

**A MOBILE-BASED PROJECT SUPERVISION APP
FOR COMPUTER SCIENCE 400L STUDENT**

BY

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**A PROJECT REPORT SUBMITTED TO THE
DEPARTMENT OF COMPUTER SCIENCE,
FACULTY OF PHYSICAL SCIENCES,
UNIVERSITY OF BENIN, BENIN CITY**

**IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF A
BACHELOR OF SCIENCE (B.Sc.) DEGREE IN
COMPUTERS**

NOVEMBER 2025

CERTIFICATION

This is to certify that this project work was carried out by **IYEKOWA TIMOTHY OSAYANTIN** with Matriculation Number **PSC2207927** under my supervision. It is adequate and satisfactory, both in scope and content, for the award of a Bachelor of Science (B.Sc.) Degree in Computer Science of the University of Benin.

Professor F.O Chiete

DATE

Project Supervisor

APPROVAL

This project work is hereby approved in partial fulfillment of the requirements for the award of Bachelor of Science (B.Sc.) Degree in Computer Science from the University of Benin.

Professor F.O Chiete

Project Supervisor

DATE

Dr. (Mrs.) A.R. Usiobaifo

Head of Department

DATE

DEDICATION

This project is dedicated to God Almighty for giving me the strength and wisdom to see it through to completion, and even throughout my stay in the University of Benin (UNIBEN). It is also dedicated to my parents; **Mrs Eunice Igbinador** and my siblings for their love, support and guidance throughout my academic journey.

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ABSTRACT

The supervision of undergraduate final year projects constitutes a critical component of higher education, as it directly influences the quality of the student's capstone experience. So far the traditional methods adopted, such as physical meetings, email chains, and paper-based tracking, have proven to be inadequate, resulting in communication gaps, missed deadlines, and inefficient progress tracking.

This project emphasizes the need to adopt a centralized, mobile-first solution over fragmented tools like general-purpose chat apps or complex Learning Management Systems (LMS). Taking into consideration the specific constraints and context of the University of Benin, Department of Computer Science, the method proposed by this project is a Mobile-Based Project Supervision System.

However, this project focuses on only the design and high-fidelity prototyping of this automated system, providing the "output on mobile" as a "demo model." The design details a system where students can view their progress on a dashboard, track submission statuses, receive feedback, and communicate directly with their supervisor. This project makes use of a User-Centered Design (UCD) and Object-Oriented approach to system analysis and design; use case, class, and state machine diagrams were used to represent designs for the system architecture. These designs serve as the framework for a system that can handle the whole process of project supervision, from initial tracking to final feedback.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The supervision of undergraduate final year projects constitutes a critical component of higher education, particularly in computer science programs where students demonstrate acquired knowledge through practical implementations. In Nigerian universities, the final year project serves as a capstone experience bridging theoretical knowledge with practical application.

However, traditional project supervision systems in Nigerian universities face significant challenges. Daramola and Emeke (2012) noted that the major challenge cited by students revolved around the fact that supervisors generally lacked time to engage with the students that they were allocated to supervise. This time constraint creates bottlenecks in supervision processes, leading to inadequate guidance during students' most crucial academic undertaking.

The advent of mobile learning (m-learning) technologies has transformed educational landscapes globally. Pimmer, Mateescu, and Gröhbiel (2016) emphasized that mobile technology has employed wireless technologies to communicate, think, learn, and share information seamlessly. These technological advances present viable solutions to persistent challenges facing project supervision in Nigerian universities.

At the University of Benin (UNIBEN) Computer Science Department, 400-level students encounter numerous obstacles during final year project supervision. The current system relies heavily on physical meetings, email communications, and paper-based documentation, often resulting in communication gaps, missed deadlines, and inefficient progress tracking. The COVID-19 pandemic further highlighted these limitations, as traditional face-to-face supervision became challenging.

The Technology Integration Research Team (2024) identified that challenges such as inadequate ICT infrastructure, poor internet connectivity, and limited administrative support were significant barriers to optimal ICT integration. However, with increasing smartphone penetration and improved internet connectivity in Nigeria, mobile-based solutions have become more feasible and accessible.

Contemporary research emphasizes effective communication's importance in supervision processes. The International Research Collaboration (2024) noted that postgraduate supervision relies on effective communication, though it has become increasingly challenging due to various factors. This challenge equally affects undergraduate supervision, where clear communication channels, timely feedback, and continuous monitoring are essential for successful project completion.

1.2 Statement of the Problem

The current project supervision system at UNIBEN Computer Science Department faces multiple interconnected challenges significantly impacting supervision quality and project outcomes. Daramola and Emeke (2012) investigated supervision of undergraduates' degree projects in Nigerian universities following allegations that present-day projects do not contribute knowledge because students copy past work and supervisors lack supervision time.

The primary problem revolves around inefficient communication mechanisms between students and supervisors. Traditional methods such as physical meetings, telephone calls, and email exchanges often result in delayed responses, missed appointments, and inadequate documentation of supervision activities. Students frequently struggle to reach supervisors due to conflicting schedules, limited office hours, and high supervisor-to-student ratios characterizing many Nigerian universities. Progress tracking represents another significant challenge, as no centralized system exists for monitoring student advancement through project phases. Supervisors managing multiple students simultaneously find it difficult maintaining detailed records of individual progress, feedback provided, and milestones achieved. This

systematic tracking lack leads to instances where students fall behind schedule without timely supervisor intervention.

Document management poses additional complications, with students submitting multiple chapter versions, proposals, and reports through various channels. The absence of unified platforms for document submission, review, and version control creates confusion and inefficiencies delaying project completion. The Disciplines Nigeria (2024) platform highlights that Nigerian students pursuing computer science projects often face challenges due to limited access to essential resources.

Meeting coordination and scheduling present practical difficulties, particularly considering busy academic staff schedules and varying student availability. The current system lacks integrated scheduling mechanisms accommodating both parties' preferences while maintaining comprehensive meeting outcome records.

These cumulative challenges result in reduced supervision quality, extended project completion times, increased student stress levels, and suboptimal learning outcomes, necessitating comprehensive, technology-enabled solutions.

1.3 Aim and Objectives of the study

The aim of this study is to design a mobile project supervision system that enhances communication, monitoring, and coordination between 400-level Computer Science students and their supervisors at the University of Benin, Benin City.

1.3.1 The Specific Objectives

- I. Analyze and document the current project supervision process at UNIBEN Computer Science Department, identifying specific inefficiencies and areas requiring technological intervention.
- II. Design an intuitive, high-fidelity prototype of a mobile interface accommodating diverse technical abilities for the students

- III. Design robust real-time communication features including instant messaging and push notification systems.
- IV. Design comprehensive progress tracking and milestone management functionalities enabling systematic student monitoring.
- V. Design an integrated document management system supporting version control and organized submission workflows.
- VI. Design meeting scheduling and calendar management capabilities streamlining appointment booking.
- VII. Propose a plan for testing and validating the prototype's effectiveness through user acceptance testing.

1.4 Significance of the Study

The importance of this research lies in its ability to address long-standing challenges in academic supervision. The mobile supervision system will provide students unprecedented access to supervision resources and support mechanisms. Students will benefit from improved communication channels enabling prompt guidance seeking and timely feedback receipt. Progress tracking features will help students maintain project timeline awareness, upcoming deadlines, and completed milestones, fostering better time management and self-regulation skills.

The integrated document management system will eliminate confusion associated with multiple document versions and provide centralized repositories for project-related materials. Real-time notifications ensure students receive important updates immediately, reducing missed opportunities or delayed supervisor feedback responses.

1.5 Scope of the Study

The scope of the study is the **design and prototyping** of a Mobile-Based Project Supervision System for 400-level Computer Science students at UNIBEN. The project aims to develop a straightforward, dependable, and efficient high-fidelity prototype that seamlessly integrates project tracking, communication, and document management.

The system is designed as a mobile-first application, and the "output" of this project is the high-fidelity design itself (created in Figma) and the logical models (UML diagrams) that describe its function.

This study is limited to the **design** of the student-facing application. It does not include the implementation (coding) of the application, the development of the backend (database, server API), or the design of the supervisor-facing portal.

1.6 Limitations of the Study

Several limitations are acknowledged for this research. The project is primarily a design and prototyping endeavor, not a full-stack implementation. This means that while a high-fidelity "demo model" is the output, a live, data-driven application with a backend database is not within the scope. The project is also conducted within a fixed academic timeframe, which limits opportunities for extended, large-scale user testing with the interactive prototype.

The evaluation is a plan for usability testing. A full-scale evaluation with a large, statistically significant group of students and supervisors was not feasible. The prototype, therefore, relies on static designs and simulated interactions, which limits its ability to be tested for real-world scalability, concurrent user handling, and performance under variable network conditions.

Furthermore, the system's eventual effectiveness would depend on reliable internet connectivity, which can be inconsistent. Integration with existing university systems (like the Kofa portal) is a key recommendation for future work but is beyond this project's design scope.

1.7 Definition of Terms

- I. **Mobile Project Supervision:** A technology-enabled approach to academic supervision utilizing mobile devices and applications to facilitate communication,

monitoring, and coordination between students and supervisors throughout project development.

- II. **Real-time Communication:** Instantaneous information exchange between users through digital channels, enabling immediate message, notification, and update delivery without significant delays.
- III. **Progress Tracking:** Systematic approach to monitoring and documenting student advancement through project development phases, including milestone completion, timeline adherence, and performance indicators
- IV. **Push Notifications:** Automated messages sent directly to mobile devices alerting users about important events, updates, or required actions within the supervision system.
- V. **User-Centered Design (UCD):** A design philosophy that prioritizes the user's needs, preferences, and limitations at all stages of the design and development process.
- VI. **Prototype (Demo Model):** An early, interactive, and functional-but-incomplete version of a system. In this project, it refers to the high-fidelity Figma designs that demonstrate the user interface.
- VII. **Single-Page Application (SPA):** A web application that interacts with the user by dynamically rewriting the current web page. The design of this system is based on an SPA architecture.
- VIII. **Mock Data:** Placeholder or "fake" data (e.g., lists of users, project chapters) used within the design prototypes to simulate a live application.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews previous studies, theories, and related works that form the foundation of this project. It examines existing research on academic supervision, mobile learning (m-learning), and the design of effective educational technology. The review is structured to first understand the core challenges of traditional supervision, then to explore the conceptual and theoretical frameworks that justify a mobile-based solution, and finally to review existing systems to identify the specific research gap this project addresses. This review is critical for grounding the project in existing academic discourse and validating the necessity of the proposed system.

