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Master Thesis

DESIGNING, IMPLEMENTATION AND ANALYZING LEARNING MANAGEMENT
SYSTEM AS A DIGITAL PLATFORM OF INTERACTIVE E- LEARNING IN SECONDARY
SCHOOLS

Mentor: Prof. Marika Apostolova Trpkovska

Student: Elita Asani

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Sincerely,

Elita Asani

Abstract

A high quality interactive management system that impacts pupils' growth is considered to be a qualitative school. Among many ways of doing this the following suggestions could be listed: using an innovative digital interactive learning platform in the teaching and learning process to support innovation around digitalization in the high school education process, creating an alternative community of professors at the same time to enhance the challenges of the teaching profession promoting quality pedagogical interaction or collaboration or the creation of prospective pupils at different educational levels through the digital website www.elitaasani.com. The use of phones and the internet has mobilized technological conditions for communication, collaboration and exchange of ideas. Integrating online services into teaching practices can be really helpful for thematic, social and digital improvements of professors and pupils. Integrating a digital online experience to enhance learning, pupils' motivation and incorporation of an alternative active management system which aims to facilitate , solve learning problems, encourage pupils' personalization and build confidence, while opening an eclectic installation to learn and act quickly wherever and whenever they need it. For a progressive high school institution, rapid dissemination of information is required in order to build pupil-specific innovative skills through an active digital communication system, digital advancements, whereby improved educational qualifications create a modern network, and become part of the world education industry.

Incorporating this data analysis into educational strategy modules, and projections of interactive management systems that were developed sustainably through the use of the platform as an innovative digital education technology among pupils and professors that impact improvement, enhancing the educational process and regulating the teacher - caring relationships as a way to solve various problems and make the right decision. In general, components of learning management systems include synchronization and asynchronous tools, management features, and evaluation services. These assessment services enable lecturers to regulate their basic assessment tasks. Assessments can be sent immediately to the pupil and upon completion, they are promptly returned with grades and detailed information. Therefore, learning management systems can also be used for various educational purposes. The course structure is explained by the context of researching study components, choosing the effective study path and flexibility. Second, the theoretical framework provides us with the information on how to use the key findings for course development, description of the alternative course through interactive study methods and the innovative model included in a course (quantitative and qualitative studies). This study includes digital research on the educational process management system through courses. The research further collects and analyzes data on recognition and awareness of platform adoption, school networking and innovation created by high school professors and pupils at the Tetovo Gymnasium in Northern Macedonia. The next phase of the study continues with the creation of an innovative interactive LMS prototype digital platform that would be specific to use in higher education for secondary schools in Tetovo.

Keywords Instructional Technology, Educational Technology, Learning Management System, Interactive Learning Management System, Educational Technologies, Course Management Systems, Association for Learning Technology, Personal Learning Environment, Digital Technology, Higher Education, b-Learning.

Abbreviations

The common abbreviations used throughout this research are listed below:

Acronym	Definition
ET	<i>Educational Technologies;</i>
ALT	<i>Association for Learning Technology ;</i>
PLE	<i>Personal Learning Environment ;</i>
LMS	<i>Learning Management System;</i>
ILMS	<i>Interactive Learning Management System ;</i>
DT	<i>Digital Technology;</i>
HE	<i>Higher Education;</i>
CLMS	<i>CMS and LMS;</i>
IT	<i>Instructional Technology</i>
BL	<i>Blended Learning</i>
LMS	<i>Learning Management System</i>
CMS	<i>Course Management Systems</i>
DT	<i>Digital Technology</i>

Additional clarifications on some of the words and terms used in the topic content:

Near pod- Near pod is a cross-platform, easy-to-use device to engage your pupils with interactive activities, connecting them through collaboration.

Interpersonal skills- (e.g. skills involved in active listening, presentation, negotiation, etc.)

Psychomotor skills- Psychomotor skills, which include perception and physical movements. It presents a brief outline of the meaning of LMS towards innovative purpose.

Synchronous learning- refers to a learning event in which a group of pupils are engaging in learning at the same time.

Asynchronous learning- is the idea that pupils learn the same material at different times and locations.

Peer- Peer learning essentially refers to pupils learning with and from each other as fellow learners without any implied authority to any individual, based on the tenet that “Pupils learn a great

deal by explaining their ideas to others and by participating in activities in which they can learn from their peer.

Formal- Formal learning refers to a curriculum in which goals and objectives are set by the training department, instructional designer, and / or instructor. Formal learning is also structured learning or synchronous learning.

Informal- Non- formal learning is a pervasive phenomenon of participatory learning or learning through knowledge creation, in contrast to the traditional view of teacher-centered learning through knowledge acquisition. The term is often controversial, with informal learning and self-directed learning

Digitalization- Digitization is the process of converting information into a digital format. In this format, information is organized into discrete units of data (called bit s) that can be separately addressed (usually in multiple-bit groups called byte s). This is the binary data that computers and many devices with computing capacity (such as digital camera s and digital hearing aid s) can process.

Toolbox Solution- Is interactive Broadcast that enables broadcaster to embed large interactive experiences directly into their branded websites and applications. Broadcaster can also stream directly into any video platform including Facebook, Twitch. TV, YouTube Live and more through RTMP streaming.

Voice over Internet Protocol (VoIP)- also called IP telephony, is a method and set of technologies for delivering voice communications and multimedia sessions to Internet Protocol (IP) networks, such as the Internet. Internet telephony conditions refer to the provision of communication services (voice, fax, SMS, voice messages) over the Internet, rather than the public discontinued public telephone network (PSTN), also known as the simple old telephone service.

Consolidation- merging or integrating many items into one.

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Chapter I. Introduction

The development of innovative digital interactive technology in education has undergone major transformations as we have shifted from conventional model of classes to an innovative, interactive modeling teacher, where the teacher moves from a knowledge holder as an interactive teacher capable of delivering teaching through technology. This development is generally applied to administer courses with a variety of digital performance that simultaneously stimulate pupils' intellectual ability to handle information, distance learning or alternative learning, such as hybrid learning and also including other collaborative models.

We have four types of interaction: pupil-pupil, pupil-teacher and pupil interface. Instructors should be aware that standardized LMS formats present disciplinary challenges and enable pedagogical development in a more general way. The success of the transformative model of innovative learning and alternative learning is to facilitate the active participation of pupils and to collaborate in solving problems of learning and acquiring knowledge. On the other hand, the internet is a great tool for classroom use as it allows the horizon to be widened so that pupils can learn to communicate and collaborate through ethical courses. The internet is a major driver of globalization and integrating economic, educational, cultural, religious and social policies worldwide. Recently, with advances in technology as well as new pedagogical alternatives, we have come to ELearning that is being used as a revolutionary potential not only through online learning, but also used as information and communication technology to deliver support to the educational process, which at the same time motivated and helped the Tetovo Gymnasium to implement alternative learning through digitalization, as a major reflection on the education system. Innovative alternative learning aims to support educational and teaching functions by allowing creation, development and preservation of teaching materials, making them easily accessible to high school pupils in a variety of ways which at the same time represents a solution to the school problem in the aspect of lack of material. Internet access must be accurate and fast if we use the right path.

