courses, content, quizzes, and performance metrics. Data security is ensured through role-based access control and encryption. Table 1 Shows Key Modules and its functionality [1]

Table 1 Key Modules and its functionality [1]

Module	Functionality
User Management	Stores all user profiles and access roles
Course Management	Stores course details and metadata
Content Management	Stores video lectures, PDFs, and quizzes
Assessment Module	Stores quizzes, assignments, and results
Analytics Dashboard	Tracks student engagement and progress

e ISSN: 2584-2137

Vol. 03 Issue: 11 November 2025

Page No: 4106-4109

https://irjaeh.com

https://doi.org/10.47392/IRJAEH.2025.0601

2.1. Tables

Table 1 lists the key modules of the Digital LearnX platform along with their corresponding database tables, primary fields, and functionalities. Each module is designed to handle a specific aspect of the such as user management, course management, content storage, assessments, and performance tracking. The table shows how data is and managed, ensuring operation, secure storage, and easy retrieval of information for both learners and instructors.

2.2. Figures

Figure 1 explains the three-tier system architecture of Digital LearnX, showing how the frontend, backend, and database layers manage user interactions, course content, and secure data storage. Figure 2 explains the workflow of learner and instructor interaction, illustrating separate logins, course creation by instructors, and course access, content viewing, and quizzes by learners. The figures together highlight tracking, progress real-time feedback. performance analytics. They demonstrate how the platform ensures interactive, structured, personalized online learning.

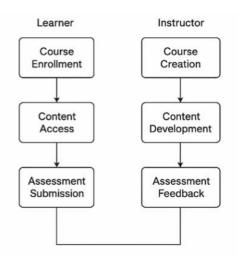


Figure 1 Workflow of Learner and Instructor **Interaction [2]**

3. Results And Discussion 3.1. Results

The Digital LearnX MOOC platform provides a responsive and interactive learning environment,

allowing seamless navigation across lessons, discussion forums. quizzes, and Real-time assessments and automated grading deliver instant feedback to learners. Progress tracking performance analytics generate personalized insights for both students and instructors. The PHP-MySQL three-tier architecture ensures secure storage, efficient data management, and scalable course delivery.

3.2. Discussion

The platform's interactive features and collaborative tools enhance learner engagement and promote continuous knowledge development. Personalized feedback and analytics help instructors tailor guidance, improving overall learning outcomes. Modular architecture supports future integration of AI recommendations and multilingual content, making the system adaptable and inclusive. Overall, Digital LearnX demonstrates the effectiveness of structured, flexible, and data-driven education. Figure 2 shows Process of the Digital Learnx [3]

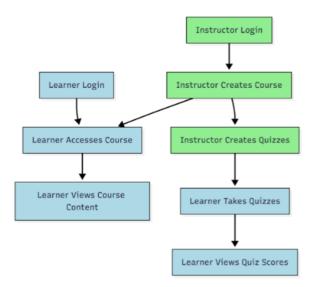


Figure 2 Process Of the Digital Learnx [3]

Conclusion

The Digital LearnX project demonstrates the feasibility of creating a modular and maintainable MOOC platform that supports diverse learning styles. Its design emphasizes ease of content management for instructors and intuitive navigation



e ISSN: 2584-2137

Vol. 03 Issue: 11 November 2025

Page No: 4106-4109

https://irjaeh.com

https://doi.org/10.47392/IRJAEH.2025.0601

for learners. The platform's analytics and monitoring features provide insights into learning patterns, enabling data-driven improvements. Overall, it establishes a foundation for future enhancements, such as AI-based recommendations and multilingual support, to further enrich the online learning experience.

Acknowledgements

I would like to express my sincere gratitude to my faculty mentors and the Department of Information Technology at Kamaraj College of Engineering and Technology for their guidance, encouragement, and support throughout the development of the Digital LearnX MOOC project. I also acknowledge the help of online communities and open-source contributors for providing valuable resources and tools. No external financial support was received for this work.

References

- [1]. Siemens, G. (2013). Massive Open Online Courses: Innovation in Education? Commonwealth of Learning, Athabasca University.
- [2]. Anderson, T. (2017). How Communities of Inquiry Drive Teaching and Learning in the Digital Age. *International Review of Research in Open and Distributed Learning*, 18(6), 1–15. doi: 10.19173/irrodl.v18i6.3096
- [3]. Government of India, MHRD. (2017). SWAYAM: Study Webs of Active—Learning for Young Aspiring Minds. Available at: https://swayam.gov.in
- [4]. Zawacki-Richter, O., & Naidu, S. (2022). The Landscape of MOOC Platforms Worldwide: An Analysis of Their Pedagogical and Technological Features. The International Review of Research in Open and Distributed Learning (IRRODL), 23(3), 1–19. doi:10.19173/irrodl.v23i3.6294
- [5]. Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations and Recommendations for Online Learning during COVID-19 Pandemic Era. Pakistan Journal of Medical Sciences, 36(COVID19-S4), S27–S31. doi:10.12669/pjms.36.COVID19-S4.2785.
- [6]. Bozkurt, A., & Sharma, R. C. (2023). A Perspective of Massive Open Online Courses

- (MOOCs): Rationale, Challenges, and Impact. Education and Information Technologies, 28(2), 1231–1248. doi:10.1007/ s10639-022-11009-2
- [7]. Mouza, C., Yang, H., & Pollock, L. (2022). Design and Implementation of an Interactive Educational Platform for Digital Learning. International Journal of Emerging Technologies in Learning (iJET), 17(7), 56–68. doi:10.3991/ijet.v17i07.30359
- [8]. Miranda, J., & Navarro, S. (2024). Impact of Online Learning Platforms on Student Engagement and Academic Performance: A Systematic Review. Education and Information Technologies, 29(5), 6013–6031. doi:10.1007/s44217-024-00253-0
- [9]. Liapis, A., Georgakakou, E., & Kameas, A. (2025). Combining Heuristics and User Testing: Towards a Holistic Approach in User Experience (UX) Evaluation of Open MOOC Platforms. In Lecture Notes in Computer Science, HCII (Vol. 15795).doi:10.1007/978-3-031-93224-3 8
- [10]. Gardner, J., Brooks, C., Andres, J. M. L., & Baker, R. (2018). MORF: A Framework for Predictive Modeling and Replication at Scale with Privacy-Restricted MOOC Data. In IEEE Intl. Conference on Big Data. doi:10.1109/BigData.2018.8622255