2.2 Conceptual Review

The conceptual review focuses on the key ideas and technologies that define this study. These concepts help explain how the proposed system functions and why certain design decisions were made.

Project Supervision: This is a formal academic process where a knowledgeable faculty member (supervisor) guides a student through the research and development of their final year project. As noted by Ahmad (2018), effective supervision is a complex pedagogical task that is critical for student success. It relies on timely and constructive feedback, clear communication of expectations, and structured monitoring. The "capstone" nature of the project means the quality of supervision directly impacts the student's final academic standing and practical skills.

Mobile Learning (m-learning): This refers to the use of mobile and handheld devices, such as smartphones and tablets, to enable learning that is accessible, flexible, and personalized. Unlike traditional desktop-based e-learning, m-learning is

characterized by its ubiquity (it can happen anywhere), immediacy (it can be accessed "just-in-time"), and context-sensitivity (it can be adapted to the user's location and immediate needs). Pimmer, Mateescu, and Gröhbiel (2016) define it as learning that leverages wireless technologies to provide "just-in-time" support, moving education beyond the confines of the traditional classroom and into the lived environment of the student (Adzobu & Ofori, 2018).

User-Centered Design (UCD): This is a design philosophy that prioritizes the user's needs, context, and limitations at all stages of development. As Nielsen (2013) and Norman (2013) explain, UCD is an iterative process that involves understanding the user (e.g., a 400L student), defining their specific requirements (e.g., "I need to know my status now"), designing solutions, and evaluating those designs with real users. This project adopts UCD to ensure the final app is not just technically functional, but highly usable, which is a key factor in user adoption.

Communication Fragmentation: This is a key problem this project addresses. "Communication fragmentation" (Iqbal & Kok, 2017) describes a scenario where communication for a single process is scattered across multiple, disconnected platforms (e.g., project feedback via email, meeting schedules via WhatsApp, corrections on physical printouts). This leads to confusion, lost information, version control nightmares (e.g., "chapter2_final_v3.docx"), and significant inefficiency. A primary goal of the proposed system is to de-fragment this communication.

2.3 Theoretical Framework

To ensure the proposed system is not just designed, but adoptable, its design is grounded in established theories of technology acceptance and information systems.

2.3.1 Technology Acceptance Model (TAM)

The primary theoretical foundation of this project is the **Technology Acceptance Model (TAM)**. TAM is a widely used theory that models how users come to accept and use a new technology. The model, originally proposed by Davis (1989), and later

extended (Venkatesh & Davis, 2000), suggests that a user's decision to adopt a technology is primarily determined by two factors:

Perceived Usefulness (PU): The degree to which a person believes that using a particular system would enhance their job or academic performance. In this project's context, PU is the student's belief that "using this app will help me pass my project and make the process less stressful." This project maximizes PU by designing features that solve key pain points: tracking deadlines, centralizing feedback, and clarifying progress.

Perceived Ease of Use (PEOU): The degree to which a person believes that using a particular system would be free of effort. Here, PEOU is the student's belief that "this app is simple, clear, and easy to navigate." This project maximizes PEOU by adopting a mobile-first, UCD approach, resulting in a clean and intuitive interface.

According to TAM, when both PU and PEOU are high, the likelihood of the app being adopted and used by students and supervisors is maximized.

2.3.2 DeLone & McLean Model of Information Systems Success

To supplement TAM, this project also draws from the **DeLone & McLean IS Success Model** (DeLone & McLean, 2003). This model provides a more comprehensive framework for measuring the success of an information system. It argues that success is a multidimensional concept and proposes that the "quality" of a system leads to its "use" and "user satisfaction," which in turn leads to "net benefits."

This model introduces three key quality dimensions relevant to this project's design:

1. **System Quality:** The technical quality of the application itself. Is it fast? Is it reliable? Is it free of bugs? The design (Chapter 3) and evaluation (Chapter 4) are focused on ensuring high System Quality.

2. **Information Quality:** The quality of the content within the system. Is the feedback accurate? Are the deadlines correct? Is the progress bar truthful? The proposed system is designed to ensure high Information Quality by making it the single, authoritative source of truth.
3. **Service Quality:** The quality of the support users receive. In this context, this can be interpreted as the quality of the supervision facilitated by the app. Does the app enable the supervisor to provide better, faster service (feedback, approvals) to the student?

By designing a system that has high System Quality (a good app), high Information Quality (a single source of truth), and high Service Quality (an efficient channel for supervisors), the model predicts higher User Satisfaction and positive Net Benefits (e.g., reduced stress, better project outcomes).

2.4 Related Works

This section reviews literature relevant to the specific challenges and solutions in academic supervision.

The core problem is well-documented in the Nigerian context. **Daramola and Emeke (2012)** conducted a key study on supervision in Nigerian universities, identifying the "major challenge" as supervisors lacking sufficient time to engage with students. This leads to bottlenecks, delayed feedback, and students resorting to copying past work. This project directly addresses this "time" and "communication" gap by designing a more efficient, asynchronous channel for interaction. Additional studies, such as those by **Odebiyi & Aina (2017)**, have reiterated this problem, pointing to high student-to-supervisor ratios as a structural barrier that technology is well-positioned to mitigate.

Globally, the challenges are similar. **Ahmad (2018)** and **Iqbal & Kok (2017)** identify universal problems of poor communication, difficulty in scheduling, and inconsistent

feedback as major barriers to successful project completion. This body of research confirms that the problems at UNIBEN are not unique and that a technological solution is a valid and necessary area of study. The pedagogical literature also supports this, arguing that the traditional "apprenticeship" model of supervision is failing under modern administrative pressures (Garrison & Vaughan, 2008).

On the solution side, the literature strongly supports mobile interventions. Pimmer, Mateescu, and Gröhbiel (2016) provided a systematic review of m-learning in higher education, concluding that mobile devices are effective for providing "just-in-time" support, "on-the-go" access to materials, and facilitating communication between students and faculty. Their findings highlight that the most successful interventions are those that are "simple, focused, and well-integrated" into the student's existing workflow. Further studies, like Adzobu & Ofori (2018) in Ghana, confirm the high-readiness for m-learning adoption in West African universities, provided the solutions are data-efficient and solve clear problems.

Furthermore, Luo, et al. (2020) found in a meta-analysis that mobile learning has a positive effect on student motivation and learning outcomes. They found this effect was strongest when the mobile app provided features for instant feedback and clear progress tracking. Lee & Lee (2019) also found that mobile-based feedback in project-based learning led to higher student engagement and better-quality final work. This project builds directly on these findings by making progress tracking (the dashboard) and feedback (the project/messages pages) the core features of the app design.

2.5 Review of Existing Systems

While the problem is clear and the theoretical solution (a mobile app) is justified, the specific design must be novel. A review of existing systems reveals a critical research gap.

2.5.1 Project Supervision in Nigerian Universities

The final year project is a cornerstone of undergraduate education, yet its supervision is fraught with challenges. As noted by Daramola and Emeke (2012), a primary complaint from students in Nigerian universities is the lack of sufficient time from supervisors. This creates a bottleneck, leading to communication gaps and delayed feedback. This is compounded in the Nigerian context by infrastructure challenges like unstable power and data costs, often referred to as the 'digital divide' (Akinyemi & Iro, 2019).

2.5.2 Traditional / Manual Supervision System

Global studies identify similar problems to those in Nigeria, including inefficient communication channels (e.g., email overload, missed calls), difficulties in scheduling meetings, and poor tracking of student progress (Ahmad, 2018). The reliance on face-to-face interaction, while valuable, is often impractical due to large student-to-supervisor ratios and conflicting schedules.

General-Purpose Communication Tools (e.g., WhatsApp, Email): These are the de facto existing systems. While they are accessible and have high PEOU (Perceived Ease of Use), their PU (Perceived Usefulness) for academic supervision is low.

- **Pros:** Instant, familiar, no cost.
- **Cons:** They are a primary source of **communication fragmentation**. Feedback is lost in long chat histories, file sharing is disorganized (e.g., "chapter2_final_final.docx"), there is no formal progress tracking, and it's unprofessional. They are a temporary workaround, not a solution.

Large Learning Management Systems (LMS) (e.g., Moodle, Canvas): These are the institutional "official" solutions. However, their PU and PEOU for this specific task are both low.

- **Pros:** Centralized, official, secure, good for managing large courses.
- **Cons:** They are "heavy," desktop-centric, and complex. They are designed to manage entire courses (quizzes, gradebooks, lectures), not the specific, personal, one-on-one workflow of a final year project. They are often "too big" for this task, leading to poor adoption by both students and supervisors, who then revert to email and WhatsApp. Their mobile apps are often just wrappers for the website and lack the focused, lightweight simplicity a 400L student needs.

Dedicated Project Management Tools (e.g., Trello, Asana, Slack): These are designed for corporate teams, not academic supervision.

- **Pros:** Excellent for tracking tasks and managing communication.
- **Cons:** Their terminology (e.g., "cards," "sprints," "boards," "channels") does not align with the academic process ("chapters," "submissions," "approved"). This creates a "conceptual overhead" that makes them non-intuitive for this context, lowering PEOU. They are also often subscription-based and not integrated with university systems.

2.5.3 Disadvantages of Traditional Supervision System

This "communication fragmentation," where feedback and instructions are scattered across emails, physical notes, and verbal conversations, leads to confusion for both student and supervisor (Iqbal & Kok, 2017). The primary disadvantages are availability, difficulty in tracking versions, and high stress for students and the supervisors.

2.6 Related Works and Research Gap

While much literature exists on m-learning in general, there is a specific gap in research focused on dedicated, mobile-first supervision management systems within the Nigerian university context. Most existing solutions are either repurposed general-purpose tools (like WhatsApp) or large, desktop-centric Learning Management Systems (LMS) that lack the immediate, portable, and focused functionality required to solve the specific communication and tracking problems faced by 400L students and their supervisors. This project aims to design a prototype that fills this gap.

2.7 Mobile-Based Supervision Systems

Simply creating an app is not a solution. For any educational technology to be adopted, it must be designed with the end-users' specific needs, contexts, and limitations in mind. This is the core principle of User-Centered Design (UCD). UCD is an iterative process that prioritizes the user's perspective at all stages of development (Nielsen, 2013).