The need for effective communication between professors, pupils and the institution is also reflected in the education system. Secondary schools are represented as educational centers where they want to incorporate new technologies by telephone, which as pupils will be trained in the future for new teaching or communication alternatives. The need to increase the number of pupils enrolled in secondary schools also increases the need for automated classroom management or improved classroom management for higher education by analyzing the learning process. For a differentiated approach of conventional learning and in order to achieve innovation, there are several environments that meet a variety of features for creating and structuring distance courses. These environments are also known as LMSs, which when published are then managed on servers through hosting. The www.elitaasani.com online platform is an interactive platform where alternative computer or digital courses are managed to apply hybrid interactive learning. Creating and administering online courses through the www.elitaasani.com web platform was based on the time of an LMS that began in the late 1990s in higher education. Adoption took place in 2010 which later became the key to secondary education in 2011. This system in 2019 is considered a dynamic interactive LMS that affects teaching through the dual perception of teachers and teachers of teaching and learning.

The use of LMS by pupils and professors demonstrates the following functionality: a web-based application running server-side. The main purpose of the LMS is to centralize and simplify the management of teaching and administration in a simple system. The key features of exceptional platform access are pupil workflow management, archiving or rationalizing resources, interacting and improving pupils through communication. Online resources ensure the efficiency of communication between professors and pupils, as compared to other conventional methods. Research is carried out in the process of developing perception, modeling, administration, functionality and implementation of the interactive system. Research has been done to evaluate the innovative process of digital teaching and learning in the process of effectiveness, flexibility, functionality as a new implementation system supported by Tetovo High School. The innovation study was focused on secondary education in classrooms targeting ELearning through a digital platform that provides courses, manages quizzes, and integrates virtual intelligence classes or communication activities such as e-education. This research provides an intelligent, digital classroom development system where we come together to ensure the quality of teacher, professor, as a progressive and organic figure and to break a new ground in the future. The digital platform offers courses that can be: incentives, teams, content analysis, hands-on training and advertising where pupils are offered a better choice not only by giving those courses but also by supporting business practices, government or non-governmental organizations. The web site management system also solves interdisciplinary problems in a collaborative educational way. The advancement of innovation in education requires constant visionary guidance from all disciplines. This is why we invite you to join us below. Together we will challenge our teaching and learning paradigms, again imagining the learning experience and bringing together new ideas to perceive education, where today they will move on to form an innovative classroom tomorrow. Together we will build new foundations for the best possible environments in secondary education, as innovations show better prosperity when exchanging ideas, teams to explore evolutionary technologies, and appropriate teaching behaviors aimed at qualitative education. Educational leadership, inspiration, the development of art and practice at all levels affecting educational institutions, schools, universities and colleges.

The reason for using the digital platform lies in:

- a. Using an individual, group or collaborative learning management system between classes communicating through the character chosen as class.
- b. Innovative coaching lesson.
- c. Motivation- stimulating, engaging in collaboration and creating innovation.
- d. Innovation, the platform provides an amazing opportunity to connect with world-class peers to learn about new LMS, learning management strategies and technologies and in-depth pedagogical understanding. It also includes new visions through pupil-teacher-pupil collaboration in the classroom. The pupil should be at the forefront of obtaining information and choosing the easiest ways to obtain information.
- e. Online and on-site courses. Online courses are used to facilitate, clarify and stimulate games! Provides a space for writing reviews from which we create talent and value values through reputation enhancements such as price, epithet and certification.
- f. Sharing the platform.

This provides new ideas for the classroom management system through delivery, such as the ELearningsupported by the school institution in 2018 and its future use. "Modern eLearning offers a "visual, in a nutshell" approach, using video, dynamic audio streaming with game-based graphics and

interactions. A modern learning model that will facilitate your training in any course through my platform link. Modern learners today want training to be short, visual, portable, customizable and sociable. Current pupils want the information to be "sufficient, just in time, just for them", in an individual sense. Upgrading through modernization can be exactly what your ELearning should be memorable and relatively allowing the learning to be implemented as needed. Learning-based teaching enables employees to get the information they need to solve a problem rather than pushing them. Traditional ELearning is usually a heavy, linear experience. However, pupil-centered learning is more consistent and intuitive. Pupil's focus is attention and the course directs pupils directly to information as needed. Learning through mobile phones is one of the most sought after trends and practices. Employees spend more time on the move than at the table, making learning an interactive device. The design, duration and extent of distribution should take into account a reduced screen format and the fact that pupils are likely to be on the move during the lesson.

1.1 Structure of the Thesis

This thesis consists of the following parts:

Chapter I. Introduction- This part of the research consists of a summary of the work done to supplement this thesis that contains the purpose and hypothesis at the core of the research study. We hypothesized the paradigms that were developed at school to identify the digital problem in the educational process. This problem was resolved through the demonstration and implementation of digital learning technology. Research on interactive learning encompasses a broad context of studies based on social interaction. This developed digital school platform system is considered as an innovative system. www.elitaasani.com digital platform is a web platform that designs and implements learning paths with a differential impact through distance learning in secondary education. This qualitative study of teaching and learning is based on the eclectic path of development. This lesson management system provides a profile for users or a profile for systematizing modern courses for tutors, professors regardless of time and space boundaries. ELearning is used interchangeably in a wide variety of contexts. The second part of the research is included in this chapter. It consists in reviewing the literature of the main books, articles and scientific papers used to create a basic understanding of the problem expressed in the developed part of the hypothesis and which consists of an idea of possible solution.

Chapter II. Research methodology- A variety of methods and empirical research with detailed steps will be taken in order to collect the required data. The differences and reasons for using a variety of methods will be discussed within the chapter. The chapter also lists the tools used by internal and external sources to complete the research, or to create prototypes and present the advantages and disadvantages of using them. The implementation of an innovative interactive digital learning platform will be implemented in a high school in Tetovo where 5 different courses will be covered. The main focus of ELearning methodologies is based on asynchronous and synchronous methodology.

Chapter III. Study Background- This basic background research represents the integration of the digital platform for interactive learning. The research of this study discusses the adoption of an online platform by the Tetovo gymnasium for the implementation of five courses. In addition to the LMS definition, this section includes the advantages and disadvantages of

using features. The capability of each LMS creates seeks to find room for improvement or discovery that requires pupils' perception of LMS flexibility in education. **Data gathering-** Data gathering is a collection of empirical data obtained through interviews and questionnaires conducted at the Tetovo High School. Each question is discussed separately in the chapter and its results are presented using by graphs. Web platform www.elitaasani.com - a prototype for Kiril Pejčinović High School- including database design, interface modeling, functionality and testing.

Chapter IV. LMS prototype for Tetovo Gymnasium- This is an innovative and interactive teaching prototype developed through the courses. A digital prototype that includes the MYSQL database, modeling, functionality and testing.

Chapter V. Data Analysis- This section analyzes the results of empirical findings and a prototype testing. A more detailed analysis of the answer given in the hypothesis statement follows. The study collected data by conducting empirical studies between 2018- 2019.

Chapter VI. Conclusion- This section presents a summary of the thesis topic. The reflection, limitations, and future areas for this study are also included in the chapter.

Chapter VII. References- Here is the references used to complete the mixed study plot, where most of the work has been done with the adoption of interactive eLearning.

Chapter VIII. Appendices- There is several supplements included in this study. They consist of interview questionnaire, LMS platform, pupil data collection questionnaire, database sample creation, and prototype testing questionnaire. Pupil questionnaires were conducted online via web platforms, using the same questions as those stated in the appendices.

1.2 Research Aim

The focus of this study is to investigate and identify improvement in learning quality through two experiences based on the use of the interactive digital platform for alternative and conventional development focuses on:

- a. Identify pupil characteristics.
- b. Identify the learning needs of the subject or the overall purpose of the lesson.
- c. Analyze the current state of available resources.