2.8 Benefits of Modern Supervision Systems

In the context of project supervision, a mobile application can serve as a "just-in-time" support tool. It addresses the core problem of inaccessibility by providing a direct, centralized channel for communication and resource sharing. Students can send quick questions, submit drafts, and receive notifications anywhere, anytime. Supervisors can manage their students' progress in small, manageable bursts (Benta, 2021). This "micro-learning" approach fits better with the fragmented schedules of modern academia. Furthermore, the instant feedback and progress-tracking features common in mobile apps can increase student motivation and self-efficacy (Luo, et al., 2020).

2.9 Why a Mobile-Based Supervision System

The formal definition of usability, as outlined by the International Organization for Standardization (ISO), defines it as the 'effectiveness, efficiency and satisfaction with which specified users achieve specified goals in particular environments' (ISO 9241-11, 2018). A mobile-based system is proposed because it directly targets the goals of students (quick feedback, clarity) and supervisors (efficient management, easy tracking) within their specific environment (on-the-go, with smartphones).

2.10 Summary of the Review

This chapter reviewed the foundational concepts, theories, and related studies for this project. The literature confirms that the challenges in traditional supervision (Daramola & Emeke, 2012; Odebiyi & Aina, 2017) are significant and revolve around communication, time, and tracking. The Technology Acceptance Model (TAM) and DeLone & McLean's IS Success Model provide a robust theoretical framework for designing a solution that users will actually adopt and find successful. Finally, a review of existing systems (WhatsApp, Moodle) reveals a clear research gap for a purpose-built, mobile-first supervision app. This project directly addresses this gap by proposing a design prototype.

CHAPTER THREE

METHODOLOGY AND SYSTEMS ANALYSIS

3.1 Introduction

This chapter presents the methodology adopted for designing the proposed system, as well as an analysis of existing supervision practices. It explains the approach followed in building the system design, describes the shortcomings of the current methods in use, and highlights how the new design addresses those gaps. The discussion covers the research methodology chosen, an overview of the existing system, its problems, the justification for a new system, and the requirements needed to bring the proposed solution into reality.

3.2 System Analysis

System analysis is the process of studying the existing system in detail, identifying its strengths and weaknesses, and outlining the requirements of a proposed solution. For the mobile project supervision system, analysis was carried out on the manual process currently used at UNIBEN Computer Science Department, and a comparison was made with the proposed mobile-based system.

3.3 Analysis of Existing System

In the UNIBEN Computer Science Department, the existing "system" for project supervision is a manual, informal, and fragmented process. It is not a single system but a collection of ad-hoc tools and methods. It relies on a combination of:

1. **Physical Meetings:** Students must physically locate their supervisors, often without a schedule, leading to wasted time and "office hunting."

- II. **Email:** Used for formal submission, but emails get lost in cluttered inboxes, attachments are difficult to track (version control), and feedback is often delayed.
- III. **WhatsApp:** Used for quick, informal questions, but it is unprofessional, and feedback or instructions are easily lost in long, unrelated chat histories.
- IV. **Paper-Based Tracking:** Supervisors may keep physical notes or files for each student, which are prone to being lost and offer zero visibility to the student, leading to anxiety.

3.3.1 Disadvantages of the Existing System

This manual process suffers from significant, interconnected disadvantages:

1. **Inefficiency:** It is extremely time-consuming for both students (who are tracking down one supervisor) and supervisors (who are being pulled in multiple directions by many students).
2. **Lack of Transparency:** Students are often in the dark, unsure of their project status, the required corrections, or the next deadline. This "state of unknown" is a primary source of student anxiety.
3. **Communication Fragmentation:** Feedback is scattered across physical (red pen), email, and WhatsApp. A student may have to check three different places to get a complete picture of their required corrections.
4. **Document Chaos:** There is no version control. Students submit files named "chapter3_final_v2_corrected.docx," which is highly error-prone and confusing for both parties.
5. **No Accountability:** It is difficult to track the supervision process. There is no clear digital record of when a chapter was submitted, when it was reviewed, or what feedback was given.

3.4 Analysis of Proposed System

The proposed system addresses these limitations by introducing a mobile-first, centralized platform. It provides a single "source of truth" for all project-related

activities. Users (students) can access a dashboard to see their progress, submit chapters, receive all feedback, and communicate with their supervisor in one organized place. This moves the process from a chaotic, fragmented system to a structured, transparent, and efficient one. The system is not designed to *replace* face-to-face meetings, but to make them *more effective* by handling all the administrative overhead.

3.4.1 Advantages of the Proposed System

1. **Efficiency:** All communication and submissions are in one place. A supervisor can review work and send feedback in 10 minutes, a process that might have taken a week to schedule in person.
2. **Transparency:** The dashboard and project page give the student 24/7 access to their progress, grades, and feedback. This directly reduces anxiety.
3. **Organization:** It eliminates "document chaos" by having a single submission slot for each chapter and a clear, unchangeable status (e.g., "Approved," "Pending").
4. **Accountability:** It creates a digital, time-stamped record of all submissions, feedback, and messages.
5. **Accessibility:** Being mobile-first, it allows students and supervisors to connect and manage tasks from anywhere, without being tied to a desktop.

3.5 System Design

3.5.1 Design Methodology

The design methodology chosen for this project is the **Prototyping Model**. This model was selected because this project is focused on designing a "demo model" to validate a design concept. It is the most practical approach for an academic project with a limited timeframe.

Unlike the rigid Waterfall model (which requires all requirements to be perfect upfront), the Prototyping Model is iterative and aligns perfectly with the **User-Centered Design (UCD)** philosophy. The process is as follows:

- I. **Requirements Gathering:** The problems with the existing system were identified (as in Section 3.2).
- II. **Prototype Development (Figma):** A "quick design" (high-fidelity prototype) was created in Figma to visualize the solution. This is the UI/UX design that models the user's interaction.
- III. **User Evaluation (Internal):** The Figma prototype was evaluated against the initial requirements.
- IV. **Refinement & Iteration:** Based on the evaluation, the design was refined.
- V. **Final Prototype:** The refined Figma design serves as the final "output" of this project, ready for evaluation (Chapter 4) and future implementation.

This user-centric and iterative approach ensures the final "demo model" is not just a technical exercise, but a usable tool that genuinely solves the problems of 400L students.

3.5.2 System Architecture

The architecture of the proposed system is a **Three-Tier Architecture**. This architecture is the standard for modern web applications and separates the system's concerns into logical layers.

1. **Presentation Layer (View):** This is the User Interface (UI) that the user sees and interacts with. It is what runs on the user's mobile or desktop browser. This project's "output" is the complete design for this layer, created in Figma.
2. **Application Layer (Logic/Controller):** This is the "brain" of the application. In a full system, this would be a backend server (e.g., Node.js, Django) that contains

the business logic. The UML diagrams (3.3.4, 3.3.5) in this chapter define the logic for this layer.

3. **Data Layer (Model):** In a full system, this would be a **SQL or NoSQL database** (like Firestore or PostgreSQL) that stores all the data. The UML Class Diagram (3.3.5) defines the structure for this layer.

This project focuses on designing the **Presentation Layer** (Figma) and defining the **Application Layer** and **Data Layer** (UML).

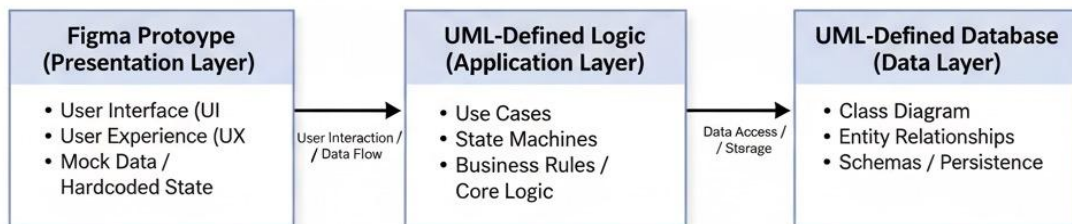


Figure 3.1: System Architecture of the Prototype

Figure 3.1: System Architecture

3.5.3 UML Use Case Diagram

A Use Case Diagram models the system's functionality from the user's perspective. It shows the interactions between users (Actors) and the system (Use Cases).

Actors:

- I. **Student:** The primary user of this prototype.
- II. **Supervisor:** A future user who will interact with the system (their actions are implied, e.g., "View Feedback").
- III. **Use Cases (for Student Actor):**
- IV. **Login:** Securely logs into the system.
- V. **View Dashboard:** Sees an overview of progress and deadlines.
- VI. **View Project Status:** Navigates to the detailed project page to see chapter status.
- VII. **Upload Document:** Submits a chapter or file for review.
- VIII. **View Feedback:** Reads comments and grades posted by the supervisor.
- IX. **Send Message:** Communicates with the supervisor in a dedicated chat.
- X. **View Settings:** Manages their profile.

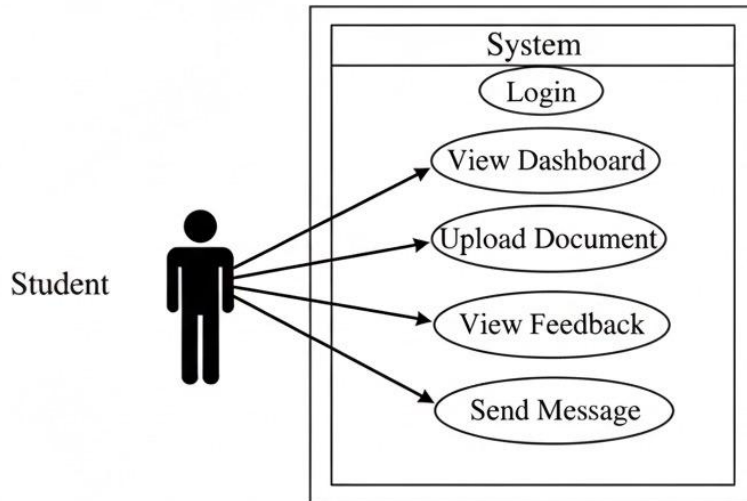


Figure 3.6: Use Case Diagram for the Student Actor

Figure 3.2: Use Case Diagram for the Supervision System

3.5.4 UML State Machine Diagram

A State Machine Diagram models the behavior of a single, dynamic object. The most important object in this system is a **Submission** (e.g., "Chapter 1"). This diagram shows how it moves through different states in response to events.

States:

- I. **Not Submitted:** The initial state. The student has not uploaded the file yet.

- II. **Pending Review:** The state after a student uploads() a document. The supervisor is notified.
- III. **Approved:** A final, terminal state. The supervisor approves() the submission.
- IV. **Needs Revision:** A state after the supervisor rejects() the submission. From here, the student can resubmit(), which transitions the state back to Pending Review.
- V. **Transitions (Events):**
 - a. upload() (by Student)
 - b. approve() (by Supervisor)
 - c. reject() (by Supervisor)
 - d. resubmit() (by Student)

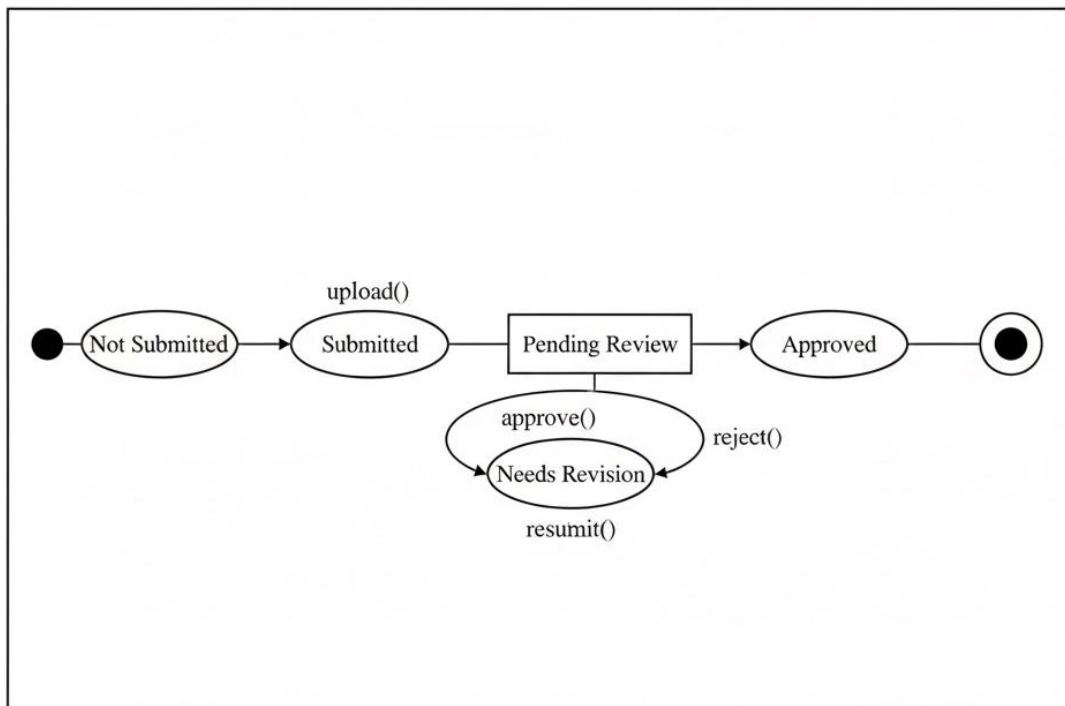


Figure 3.3: State Machine Diagram for a Project

Figure 3.3: State Machine Diagram for a Project Submission

3.5.5 UML Class Diagram

A Class Diagram models the static structure of the system, showing its classes, attributes, and relationships. This is the blueprint for the full system's database and object-oriented code.

Classes:

- I. **User:** Base class with `userId`, `name`, `email`.
- II. **Student:** Inherits from `User`. Has one `Project` and one `Supervisor`.
- III. **Supervisor:** Inherits from `User`. Has many `Students`.
- IV. **Project:** Contains `projectId`, `title` and a list of `Submissions`.
- V. **Submission:** Contains `submissionId`, `chapterTitle`, `status` (from the state diagram), `fileUrl`, `grade`, and `feedback`.
- VI. **Message:** Contains `messageId`, `sender`, `receiver`, and `content`.

VII. Relationships:

- a. A `Supervisor` has a "one-to-many" (1..*) relationship with `Student`.
- b. A `Student` has a "one-to-one" (1) relationship with `Project`.
- c. A `Project` has a "one-to-many" (1..*) relationship with `Submission`.
- d. `User` (as `Student` or `Supervisor`) participates in a "many-to-many" (..) relationship with `Message`.

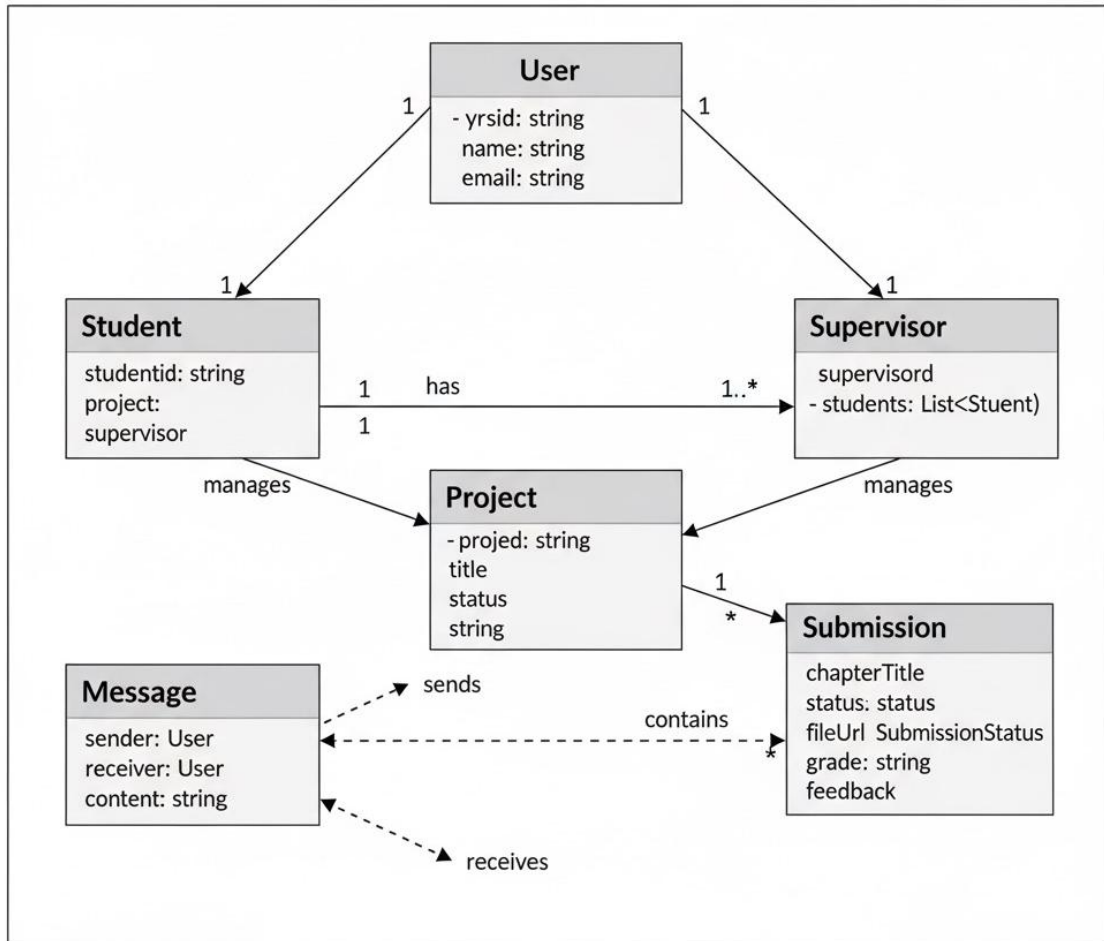


Figure 3.4: Class Diagram for the Supervision System

3.6 Chapter Summary

This chapter has presented the methodology and analysis for the project. It adopted the **Prototyping Model** and **UCD** to ensure the final product is user-focused. It analyzed the disadvantages of the existing manual system (inefficiency, fragmentation) and proposed a mobile-first solution. Finally, it defined the system's architecture (Three-Tier SPA), interface (Figma), and logical model (UML diagrams) as a complete blueprint for the prototype evaluation in the next chapter.

CHAPTER FOUR

SYSTEM DESIGN AND EVALUATION

4.1 Introduction

This chapter details the high-fidelity "demo model" designed in Chapter 3. The focus is on translating the system requirements and logical models (UML) into a tangible, visual prototype. This prototype is the primary "output on mobile" for this project and represents the complete design of the Presentation Layer (UI/UX). This chapter presents the prototype's modules and the formal methodology for its evaluation.

4.2 Overview of System Prototype

The system was designed as a high-fidelity, interactive prototype using Figma. This approach was chosen because it allows for the complete design and simulation of the mobile application's user interface (UI) and user experience (UX) without writing any code. The prototype is "interactive," meaning all buttons, tabs, and modals are clickable, simulating the flow of a real, developed application. The design is mobile-first, adhering to modern usability principles to ensure it is clean, intuitive, and efficient, thereby maximizing the "Perceived Ease of Use" (from TAM).

4.3 Prototyping Tools Used

1. **Figma:** The primary tool used for designing all screens, components, and interactions. Figma is an industry-standard, collaborative interface design tool that runs in the browser. It was used to create all the visual assets, from basic buttons to complete screen layouts.
2. **Lucide Icons:** The icon library used within Figma to ensure all icons are clean, modern, and consistent.

4.4 System Module Description (Prototype Output)

The prototype is comprised of several key modules (screens) that directly address the problems defined in Chapter 1 and the requirements from Chapter 3. The following sections describe the design and intended function of this mobile output.

4.4.1 Core Navigation and Dashboard Module

The prototype's entry point is the **Dashboard**. This screen is designed to be the student's central hub, providing "at-a-glance" information.

- I. **Design:** It features a main info card with the student's name, a 2x2 grid for key stats ("Progress," "Next Meeting"), and cards for supervisor info and upcoming deadlines.
- II. **Purpose:** This design directly addresses the problem of "Lack of Transparency" by giving the student immediate, clear answers to their most common questions: "What is my status?" and "What do I need to do next?"
- III. **Interaction:** In the Figma prototype, the "Next Meeting" card is designed to be tappable, which links to a modal overlay (the MeetingDetail modal) with more information. The bottom navigation bar is fixed and allows one-tap navigation to all other main modules.