Combining multimedia elements (such as parameters, digital technology) in the educational process by the school institution in order to begin studying and incorporating intelligent distribution management system into a prototype by continuing the pursuit through the innovative interactive digital learning platform. The main goal is acceptance of digital LMS (Foreman, S., [23]) technology by high school professors and pupils, use of hybrid learning through a CLMS management system, distinguishing multimedia, use informational, conventional, communicative, and multimedia to improve the teaching and learning process. The aim is to provide a strong and active qualification for school pupils. Upon successful completion of the course, each pupil will have an assessment of the ability, report, and certificate to evaluate the quality and effectiveness of the course and to add their comments.

Alternative forms of ELearningare:

- ⇒ Practice.
- ⇒ Exchange of Materials - Teaching from the Internet.
- ⇒ Computer training.
- ⇒ Lesson based on CD-ROM, Multimedia.

-
- ⇒ Webinars.
 - ⇒ Virtual classroom.
 - ⇒ Mobile learning.
 - ⇒ Hybridization of individual and frontal.
 - ⇒ Unique form of education- eLearning offers a unique form of education that fits within the existing distance education paradigms.

The choice of interactive eLearning tools should reflect rather than define the pedagogy of an innovative online course; how digital technology is used is more important than what is used. Developmental research depends on developing the eclectic way of learning to answer questions and generate knowledge. We have an innovative learning system through digital technology (like developing a course). We also have new techniques and processes that incorporate new learning management variables to help professors build course design content enabling simultaneous interaction for pupils and professors as a way to solve problems for pupils in a short and precise time.

1.3 Hypotheses

The main hypothesis:

H⁰ The proposed platform is considered as an alternative system of learning through innovative technology by professors and high school pupils ", which will significantly contribute to enhancing teaching effectiveness and teaching progress.

There are a number of hybrid hypotheses for learning: eLearning is an alternative platform for implementing courses within different educational models (for example, face-to-face or distance education) and educational philosophies (e.g. behavior and constructivism). Courses of ELearning mainly progress through the successful implementation of pedagogical innovation. Teaching can be used in two main ways to present educational content that needs to be developed or improved by educational processes such as traditional teaching and hybrid learning instead of teaching situations based on fact-finding, selection of materials, identifying issues, discussing arguments and reaching a decision. The knowledge that learners gain is a product of education that speeds up the development of quality learning for social development where we do not have the concepts of the darker parties that divert the educational path and do not allow sound educational processes but compelling education. The web platform has been designed to operate within a carefully selected and optimally integrated model. Teaching tools and techniques should only be used when online and offline trade is considered. Effective electronic practice examines the ways in which end users will engage in the learning opportunities offered to them. The overall purpose of education, namely the development of a pupil in the context of a predetermined curriculum or a set of learning objectives through courses, does not change when using interactive eLearning. Only pedagogical advantages will provide a solid justification for implementing eLearning courses approaches. "Given that the pace of change in digital education technology is not likely to slow down, the need for relatively more consistent and theoretically interoperable interaction models is becoming increasingly important towards digital leadership(Casa-Todd, J., [44])."

H¹ The proposed platform provides innovative teaching characterization incentives and presents a truly dynamic and mixed engagement of learning in 2018 and their use in secondary

schools. ELearning is a web platform for courses that can be implemented within different education models (e.g. face-to-face or distance learning) and educational philosophies (for example, behavior and constructivism). Since there is no limited way of using eLearning courses, it fits in a wide range of forms and can be adapted to different educational philosophies, which fits in different ways of creating learning and engaging with pupils: like conversations, presentations, simulations, discussions, group creation and activities.

H² Enhancing the educational process can be realized by using the way of learning through interactivity, cooperation which shows much higher results than teaching (Ormiston, Fisher, Reilly, Orzel, Garrett, Bruebach, M.Griesbach, Fischer 2017, p. 40), [30]). The collection of technological ways that we can combine in "traditional" education to increase teaching activity are Email, PDF, Hyperlinked PDF, Web Quest (A Web Quest is a research-oriented learning format in which most or all of the information that pupils are using come from the Web site, which can be created using various programs, links to pages internet.), BROADCAST, Media Social Share and Web Browser. Proper use of any means is indispensable, including books, letters, papers, the note board, interactive tables, etc. From the Design of Learning Design->Designing Materials /Activities-> Proper Interaction / Learning Procedures->Proper Tools Used-> Designing Materials / Activities.

The selection tools used are the penultimate part of the learning design process. Electric eLearning practice explores the ways in which end users will be involved in the learning opportunities offered to them. This hypothesis is a common understanding of the use of an alternative interactive digital platform and if we do not have a common understanding of objectives and platforms then there will be shortages in the course development.

1.4 Importance of the Thesis

Analyzing and selecting a digital learning platform that impacts on enhancing the quality of education in the following directions:

- a. Commercialization of Education Worldwide through Course Networking.
- b. Incorporation of new visions, contact through contact, cutting, recording.
- c. Tracking and advancing the activity as an internal or external module.
- d. Collaborative strategy, group learning interaction through information dissemination.
- e. Offering online and on-site courses, allowing motivation-stimulation, engaging in collaborative activities, creating a mixed module or talent, and shaping innovation.

Quizzes, free software, free calculators and vocabulary have been used for download as motivation and activation parts for users to boost pupil activity and create interaction across the platform. The importance of using the platform lies in providing a qualifying experience for school pupils. Upon successful completion of the course, each pupil will have the ability to consult and evaluate the quality and effectiveness of the course and to add their own comments publicly or privately. The innovation lies in creating categorized classrooms through teacher-level selection and empowering them to develop intelligent, creative and effective teaching methods that will challenge and engage pupils at all times. Based on contemporary research and case studies, we aim for the theory of active teaching and learning as an educational process. Reflection points across all chapters encourage self-esteem and development, giving pupils the utmost confidence to plan and deliver their new learning.

Topics covered include:

- a. Creative approaches to learning in educational institutions by developing different parameters and technologies to develop educational thinking creativity or stimulating skills. Promoting Positive Behavior in Classroom and Courses- How to work together or interact in a team, we are educated through ethical behavior, innovation as planning and evaluation. Reflection helps online pupils absorb and assimilate information more effectively. It also allows them to realize their new knowledge as a real-world context.
- b. Incorporate group collaboration: Group collaboration also helps pupils through social media sharing online to see the learning topic from different angles. They can discover new ways to approach challenges, which makes them reflect on their personal knowledge.

Questions to provide teaching strategy after creating effective management strategy for developing interactive eLearning courses:

How does interaction affect eLearning?

Having secured the object and content we now need to carefully formulate questions for the teaching strategy on how our course will interact with the pupils, what self-reflection we will have and need to take. We can explain that we have access to teaching such as storytelling, learning discovery, learning through alternative situations, learning through the role of pupil selection and other. For example, online or classroom-based online learning helps to streamline and simplify learning work processes, reflecting security whereby we say it enhances pupil productivity engagement, efficiency, and program importance.

Clarify communication through innovation?

Encourage online communication by eliminating the tedious process of developing the eLearning LMS and innovative interactive digital platforms both count as two separate ideas that work to develop and achieve a common result.

Clarify what you will use for business personalization or automation learning interactivity?