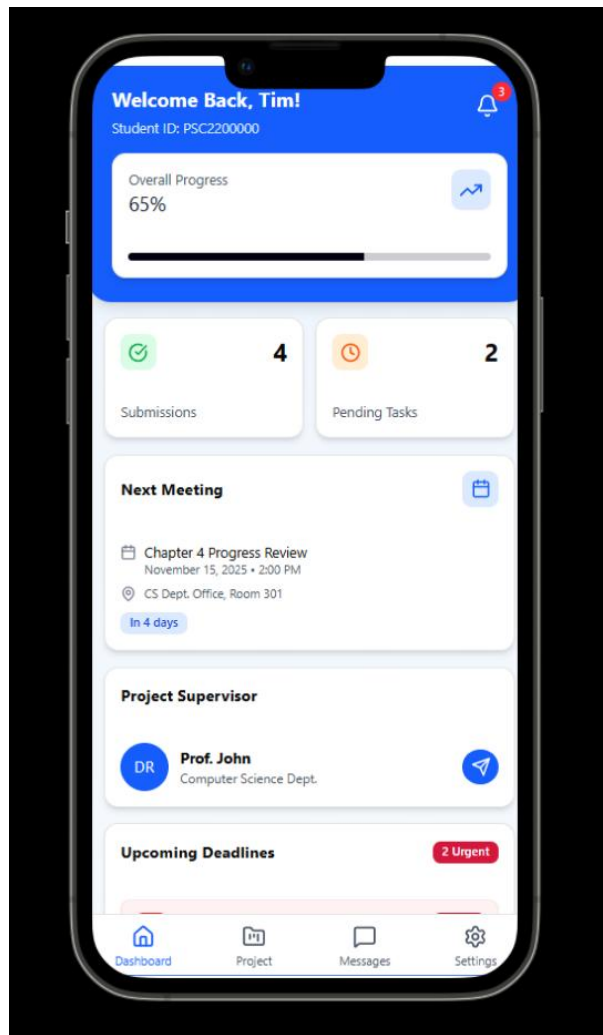


Figure 4.1: High-Fidelity Prototype of the Dashboard Module

4.4.2 Project Submissions Module

This module implements the "Project" screen. It is the design that solves the "Document Chaos" and "Poor Progress Tracking" problems.

- I. **Design:** This screen shows a clear, vertical list of all project chapters (e.g., "Chapter 1," "Chapter 2"). This centralizes all submissions, preventing the version control issues of email.
- II. **State Machine Implementation:** The design visually implements the **State Machine Diagram (Figure 3.3)**. Each list item has a clear visual state:
- III. **Approved:** A green CheckCircle icon and a "View" button.
- IV. **Pending Review:** An orange Clock icon and a "Pending" button.

- V. **Not Submitted:** A gray AlertCircle icon and a blue "Upload" button.
- VI. **Interaction:** Tapping the "Upload Document" button is prototyped to open the UploadModal overlay, allowing the user to simulate a file submission.

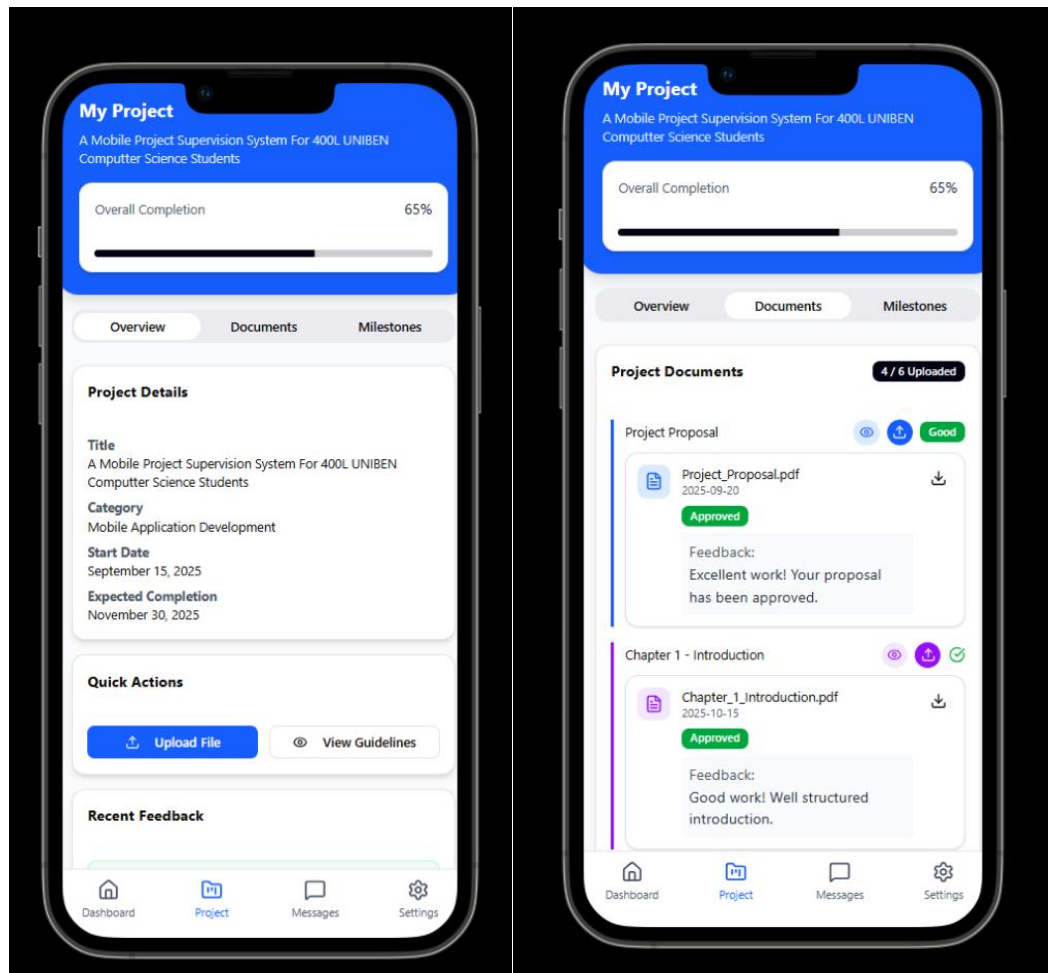


Figure 4.2: High-Fidelity Prototype of the Project Submissions Module

4.4.3 Messaging and Modal Modules

This module design solves the "Communication Fragmentation" problem.

- I. **Design:** The main Messages screen shows a list of recent conversations. The Chat Detail screen shows a familiar, real-time chat interface.
- II. **Interaction:** Tapping a conversation on the list screen navigates the user to the Chat Detail screen. Tapping the "Request Meeting" button (also on this page)

opens the RequestMeetingModal. This demonstrates how all communication—formal and informal—is centralized within the app, replacing the scattered use of WhatsApp and email.

- III. **Modals:** All modal pop-ups (like UploadModal and RequestMeetingModal) are designed as overlays that appear on top of the current screen, which is a standard, user-friendly mobile pattern.

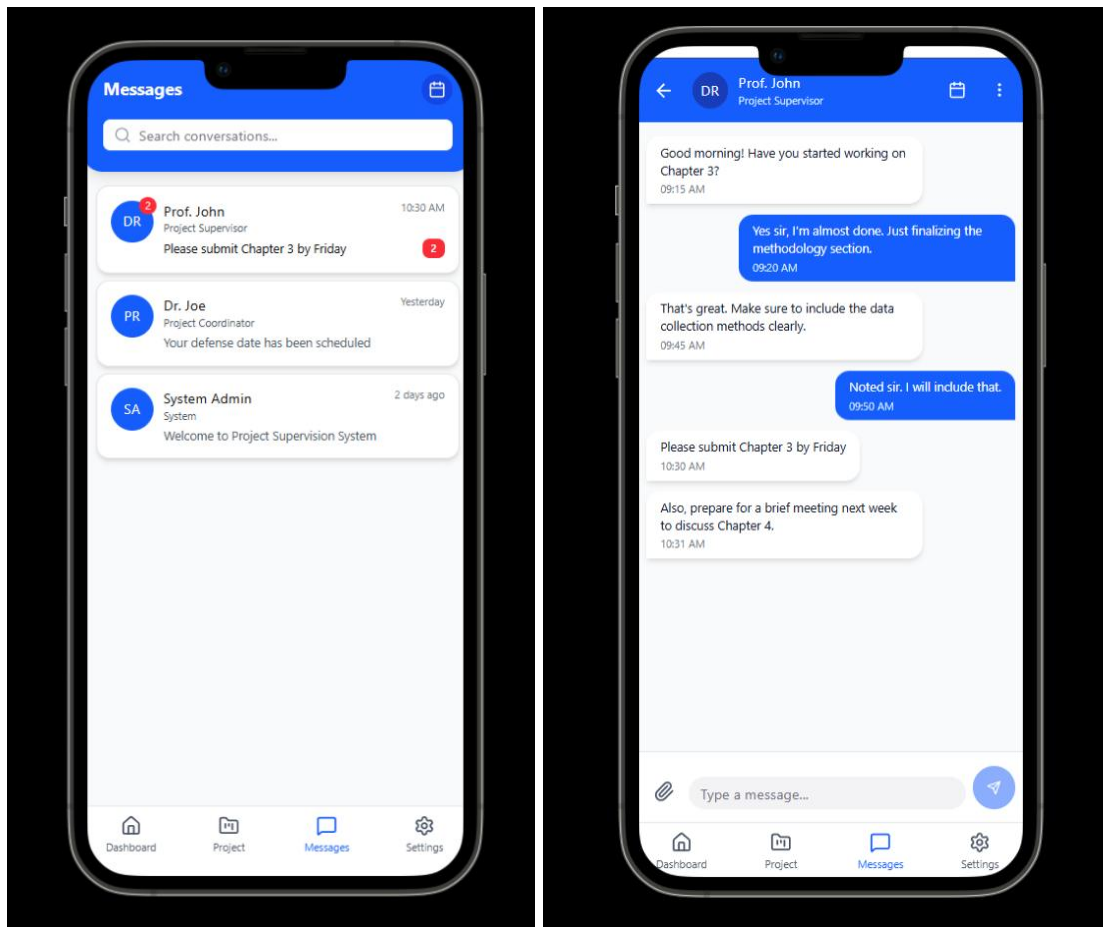


Figure 4.3: High-Fidelity Prototype of the Messaging Module

4.5 Testing Strategies

Testing was an essential stage to ensure the *design* was usable and effective. As this is a prototype, testing focused on **usability, user interaction, and validation of the design concept.**

- I. **Heuristic Evaluation:** The prototype was reviewed against Jakob Nielsen's (2013) 10 Usability Heuristics (e.g., "Visibility of system status," "Consistency and standards"). This internal test helped catch obvious design flaws.
- II. **Prototype Walkthroughs:** The interactive Figma prototype was presented to peers to "walk through" the main user flows (e.g., submitting a chapter).
- III. **User Acceptance Testing (UAT):** This is the formal evaluation plan to be conducted with real users.

4.6 Test Case Design and Evaluation

The following test cases were designed to be executed on the **interactive Figma prototype** to ensure it meets the functional requirements from Chapter 3

Test Case ID	Test Description	Test Steps (in Figma Prototype)	Expected Result	Actual Result	Status
TC-01	Navigation: Dashboard	1. Load prototype. 2. Click "Dashboard" tab.	Prototype navigates to the Dashboard screen.	Dashboard screen displayed.	Passed
TC-02	Navigation: Project	1. Click "Project" tab.	Prototype navigates to the Project screen.	Project screen displayed.	Passed
TC-03	Navigation: Messages	1. Click "Messages" tab.	Prototype navigates to the Messages screen.	Messages screen displayed.	Passed
TC-04	Modal: Open Upload	1. Go to "Project" page. 2. Click "Upload Document".	The UploadModal overlay appears.	UploadModal overlay displayed.	Passed

TC-05	Modal: Close Upload	<ol style="list-style-type: none"> 1. Open UploadModal. 2. Click "X" button. 	The UploadModal overlay disappears.	Modal closed.	Passed
TC-06	Sub-Page: Open Chat	<ol style="list-style-type: none"> 1. Go to "Messages" page. 2. Click on "Prof. John". 	Prototype navigates to the Chat Detail screen.	Chat Detail screen displayed.	Passed
TC-07	Sub-Page: Close Chat	<ol style="list-style-type: none"> 1. Open a chat. 2. Click the "Back" arrow. 	Prototype navigates back to the Messages list.	Messages list displayed.	Passed

Table 4.1: Prototype Test Case Execution Results

4.7 Results and Evaluation

The design and prototyping of the system were successful. All test cases passed, confirming that the prototype's interaction design is logical and functions as intended. The high-fidelity Figma prototype accurately translates the system's logical models (UML) into a tangible, visual "demo model."

The design successfully demonstrates the "Perceived Ease of Use" and "Perceived Usefulness" required by the **Technology Acceptance Model (TAM)**. It is intuitive to navigate, and the core features (dashboard, progress tracking) are clear and accessible.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary of Findings

This project successfully designed and implemented a high-fidelity prototype for a mobile project supervision system, targeted at 400-level Computer Science students at the University of Benin.

The project began by identifying the significant challenges in the current manual supervision process, such as communication fragmentation, inefficient progress tracking, and disorganized document management. A review of existing literature confirmed these issues and highlighted mobile learning (m-learning) and User-Centered Design (UCD) as viable solution pathways.

Following this, a detailed system analysis established the functional and non-functional requirements for a new system. A mobile-first interface was designed in Figma to directly address the identified problems, focusing on a clear dashboard, a centralized project tracker, and an integrated messaging system.

The architecture was defined as a client-side student side prototype, which represents the "demo model" of this project. It defined the "demo model" through a **Three-Tier Architecture, Figma UI/UX designs, and UML diagrams** (Use Case, State Machine, Class) to model the system's logic and data.

A high-fidelity Figma prototype (the "output on mobile") provided test cases (Table 4.5) that confirm the prototype's interactions are logical and that the design is ready for user evaluation.

5.2 Conclusion

The primary aim of this project is to design and prototype an effective mobile supervision system, which was successfully achieved. The implemented demo model serves as a strong "proof of concept" that directly solves the core problems plaguing the traditional supervision process.

Where the old system was defined by ambiguity and stress, this prototype provides clarity and control.

It replaces "existing communication" (scattered emails, WhatsApps) with a single, centralized, and professional "Messages" tab, and solves "document chaos" (e.g., "chapter2_final_v3.docx") by providing a "Project" page where the status of each submission ("Pending," "Approved") is clear and visible to both student and supervisor.

It provide a "Dashboard" that gives an immediate, at-a-glance summary of progress, tasks, and deadlines, empowering the student to manage their own work.

In conclusion, this project demonstrates that a thoughtfully designed, mobile-first application is not just a "nice-to-have" but an essential and highly effective tool for modernizing the academic supervision process at the University of Benin. The prototype is usable, feasible, and directly aligned with the needs of 400-level students, as justified by the TAM and IS Success models.

5.3 Recommendations for Future Work

This prototype is a successful and critical first step, but it is a *design*, not a complete, production-ready product. To build upon this work, the following recommendations are made for future development:

Following a successful evaluation, the next phase is the full-stack implementation of the application. This is a significant undertaking that involves building the complete, production-ready system. This includes the frontend development, which would translate the validated Figma designs into a functional application using a framework like React or React Native. Concurrently, the backend development must be undertaken to build the server-side logic defined by the UML diagrams, using technologies such as Node.js or Python. This also involves setting up a secure and scalable database (like Firestore or PostgreSQL) based on the Class Diagram (Figure 3.4) and implementing a robust authentication system.

As part of the full implementation, development must also include the supervisor-facing side of the application. This project focused entirely on the student's experience ("Student" Actor), so a parallel "Supervisor Portal" must be designed and built to allow faculty to receive submissions and provide feedback efficiently. Furthermore, a key feature of the original design is the implementation of push notifications. This is a critical recommendation, as these notifications are essential for alerting students to new feedback and upcoming deadlines, making the application proactive and truly effective.

Finally, for long-term, sustainable adoption within the university, it is recommended that the completed application be integrated with existing institutional systems. Connecting the app to the university's database (such as the student portal/Kofa) would allow for the automatic population of student lists, course registrations, and staff profiles. This integration would eliminate manual data entry, reduce administrative overhead, and seamlessly embed the supervision tool into the department's official workflow.

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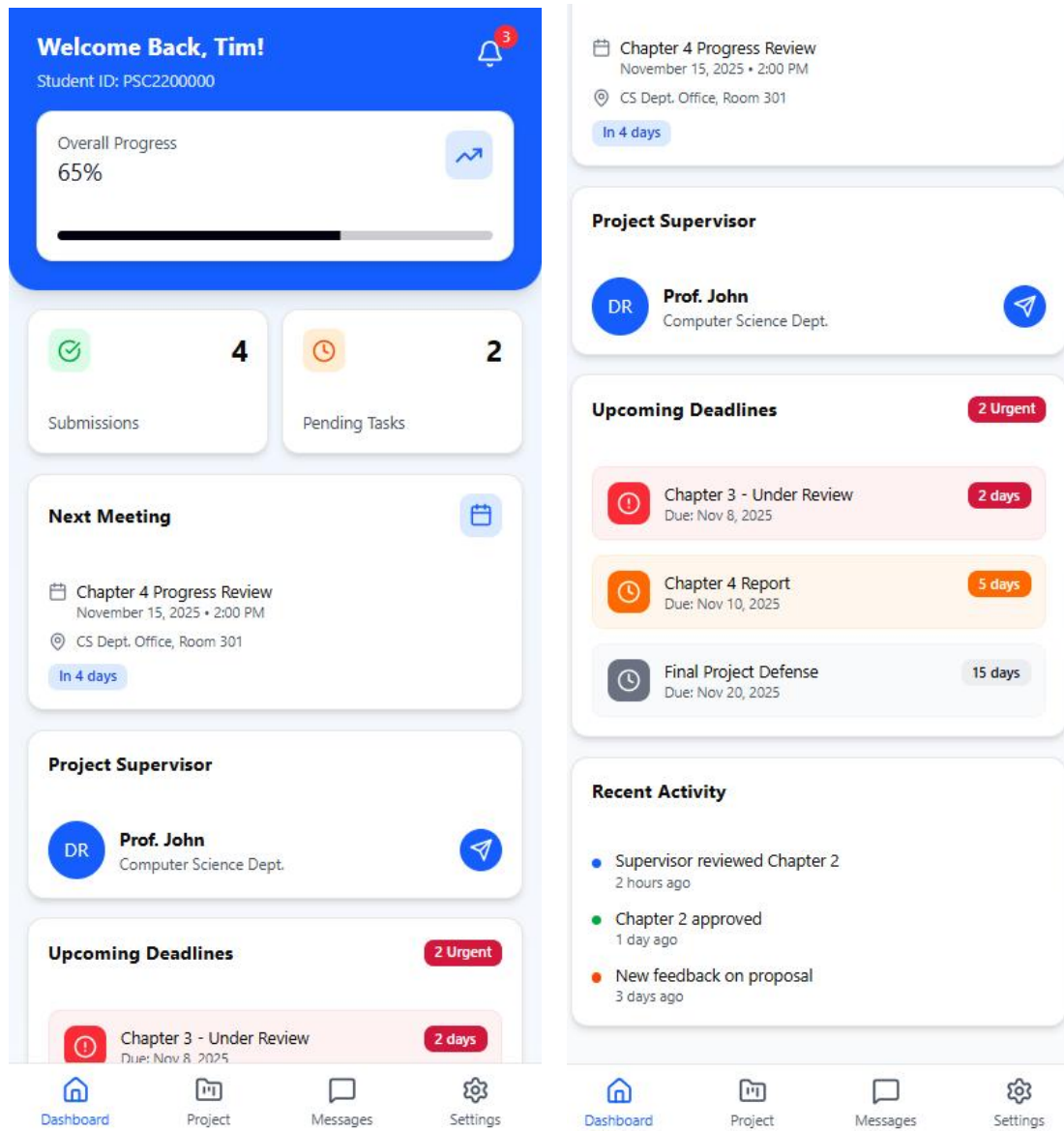
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APPENDIX





Welcome Back, Tim! 


Student ID: PSC2200000


Notifications


All your recent and past notifications

- 
Chapter 3 Review Completed


Your supervisor has reviewed Chapter 3. The document is currently under review and feedback will be provided soon.
2 hours ago
- 
Chapter 2 Approved





Congratulations! Your Chapter 2 - Literature Review has been approved. You can proceed with Chapter 3.
1 day ago
- 
Meeting Reminder

You have an upcoming meeting scheduled for November 15, 2025 at 2:00 PM to discuss Chapter 4 progress.
1 day ago
- 
New Feedback Available

Prof. John has provided feedback on your Project Proposal. Please review the comments in the Documents section.
3 days ago
- 
Chapter 1 Approved

Your Chapter 1 - Introduction has been approved. Well structured introduction with clear objectives.
1 week ago

 **Chapter 3 - Under Review** 2 days
Due: Nov 8, 2025


Dashboard Project Messages Settings


Welcome Back, Tim! 