The platform's interaction with the pupil-generated tokbox.com site demonstrates a new offering of excellent innovative experience to be actively involved in learning. TV or digital phone to reflect on a course topic as a communication medium. They are not limited, so they can explore any idea or concept. These represent the ideal source for innovative feedback. As a result, online pupils can improve their understanding and gain a new perspective from a teaching perspective.

How do innovative learning tools integrate and for what?

The elitaasani.com website also includes the integration of links that allow alternative searches, through the mapping of minds or dynamic creative study models through MindMeister (Burkov, A., [22]). All maps start with a word, problem or image in the middle of the screen. Online pupils rank in different directions to discover new ideas or solutions. These are unique or innovative ways to overcome a common challenge. Mind maps are also great brainwashing tools as they allow online pupils to reflect on different aspects of instructional content, courses, or topics that pupils may have in mind for learning discovery or creation. One by one they are able to present skills, tasks, or sub-topics related to the core idea of innovative alternative learning. Potential for placing a

trampoline in a brainstorming session, with the help of online sharing tools such as brainstorming, mind genius, simple mind but without forgetting that they can simultaneously identify, create and discuss with their peers through communication.

How does the integration of mind mapping influence the development of an innovative social or collaborative course?

Alternative online assessment challenges the gaps and weaknesses that count as a positive component, a good guide to how online pupils are progressing and what they still need to work on while also removing problems about learning but not thinking about we also have a negative effect on those who have poor confidence in themselves. However, self-assessment draws their attention to personal areas for improvement so that they can become self-sufficient for ethical research on the Internet. The map can also be used as an additional resource by pupils. Restarting a course on a topic by mind mapping is a creative way that can be designed as a start of the course to see if pupils have taken note of the topic being discussed or know something and are slowly jumping into the topic. Pupils also share their verbal experience helping those master important things and improve their level. Active alternative study uses innovative experiences to study more easily and encourages them to reflect on learning as a whole. For example, the mind map can also be used as a holiday game when pupils are tired of learning. This allows them to bring emotions into the mix, which improves their behavior and knowledge gain. It also makes the experience of eLearning courses more consistent and relatively interactive through words or discussion that may sound like upgrading to a personal education level.

How does the involvement of genuine learning activities affect learning?

Interactive real-world learning activities emphasize the practical application of the knowledge gained from the theoretical part and the skills they will acquire. These ELearning activities are also immersed in real situations so that they can analyze their response. For example, how professors respond to annoying pupils or how they deal with conflicts. How do pupils respond to noisy pupils, why the need for individual or group courses arises in a quiet school environment? Below we will explain some examples of real-world learning activities that facilitate learning through courses. Active scenarios that allow online pupils to evaluate their thinking process and selection of key decision-making skills in the classroom through the role that the learner himself or herself that they can perform. Interactive simulations that help pupils improve their ability or reassess their current strategy (Morrow J. Kenny, [35]). Serious games like education apps that provide the ideal combination of fun and content analysis on the course. You can also play the eLearning course by adding game mechanics, such as role-playing lesson planning, mind play, e-learning, and rewards that promote pupil motivation online (Arshavskiy, M., [36]).

Encouraging online pupils to challenge negative energy to learn in an innovative way and why?

This is a good idea to reassess your assumptions from time to time. It allows you to identify thoughts that may hinder your progress, as well as evaluate past learning experiences that have formed your knowledge base. You can facilitate this process for your online pupils by designing your own interactive learning course by encouraging them to challenge their assumptions. Follow eLearning activities through a handful of targeted questions or ask them how they can use the information in new creative ways and store it. You can also invite them to rethink their beliefs and thoughts to see if there are any obstacles to overcome.

Online Reflection and eLearning through Modern Courses? Option!

One of the best ways to promote pupil reflection through online courses is to cultivate an effective learning culture. This gives online pupils the ongoing support they need to get the most out of eLearning courses. A method that also emphasizes the importance of lifelong learning and continuous improvement so that online learners are more likely to actively participate and be involved in their content in active learning. We define ELearning as instruction delivered on a digital device such as a computer or mobile device that is intended to support learning. Reflecting pupils through digital Internet technology leads to active learning, digital learn towards personalization which is not a distant dream or an untested notion of time where we can realize digital marketing. Upcoming alternative education becomes digital marketing advertising one minute during the promotion of any movie or music video, where we put a short sequence of video ads in the name of the platform containing the course or advertising as a progress in the online education market. In a culture that is seen as an alternative interconnection of education through culture, quite another, which is where from a brain relaxation we have a reminder that after watching the video the learners have to return to the world of learning through the name online course.

The importance of this research lies in the creation of a digital web platform to incorporate innovative alternative learning as an educational process in educational institutions.

The key focus is on using computer interoperability and digital technology as an alternative to develop and deliver users, alternative course content that will be activated through innovative performance. Innovative performance is rooted in a combination of organizational strategy systems, and a culture that is shaped by leadership and delivery (Pisano, G., [16]). The purpose of this entire platform is to provide detailed guidance for designing and developing an ELearning course for professors and pupils. Selection of course development (Rice, W., [41]) lies in integrating learning interactivity into the platform, interactive learning to motivate, improve learning and gain insight into their work. From the pupil study shared some features that will be influencing the design of learning programs.

Before started building platform, research stands at pupils and professors. In particular, here are some features pupils need to know before joining my platform:

- ⇒ They need to know the benefits of learning (why they should learn something, the value of learning, if the learner just had the information, than they could perform), (**Dirksen**, J., [1]).
- ⇒ It should create a learning experience.
- ⇒ Approach to learning to solve problems.
- ⇒ Want to learn easily and quickly.

The study provides an introduction based on the characteristics of e-learning, the benefits, activities and resources needed to develop an interactive learning project through the digital electronic platform. The focus is mainly on achieving the quality of a project by creating a sustainable management system that develops the ability to integrate ELearning through innovation. This research provides a presentation of the features, benefits, activities and resources needed for learning management. It mainly addresses training managers in capacity development. To develop an innovative learning platform we must build content for course development that must be interactive regardless of the learning objectives, ranking and choosing a learning strategy that suits the pupil. The manager also takes care of the development, monitoring and evaluation of the course.

1.5 Literature review

Education through digital technologies is also triumphing in the business world as a relatively new discipline. By educational discipline we mean the theory and technique that must be studied and mastered to be put into practice (Dick, Walter Lou, Carey James, O'Casey, [3]). The literature researched as an aid to the www.elitaasani.com platform was used by the alternative school in California, Education through the near pod website. Near pod System Description: How does interactive learning affect a management system implemented by Guido Kowalski's? The founder of which is the CEO. Technology has been used in educational terms so that the phone is not only communication but also used for learning in today's modern times. Near pod has strengthened collaborations by connecting instructor-led digital communication around instructor content to create lucrative courses based on a personalized, sustainable work centered system. Near pod's primary function is to serve high school pupils as an alternative to Norwood in order to reach their full academic potential which provides an excellent teaching and learning environment. Near pod's primary function is to serve Norwood Alternative High School pupils with the goal of achieving their full academic potential which provides an excellent teaching and learning environment. This research was conducted with the purpose of providing analytical approval for the following statements:

- 🔗 The interactive alternative learning management system for pupils has a significant impact on the readiness of the pupil's future through innovative alternative courses to recommend the innovative platform to other pupils as well.
- 🔗 Interaction with parents reflects positivity as a plus for pupils to recommend their school to others as well.
- 🔗 Collaboration as an alternative form that integrates and invigorates innovative study through innovative courses.

These hypotheses have been evaluated as true based on research done on this topic. Poor competition and performance are the main factors driving any institution, business, and education, government to develop or improve. Recently, for an institution we say it is progressive whether it involves a good school management system or innovative technology that enhances pupil relationships. Using a LMS and CLMS in the future the school will be seen as a business world and pupils in business will be seen as clients. High schools are often emphasized by traditional sources of funding, which often have a direct impact on the development, use and application of new digital technology, as an innovative, new future experience. Due to the inability of schools to use a new system of high quality teaching aids, a school performance appraisal is often done by collecting survey questionnaires. Studies show the importance of information gathered from pupils and the importance of the results achieved through the use of the digital platform. Adopting innovative education or educational performance in northern Macedonia encourages school interests and creates new and unique skills for each individual learner through personalized learning(Ann Wolf, Bobst, Mangum, [29]), resulting in exciting, innovative and engaging learning opportunities to cultivate an innovative voice for learned.

1.5.1 Literature Review Summary

LMS is an innovative alternative system for high school professors and pupils that are also considered a new branch in the business world (Goller, M., Paloniemi, S., [38]). Creating a share of the global market faster than expected sing a new teaching model tailored for high school pupils and teachers in northern Macedonia. Learning paths have the potential to play an important role in how teachers serve their pupils (Spencer, J., Juliani, J., A., [39]). Empirical research on learning paths is scarce, especially in a secondary education setting. The current quasi-experimental study was conducted in the context of a computing, programming, music, and English language course involving 100 high school pupils. The research model is realized as an individual factor. Pupils are engaged in interactive learning activities in alternative ways. Discussion based activities are powerful means of engaging online learners and creating opportunities for interacting with content in meaningful ways (John, R., [21]). These learning activities (varying in content design) as learning constructs are individually or collaboratively undertaken. Gender was considered a critical co-variable given the focus on innovative alternative learning through the digital platform. All learning paths were developed based on of visual representations, but under experimental design conditions, pupils worked with learning paths designed according to eclectic interactive multimedia guidelines. Multilevel analyzes were used to study the impact on learning outcomes by modeling learning paths, individual / collaborative environments, and the co-variable gender and achievements in individual / group learning and how to determine how long the learner is attending and how long to master. Creating collaborative groups in the classroom (collaborative versus individual) influences learning outcomes. The effect lies in the interactivity between the sexes. The results are useful alternatives to guide the research on designing and implementing eclectic learning paths from recognizing pupils' demands in school to supporting digital techniques such as the need to integrate modern upgrades and put in place innovative learning.

1.5.3 Research Gap

As the twentieth century continues, and evolves technologically through which it determines which model integration we will use to design and adapt our course in schools, regardless of the process management that their educational structure creates, we must find an alternative that will radically change by realizing a mix of traditional and modern educational processes as challenging innovations. A combination of the eclectic learning process towards innovative development through digital technology and mixed learning methods that has never happened before (M. Langer A., [33]). You will realize that something has changed, right? Online teaching and learning and combining innovative engineering with traditional learning through new digital technology 2019 undergoes an expansion of innovative pedagogy supported by development, selective formative assessment and gradual eclectic modeling of gradual mixing to create a curriculum staff and pupils who use the eliteasani.com digital platform. The analysis done to demonstrate interactive learning about the platform presents a variety of opinions on the use of the platform in school, namely by staff and pupils as pupils are more curious about innovation while older professors are not yet ready to understand it. Understanding the pupil role for professor approval still shows that we have a gap between pupils who own mobile devices and actually use them, but we also don't.

The research gap is that we have a low level of pupil knowledge and awareness as users of the interactive digital LMS platform. Nowadays, school institutions are trying to adopt an active

ELearning alternative by restoring self-esteem and ethical well-being of pupils and allowing additional seminars or classes to bridge the gap between platform users and pupils!

Chapter II. Research Methodology

Research methodology incorporates research objectives and synchronous and asynchronous methodology, through the development of interactive media that allow alternative interactive learning. The main focus of ELearning methodologies is based on asynchronous and synchronous methodology. The research methodology is used to evaluate the comparison between two programs selected in an eclectically innovative way. Below we explain some of the modern methodologies for innovative teaching. Creative teaching, using audio and video in teaching, learning outside the ordinary, taking on roles, learning through events, stimulating courses, gaming, setting up educational school clubs, setting up digital libraries to read, create and share ideas with friends or friends, present teaching as a story of non-coercion that must be imposed.

A list of questionnaires was distributed to 100 pupils and 5 professors randomly selected at the Tetovo High School. Research consists of demonstrating alternatives for understanding and learning in an innovative way. School questionnaires include dependent and independent variables on platform use. The questions are in line with learning, innovation embedded in digital platforms, platform adoption, emotions they tell about platform use and the irregularities they encounter or plan to stumble upon. The graphs shown are from the data table as a non-parametric and parametric format that I have used to analyze the data. In general terms, we have conducted questions regarding teaching methodological research and adoption through adoption of the digital platform, such as mobile learning, which is considered innovative education, a new type of interactive alternative learning courses. Backed by mobile devices, including the ubiquitous communication technology, data is collected as a deliverable experience through intelligent interface and excellent user effect. Although the platform has been used for one year in the school, the aim was to instill an interactive digital learning culture through the ethical culture and ethical exchange of emails by pupils and professors.

Research method

The research method is an eclectic method - a combination of alternatives (individual, frontal) and innovation (teamwork and interaction) for challenging development. Eclecticism involves the use of a variety of mix teaching activities, each of which must be monitored and evaluated by both dependent and independent variables in teaching, regardless of the objective or general characteristics of the school.

The purpose of this quasi-experimental study was to determine whether interactive digital web platform is a digital technology application that served as an effective method to monitor pupil progress and control comprehension during learning. The eclectic method is mostly used as an effective and innovative method to monitor pupil progress and control of comprehension during teaching (Smith Nash, S., [42]) because in every other theory there are strengths and limitations in how to look for dependent and independent variables first and then to act. Teaching benefits from using this method. The professor used five different methods in the experimental groups by using the interactive digital platform to test understanding and performance monitoring in five classes by 20 pupils from each class. However in designing the control group, we had other professors from other classes who did not use the digital platform to design, develop, implement, and monitor the progress of teaching in classrooms that developed the same teaching topics using traditional methods to monitor learning progress. The results of the study showed immediately that the use of electronic digital platform improved pupil engagement and group assessment in five classes. Active and concentrated teaching was carried through platform-based, classrooms while traditional active classes were only taught by teachers. Active and focused learning took place in platform-based classrooms while traditional pupil classes were taught by professors only.

Design Implementation of an interactive digital platform for innovative ELearning in a high school in Tetovo, North Macedonia, where we will fully implement 5 different courses and monitor them. Data were collected through:

1. Monitoring during the development of the interactive teaching process.

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2. Environmental observations of professors in the classroom.
 3. Pre-and post-class enrollment reports and quiz reports.
 4. Results of the evaluation of the educational process.
 5. Conference with pupil and professors.

The questionnaire was presented to pupils where we provided primary data and the analysis was performed graphically. Questionnaire and interview was conducted with high school professors in Tetovo and there was a presentation of graphical analysis. Second empirical research, creation of prototypes and creation of a database object of study, namely the creating platform communication interface and prototype testing.