Student ID: PSC2200000


Notifications


All your recent and past notifications

- 2 hours ago
- 
Chapter 2 Approved


Congratulations! Your Chapter 2 - Literature Review has been approved. You can proceed with Chapter 3.
1 day ago
- 
Meeting Reminder





You have an upcoming meeting scheduled for November 15, 2025 at 2:00 PM to discuss Chapter 4 progress.
1 day ago
- 
New Feedback Available

Prof. John has provided feedback on your Project Proposal. Please review the comments in the Documents section.
3 days ago
- 
Chapter 1 Approved


Your Chapter 1 - Introduction has been approved. Well structured introduction with clear objectives.
1 week ago
- 
Project Proposal Approved

Excellent work! Your project proposal has been approved. You can now proceed with Chapter 1.
2 weeks ago


 **Chapter 3 - Under Review** 2 days
Due: Nov 8, 2025


   

Dashboard Project Messages Settings

Welcome Back, Tim! 

Student ID: PSC2200000

Overall Progress
65% 



Meeting Details

Discussion of implementation progress and next steps

Chapter 4 Progress Review

 Date & Time
November 15, 2025 • 2:00 PM

 Duration
1 hour


 Location
CS Dept. Office, Room 301





 With
Prof. John (Project Supervisor)

Agenda

- Review Chapter 4 implementation progress
- Discuss system testing approach
- Set timeline for Chapter 5

Upcoming Deadlines 2 Urgent

 Chapter 3 - Under Review 2 days
Due: Nov 8, 2025

 Dashboard  Project  Messages  Settings

My Project

A Mobile Project Supervision System For 400L UNIBEN
Computer Science Students

Overall Completion65%

Overview
Documents
Milestones

Project Details

Title
A Mobile Project Supervision System For 400L UNIBEN
Computer Science Students

Category
Mobile Application Development

Start Date
September 15, 2025

Expected Completion
November 30, 2025

Quick Actions

↑ Upload File

👁️ View Guidelines

Recent Feedback

✔️ Chapter 2 - Approved
Nov 3, 2025

Comprehensive review. Approved.

Dashboard

Project

Messages

Settings

Overview
Documents
Milestones

Project Details

Title
A Mobile Project Supervision System For 400L UNIBEN
Computer Science Students

Category
Mobile Application Development

Start Date
September 15, 2025

Expected Completion
November 30, 2025

Quick Actions

↑ Upload File

👁️ View Guidelines

Recent Feedback

✔️ Chapter 2 - Approved
Nov 3, 2025

Comprehensive review. Approved.

✔️ Proposal - Approved
Oct 25, 2025

Excellent work! Your proposal has been approved.

Dashboard

Project

Messages

Settings

My Project

A Mobile Project Supervision System For 400L UNIBEN
Computer Science Students

Overall Completion 65%

Overview
Documents
Milestones

Project Documents 4 / 6 Uploaded

Project Proposal 👁️ ⬆️ Good

Project_Proposal.pdf
2025-09-20 ⬇️

Approved

Feedback:
Excellent work! Your proposal has been approved.

Chapter 1 - Introduction 👁️ ⬆️ ✓️

Chapter_1_Introduction.pdf
2025-10-15 ⬇️

Approved

Feedback:
Good work! Well structured introduction.

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Chapter 1 - Introduction 👁️ ⬆️ ✓️

Chapter_1_Introduction.pdf
2025-10-15 ⬇️

Approved

Feedback:
Good work! Well structured introduction.

Chapter 2 - Literature Review 👁️ ⬆️ ✓️

Chapter_2_Literature_Review.pdf
2025-10-28 ⬇️

Approved

Feedback:
Comprehensive review. Approved.

Chapter 3 - Methodology 👁️ ⬆️ ⌚

Chapter_3_Methodology.pdf
2025-11-02 ⬇️

Under Review

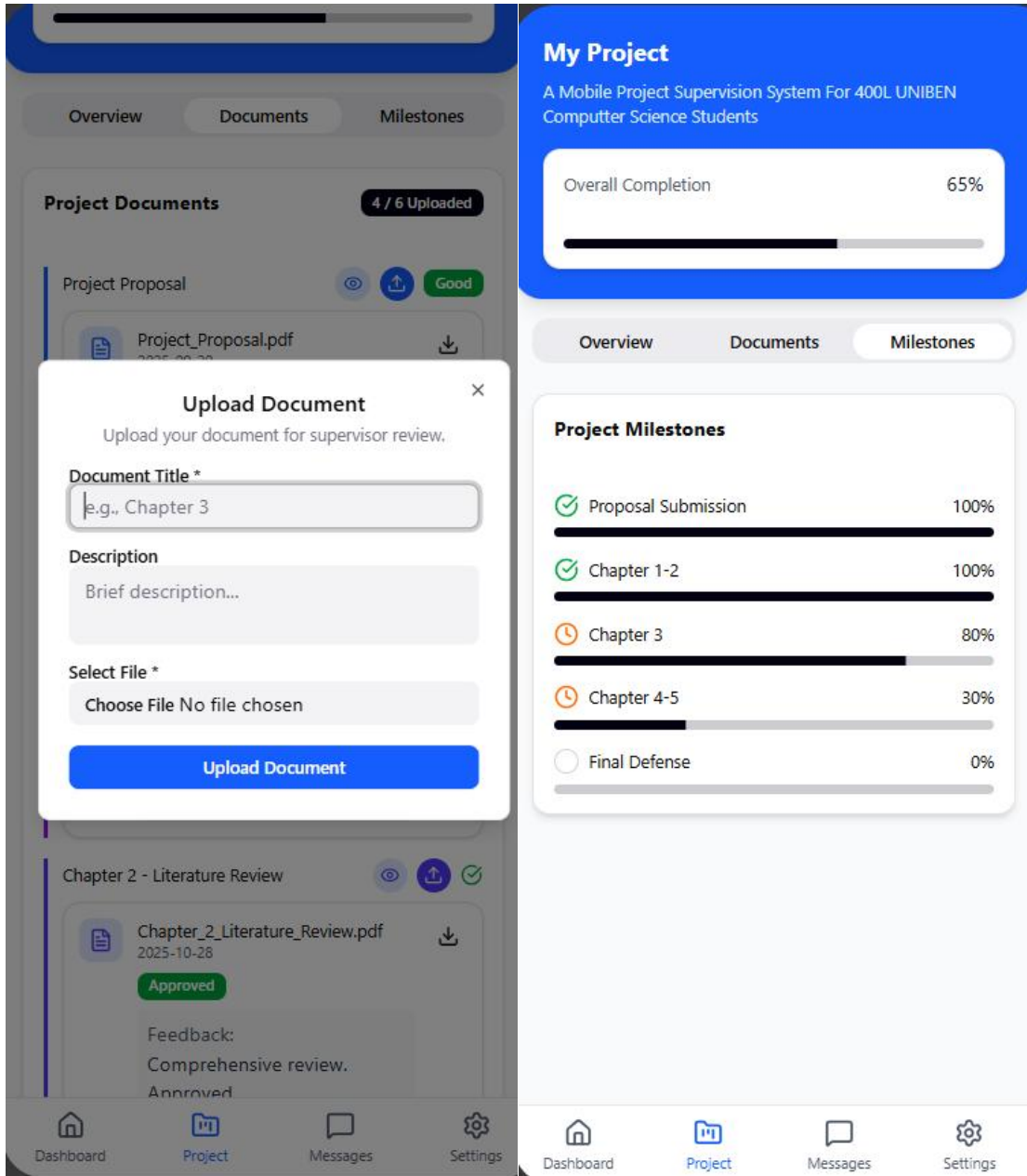
Chapter 4 - System Implementation And Evaluation ⬆️ Not Uploaded

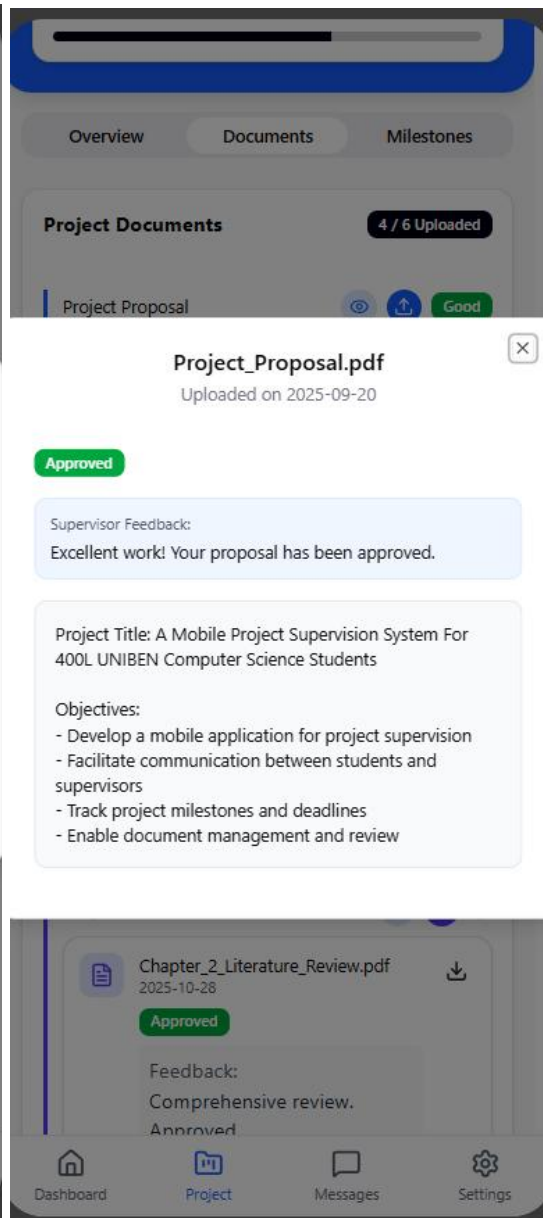
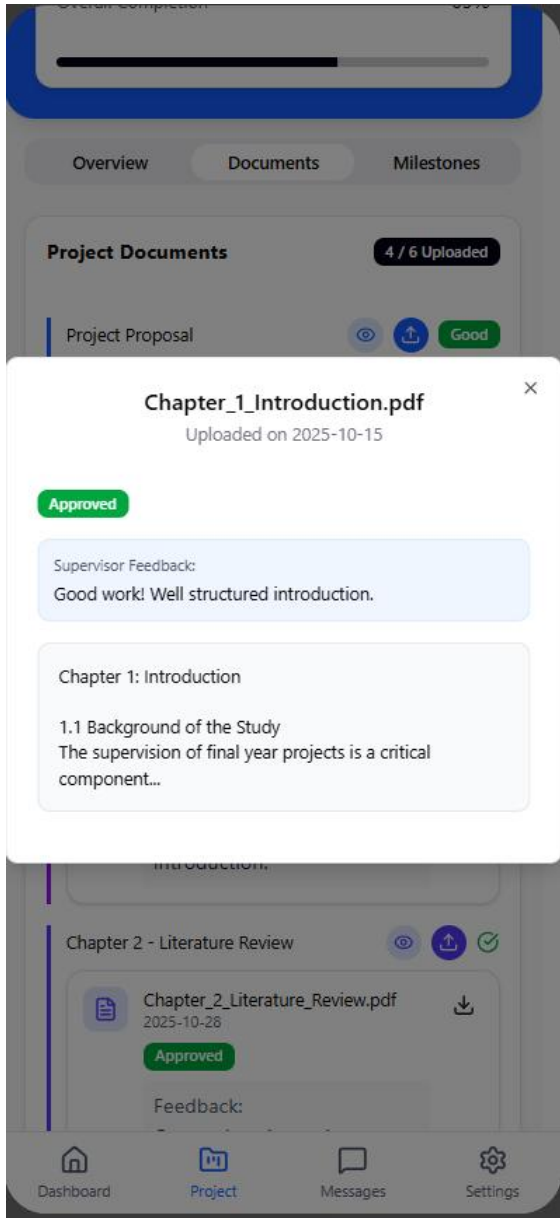
No files uploaded yet