2.1.1 Research Objective

Almost all levels of education in the country have computer work environments, but the development alternatives we analyzed are five teaching courses developed in the computer cabinet at Kiril Pejčinovic High School in Tetovo. Our experiment was done by integrating phones like digital teaching assistive technology, interactive digital signage, blackboard and projectors. Regardless of the conditions our school had in our case, we managed our way of observation, made the connection between the mobile phone and the digital board or through a direct internet connection, where we used the interactive digital online platform from the computer through the designer to monitor and interact.

We progressed in evaluating and monitoring pupils and professors. Interactive digital web platform is a complete platform of interactive classroom management system, integrating multimedia elements and replacing the traditional classroom with professors and pupils with a simple alternative management interaction system, from teaching embedded to innovation for professors and academics in general and ethical human capital education. The purpose of this study was to identify ways to achieve an effective managerial perspective and to adopt the adoption of an interactive web platform at the Tetovo High School. A platform to be adopted by a school must be accepted as discipline. We can also define how to achieve excellence management and maximize internet use by schools and other colleges through existing technology as a collaboration hub and extend the work from an experimental learning platform to a wider platform use.

The purpose of this study is to identify ways to achieve an effective managerial perspective and to adopt the adoption of an interactive web platform at the Tetovo High School. We can also define how to achieve excellence management and maximize internet use by schools and other colleges through existing technology as a collaboration hub and extend the work from an experimental learning platform to a wider platform use.

The use of LMS - innovative elitesani.com by other schools through networking courses which provides a quality education with the possibility of finishing school without deepening our minds and spending time in a way where we will have the data stored our forever. It is a reliable and accurate

way, especially the freshness to triumph in pedagogical psychology, by pupils and professors in the gymnasium or beyond.

The purpose of this semi-experimental study is to determine if interactive digital web platform is an interactive application technology that has long served as an effective method for monitoring pupil progress and controlling it, and has shown to improve learning comprehension. Furthermore, this study is designed to measure the effectiveness of www.elitasani.com digital sites in incorporating lessons, quizzes, pupil retention, and increased pupil participation by updating mind mapping interactions that provide continuous assessment, and ultimately have an active influence on motivation to understand.

2.1.2 Research Framework -Theoretical and empirical framework

The research contains the following ingredients:

- a. Primary Research Framework data
- b. Search frame secondary data
- c. Independent variables
- d. Dependent variables
- e. Demographic factors

Perceived school culture and practice as - Alternative Object, where we will use the www.elitaasani.com interactive digital web platform, we will analyze the course descriptions we will implement, teachers as collaborators, editors, contributors, admin or other users.

Good leadership at the same time is considered to be an enhancement of managerial educational quality.

Table 1. Theoretical Framework

Dependent Variable	Independent Variables
School in the North of Macedonia-Tetovo	Demographics factor
Computer Cabinet-Digital Tablet-Phone-Computers- -As Innovative Interactive-	Perceive the culture and practice
Collaborative Teachers Professor and Pupils	Digital facilities (web platform-or digital platform www.elitaasani.com)
Education Educational Process LMS - Digital Platform of Interactive E- learning	Professors and pupils
Support Education Digital Platform	Education as a School Leadership

A number of conceptual frameworks have been adopted for the conducted studies. The framework is built on school- related variables, variables, and processes related to professors, while

others are related to the nature of the interactive LMS model, and the later related to pupil study in the context of an interactive digital platform LMS. The electronic framework that describes the variables and processes reviewed in the theoretical framework.

Graphical representation of the basic eclectic theory adopted by the Municipal High School Tetovo. Tetovo Electronic Evaluation Process, Northern Macedonia Municipal High School.

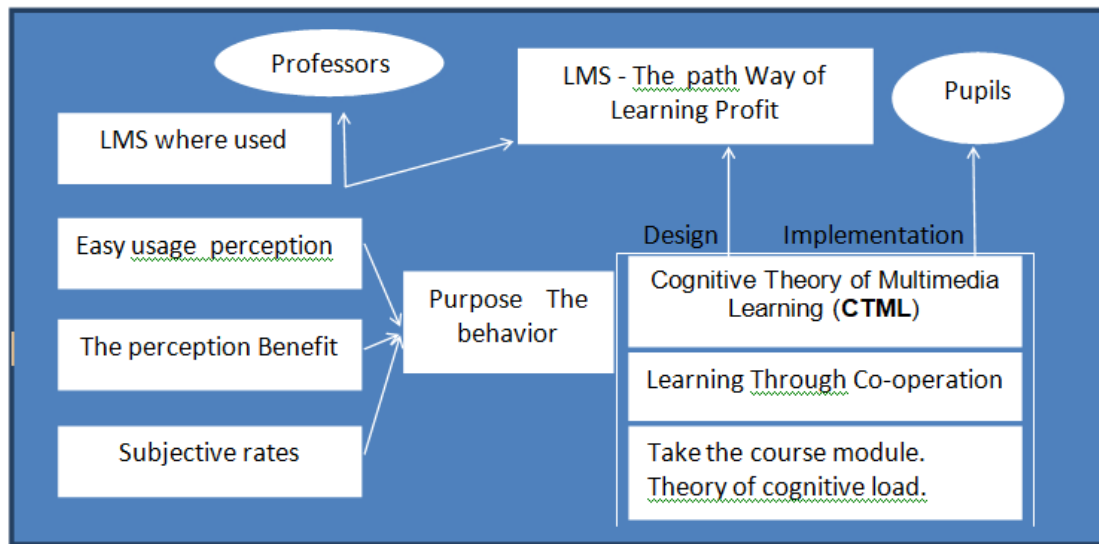


Figure 1 Theoretical eclectic Framework

Digital technology and interactive learning contain a disciplined field where participants have to study in various fields such as (educational, psychological, cognitive research, curriculum design, language, science, etc.). Multidisciplinary is a common feature of research fields, while understanding it represents an innovative force. If we are to benefit from this expertise, it is necessary to work towards improvement as a clear theoretical underpinning that allows these different cultures to be included, monitored and controlled for classroom learning progress.

In general, from my personal experience working in interdisciplinary groups including internal and external resources, multimedia, interactive hyperlinks we unveil using interactive alternative platforms for interdisciplinary promotion such as the creation of a simple and shared sharing environment as the main focus of the investigation.

Using these "mediating objects" in a project can act as an incentive to discuss ideas. The design and evaluation framework provides a collaborative work and control model to take advantage of the different approaches that allow continuous evaluation as active participants to ensure control and progress of the group involved in research questions, optimal use of research instruments, and achievement of collaboration as an effective final process for various disciplinary courses.

2.1.4 Framework innovation digital platform

We innovate with the use of trendy digital technologies and multimedia elements used as an interactive form of distribution such as the presentation of videos transmitted through broadcast

channels or through messages or voices, advanced toolbox video solutions, interactive voice messaging and distribution. Complete the course in its profile by endorsing the digital platform www.elitaasani.com at Tetovo High School and achieving the inclusion of digital technology as a new experience in conventional learning, gaining interplay between technology, technology and pupils, technology and professors. The proposed LMS Interactive Framework as an Innovative Alternative ELearningPlatform for Active Online Learning Courses. The eclectic framework is designed to have all the features needed in a traditional learning management system. The following are the components needed for the framework design:

- a. Content Teaching Manager.
- b. Course Manager.
- c. Content convention tools.
- d. Learning Planner.
- e. User profile.
- f. Collaborative environment.
- g. School location in Tetovo.

Learning paths are channels of communication to gain the potential of learning emotion as an important role in how teachers serve their pupils what emotions they sow and receive. Empirical research on learning paths is scarce, especially in secondary education settings. The web platform is based on the following standards: As for any workflow management system that requires a standardization of tools to ensure consistency among users, on the digital platform we will explain the study on the standards of the innovative interactive learning management system that influenced the creation of interactive courses in the education system. There are a number of standards, but what will set out are some that allow for the "execution" of courses on the innovative digital platform:

- ⇒ Standard content of SCARM (Content Reference Distribution) and CMS included in interactive ELearningteaching.
- ⇒ The eLearning interface standard that addresses pupil relationships in an ELearningcourse and digital platform management system (LMS).
- ⇒ Standards that allow courses to communicate with a learning management system.

Innovative standards in line with eLearning are getting started with managing initial and general communication. This standard is about pupil-pupil relationships. Technically, though, we provide consistent interactive management of the digital LMS platform. SCORM Compliance, SCORM is a technical standard based on many other standards of interactive eLearning technology. SCORM provides interoperability and portability in an ELearningcourse. Interaction is the networking of courses in the sense that a subject is able to communicate with any other course related to SCORM or the learning management system we create. Transfer through interaction to different learning management systems. SCORM not only tracks courses, but also maintains a track record of user progress of content and time spent available. In the case of compliance or other mandatory courses, where 50% of people must pass the course, we must ensure that 50% or more pass the course. We include improving the course through creativity and motivation for long-term sustainability by setting additional standards! (Barajas, M., Frossard, Frédérique, [28]).

Research on additional standards in which we show results as follows:

AICC- Compliance, platform interaction standard: AICC is a technical standard that helps determine how ELearning courses and learning management systems interact with each other to support course participation. It's very similar to SCORM but nonetheless, there are differences.

Tin API- digital standard of the platform used tracks activities for users to use the phone in addition to desktop computers. The API can track most of your activities in effective learning, such as mobile learning, tedious learning, offline learning, collaborative learning, gaining experience and simulations. This goal within the aforementioned frameworks focuses on functionality: CMS is the basic functionality used to generate content within the system. Functionality is based on the responsiveness of the efficiency we build the platform through interoperability in communication such as forums, chat emails and comments. PHPNuke, Drupal, Mambo, Core Media, CMS Content Management Content etc. We demonstrate flexibility as incorporating distribution into the digital platform management system, allowing for interoperability, which simultaneously demonstrates system persuasion.

The main purpose of all research lies in the creation of the www.elitaasani.com interactive digital web platform. The platform was built on innovative alternative research based on pedagogical principles to help teachers create effective online learning communities. This work presents the analysis and design of an innovative online ELearning platform, including ELearning analysis. An educational platform is considered a computer program that integrates various management, communication, evaluation and monitoring tools, etc. Providing technological support for teachers and pupils by optimizing different stages in the process of online education, offering a combined classroom through traditional. Learning Management Systems enable teachers and pupils to share learning materials, make classroom announcements, present, return course assignments, and communicate with each other online. The digital platform contains course management, CLMS is the central module of the platform that interacts with other modules and controls the flow of source data and execution commands between modules including optional discussion. Course content managers and course content managers are two separate elements with a common goal of interactive learning and a database that provides a hierarchy in an educational institution held forever different from paper that can be distributed simultaneously with an advantage, without wasting time and money. A common interface is defined for each lesson. Organizational objects control the behavior of each saved course. When a learning request is received at the platform management center, a control message is passed to the learning organizer. Then the learning objects are invoked over the appropriate methods located at the learning object interface. The digital library should support the sharing of internal and external materials among all users. Upon completion of the course pupils should be able to evaluate the course through comments. The answers on the results page should be viewed and analyzed by the course manager responsible for the course. Text-based document sharing, forums, online downloads, blog creation, and internal messaging system that show support for the digital platform system. Overall pupil progress should be tracked by the platform system. Pupil qualifications must be checked for admission to a course. The web platform user has roles in various profiles such as pupil, professor, administrator, and contributor and editor profile. The use of learning management systems (LMS) in educational settings has facilitated communication between pupils and teachers and raised new educational challenges. System compatibility with third parties should be maintained for simplified integration. Web platform offers additional standards such as calendars, course date set as memory, or user support as a system.

The main features of creating a digital ELearning platform are:

-
- ⇒ Authentication;
 - ⇒ Content production;
 - ⇒ Viewing the content;
 - ⇒ Different media, one teacher;
 - ⇒ Performing activities such as assignments, group work, quizzes;
 - ⇒ Report of activities undertaken by pupils;
 - ⇒ Assessment tools, report;

The eclectic design study includes the following features: concentration, ethical behavior, active pupil empowerment, consistency and observation. Based on stimulating and responsible teaching research, course programs focus on visible behavior by completion.

The main tasks are divided into smaller tasks, and each minor task is treated as a separate learning objective. The inputs and practices followed generate positive or corrective reinforcement, which are at the same time the essential components of the behavioral approach. Social teaching is a combination of social learning process theory and behavioral theory.

The focus remains on observed behaviors that can be learned by observing live patterns, receiving verbal instructions, or looking at media (flash, animation, quiz, or interactive digital tabs) that exclude new learning structures in the proximal area of development. , explaining how the pupil can act without the help of a more experienced person who is another example of social learning. Cognitive training approaches have developed deeper strategies and tactics to help pupils acquire cognitive skills. Assignments similar to what pupils would encounter in the real world, the natural complexities surrounding those assignments.

The key features of a course model are: Incorporating eclectic learning as a process in which a designer builds ideas from multiple learning theories to build a more innovative social learning experience that works better than a course created by an influencer theoretical. Eclectic teaching skills are those that do not enter into any of their theoretical plans. Rather, they have been able to have a primary theoretical impact in accordance with ordinary situations.

Creating an interactive LMS model-The Learning Management System has been adopted by the Tetovo High School educational institution to meet educational needs and requirements. The structure of an LMS model is categorized into:

1. **Pupils:** They use the system for the educational process. Pupils are the primary users of LMS.
2. **Instructors:** Instructors are teachers and assistants using the LMS to supervise, assist and evaluate pupils.
3. **Administrators:** The administrator can receive support from all users of the system to maintain proper control of operating status.

2.1.5 Results

The credibility of implementing learning through alternative online courses lies in integrating innovative comprehension technology as a useful experience and stable. Evaluation of collected data is presented in graphical form. Therefore, the reliability of the questionnaire is acceptable and tailored.

2.2 Research Design

Design research is initially described through system management research as an interactive learning alternative developed through courses as innovative research, followed through the digital platform www.elitaasani.com. Research is conducted in the secondary education institution, a course tailored to the needs of pupils based on innovative teaching to facilitate understanding in teaching.

The description of the theoretical framework implies the model of study from an active learning model, where the focus is on delivering innovative lessons to gymnasium pupils that will strengthen pupil engagement. We also have a number of pupils who have difficulty understanding classroom lessons for these pupils we create a new learning concept based on the pupil requirements put forward by the first phase of application on the platform. Designing courses in an online classroom provides flexible results if the number of pupils increases. When we see the use of web platforms as a growing number of pupils, that is, we see the need to attract pupils and keep them engaged to be active, stimulated and motivated by increasing their numbers as users; we incorporate innovative digital technology for their interaction and networking. It is imperative that with new technical inclusion provide an alternative innovation, including a specific study model that will enhance learning, monitor course progress and successfully complete the course followed by certifications.