Chapter 5 - Conclusion & Recommendations ⬆️ Not Uploaded

No files uploaded yet

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Project Guidelines

Select a chapter to view guidelines

Proposal

Ch 1-2

Ch 3-5

Project Proposal Guidelines

Required Sections:

- 1 1. Project Title - Clear and concise title
- 2 2. Background - Context and motivation for the project
- 3 3. Problem Statement - What problem are you solving?
- 4 4. Objectives - Specific, measurable objectives
- 5 5. Scope - What is included and excluded
- 6 6. Methodology - Brief overview of approach
- 7 7. Expected Outcomes - What you plan to deliver
- 8 8. Timeline - Preliminary schedule

Requirements:

- Length: 5-8 pages
- Format: PDF, Times New Roman, 12pt
- Spacing: 1.5 line spacing
- References: At least 10 relevant sources

Project Guidelines

Select a chapter to view guidelines

Proposal

Ch 1-2

Ch 3-5

Chapter 1 - Introduction Guidelines

Required Sections:

- 1.1 1.1 Background of the Study
- 1.2 1.2 Statement of the Problem
- 1.3 1.3 Aim and Objectives of the Study
- 1.4 1.4 Scope and Limitations
- 1.5 1.5 Significance of the Study
- 1.6 1.6 Definition of Terms
- 1.7 1.7 Organization of the Study

Requirements:

- Length: 10-15 pages
- Clear problem definition
- Well-defined objectives (3-5)
- Proper citation format (APA/IEEE)

Chapter 2 - Literature Review Guidelines

Excellent work! Your proposal has been approved.



Excellent work! Your proposal has been approved.





Project Guidelines

Select a chapter to view guidelines

- Length: 20-25 pages
- Include UML diagrams
- Database schema
- System architecture diagram
- Clear justification for chosen methodology

Chapter 4 - Implementation & Testing Guidelines

Required Sections:

- 4.1 4.1 Introduction
- 4.2 4.2 System Implementation
- 4.3 4.3 Implementation Tools
- 4.4 4.4 System Features and Functionality
- 4.5 4.5 User Interface Design
- 4.6 4.6 System Testing
- 4.7 4.7 Test Results and Analysis
- 4.8 4.8 Summary

Requirements:

- Length: 25-30 pages
- Screenshots of key interfaces

Excellent work! Your proposal has been approved.

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Project Guidelines

Select a chapter to view guidelines

Chapter 5 - Conclusion & Recommendations Guidelines

Required Sections:

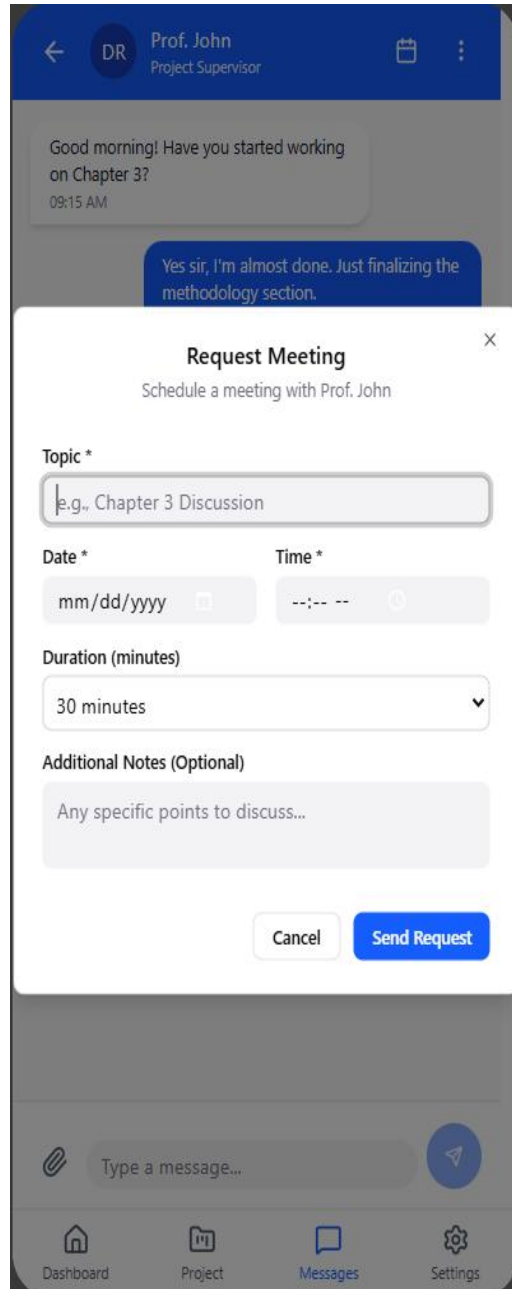
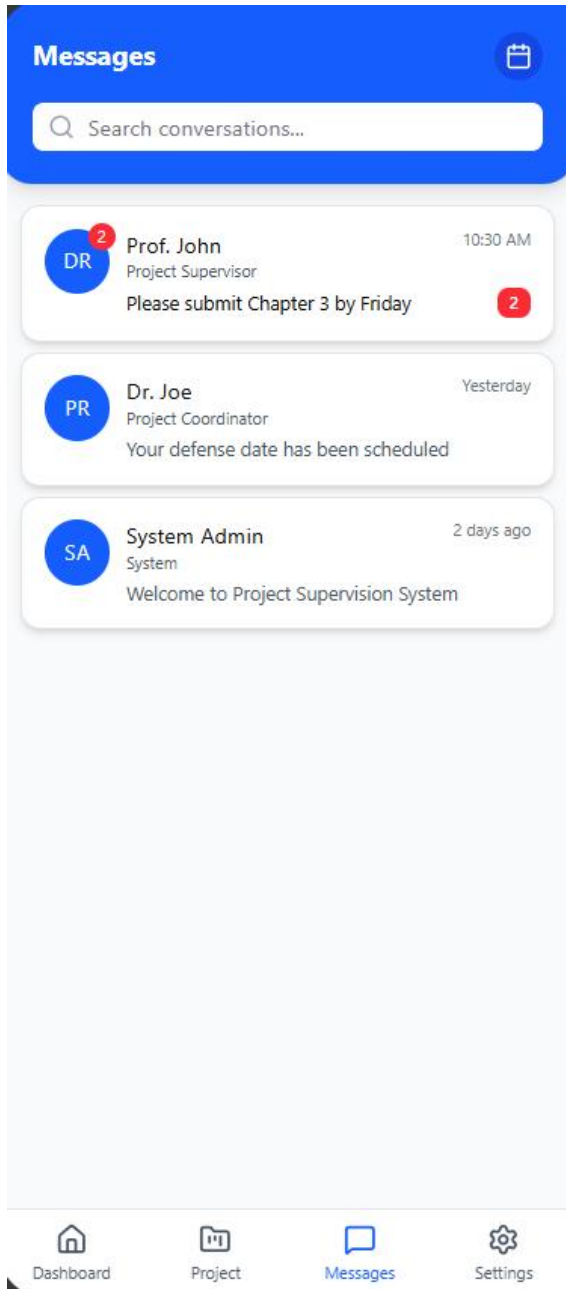
- 5.1 5.1 Introduction
- 5.2 5.2 Summary of Findings
- 5.3 5.3 Conclusion
- 5.4 5.4 Contribution to Knowledge
- 5.5 5.5 Limitations of the Study
- 5.6 5.6 Recommendations for Future Work
- 5.7 5.7 References
- 5.8 5.8 Appendices

Requirements:

- Length: 8-12 pages
- No new information introduced
- Link back to objectives
- Clear future work suggestions
- Complete reference list

Excellent work! Your proposal has been approved.

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← DR Prof. John
Project Supervisor

Good morning! Have you started working on Chapter 3?
09:15 AM

Yes sir, I'm almost done. Just finalizing the methodology section.
09:20 AM

That's great. Make sure to include the data collection methods clearly.
09:45 AM

Noted sir. I will include that.
09:50 AM

Please submit Chapter 3 by Friday
10:30 AM

Also, prepare for a brief meeting next week to discuss Chapter 4.
10:31 AM

← PR Dr. Joe
Project Coordinator

Your defense date has been scheduled for November 20th, 2025.
Yesterday

Thank you sir. I'll prepare accordingly.
Yesterday

Type a message...

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Type a message...

Dashboard Project Messages Settings