The purpose of this application study is to create an eclectic course in designing a new Interactive Management System (CLMS) for online and on-site courses using digital technology as an innovative tool to attract eLearning adoption by affirming automation and personalization of teaching nature. The results of this study have produced LMS-based ELearning that can also be used by pupils to stimulate motivation in other schools through networks. This digital platform created is a new trend of course modulation including the whole possibility of networking as an educational system. The key to modulation is flexibility and personalization. Modulation adds flexibility to static classroom environments by replacing batteries with digital boards in electronic form allowing ELearning to be networked enabling the pursuit of new ELearning innovations and trends around the world. Adding different methods and techniques to learning outcomes and achieving assessment as a result by replacing the new electronic wallet through the Microsoft Office suite as a second result management application or automatically viewing results from Digital Chart, Grade Book, or other reports specializing in assessments required or expected regardless of the course completed and the use of New Layout for Personal Learning.

In the process of individual learning, reflection through new learning plans identifies seven different functions of an ELearning portfolio:

-
- 1) **Knowledge to learn**-Learning in the institutional environment is usually recognized when introducing predefined modules. Electronic wallets can be means of recognizing the smallest achievements of understanding.
 - 2) **Portfolio**- teaching and assessment method. Portfolios can also be used as containers for official exams through certificates or online reports; moreover, they can be used to record informal learning activities.
 - 3) **Reflection of learning**- Reflection is an important part of a learning process. The electronic wallet can be used for private or public audiences.
 - 4) **Assessment of learning**- Validity in the electronic wallet may be self-assessed or assessed by other persons. Validation means "proof" that teaching has happened. This certification can take many forms and can appear in different media.
 - 5) **Presentation of the lesson**- Lesson presentation is important in electronic portfolios. This presentation can also be used for job applications as needed or for courses as an academic application Due to the importance of lifelong learning, this presentation may change over time.
 - 6) **Lecture planning**- The learning process can be planned with the help of an electronic portfolio. The pupil may see his or her teaching as personal user through the electronic wallet you can also see her next steps in developing personal competencies. E Portfolios contain the course management- system or end-of-course evaluation by the institution receiving the certificates or benefits. Moreover, they can be used to record informal learning activities.
 - 7) **Assessment of learning comment grade**- evaluation we mean course evaluation, monitoring, judging of achievements, and pupil feedback. First, the course manager should consult with the pupil to identify the problem of understanding or the topic of the problem, then select the definition of course ethics to be created, prepare the material, and evaluate or report the outcome. Course acquisition analysis depends on the results of the evaluation and if it shows effect then we have a networking course that looks at the future with a business eye.

To create powerful and effective learning experiences, there are few steps to design the curriculum. Choose the www.elitaasani.com digital platform as an authorized course organizing tool. The course is organized in four steps:

Step 1: Register the Course (Course Selected on Demand) To take courses first understand the problem before trying to solve it.

Step 2: Add the user (Realize profile).

Step 3: Giving knowledge. (In the process of acquiring the knowledge portfolio preparation, the summary is accomplished by the level of the pupils we have to develop the course).

Step 4: Evaluation of Results Evaluation- Conducted through Test (Theory-Practice).

Direct Questions and Answers, ask if you are learning:

- ⇒ Provide the right content for the right pupil. Create an innovative eLearning template or use an existing interactive template.
- ⇒ Choose a cloud-based learning management system with advance management, set learning objectives.
- ⇒ Use links to add multimedia, broadcast and other innovative resources. Determine your lesson plan, keep your elements such as video, audio and graphics simple and clear, and show your content.

-
- ⇒ Choose the right digital application technology. Interactive digital platforms are considered a type of course-based learning management system (CLMS) that provides users with access to digital classes. Incorporating cognitive skills into the educational process involves knowledge and understanding, pursuing procedural learning skills and applying specific methods to new situations to solve psychological problems in the classroom.
 - ⇒ Interpersonal skills (e.g. skills involved in active listening, presentation, negotiation, etc.) and psychomotor skills, which include gaining perception and physical movements (e.g. doing sports or driving a car).

How can ELearning address these different areas? Most ELearning courses have been developed to create cognitive skills. The cognitive field is best suited for e-learning. Within the cognitive domain, thinking skills may require more interactive learning activities because these skills are best learned "by doing them". Learn in the field of interferon, where you can even turn to ELearning using specific methods (Heinzen, E., T., Goodfrien, W., [48]). For example, interactive role playing with appropriate feedback can be used to change attitudes and behaviors. These virtual courses are similar to offline courses in many ways: an instructor provides an interesting educational experience through video, image, text, audio and PDF files. ELearning activities can be synchronous or asynchronous.

Synchronous events occur in real time. Synchronous communication between two persons requires them to be present at a specific time. Examples of synchronous activities are audio / video chats and conferences.

Asynchronous events are independent of time. A self-taught course is an example of asynchronous ELearning because online learning takes place at all times. E-mails or discussion forums through comments from bloggers are considered as examples of asynchronous communication tools. The flexibility of Internet technology creates gray areas around synchronous and asynchronous concepts. For example, video and audio sessions may be recorded and made available to pupils who cannot attend a live event.

The analysis follows from interviews collected from questionnaires and answers to alternative learning. ELearning is perfect for addressing skills or knowledge gaps, but is usually not an effective remedy for the lack of client orientation or work design problem. By initial analysis, you rule out these other issues and understand a problem faster than if you entered the assumptions. Our web-based courses are innovative and interactive because we have an alternative between using the term learning and information.

Learning courses are designed to teach and are not merely informative. Digitization of the course is designed to engage pupils at all times - leaving comments on whether or not the course material is a sign to see if the pupil is progressing or capable of answering questions.

For every detail of the course, we take care to show a positive state of completion, review, presentation of material in a timely manner and as easy as possible to understand and manage. Our online courses are focused on you as a pupil, professor or user (contributor, editor, and descriptor). We have thought through the www.elitasani.com digital platform to use a design template that accommodates all innovative learning styles in a more eclectic way.

2.3 Data Accumulation

Distance research has recently become more important in the educational process. The quality of distance education relies heavily on the design and quality of teaching materials as well as on the quality of communication. The results of this study help instructors monitor online activities that occur in forums through comments. Agents help analyze pupil data in the asynchronous learning part of the information system; Plagiarism, pupils learn styles and help create working groups. Digital plagiarism is a growing problem for professors in this information age. Some scholars analyze pupil activities in the virtual learning environment and recommend professors or tutors for important solutions to present pupils with individualized teaching materials.

We as professors, are intelligent agents providing personalized assistance to eLearning pupils. Teacher monitors a pupil's behavior when he / she is taking online courses and automatically builds the pupil's profile. The project includes pupil learning style and pupil performance information such as completed exercises, studied topics, and exam results. In our approach, the pupil's learning style is automatically identified by the pupil's actions in an ELearning system using a time-to-time assessment of the results obtained.

Creating new sets of data-based rules that facilitate pupil interaction using a system that monitors the status of group communication members, such as during group management we assign a pupil to a group to share learning roles because the pupil knows the other pupil at the same time.

Catalyst to accelerate the management process on the clock. Some learning managers use grading methods that allow pupils to introduce new learning styles. For different subjects, we mainly have learning style models that are the subject of studies in that subject in secondary education.

Teaching style models are types of e-learning, set time (classroom phone / internet session) Synchronous eLearning is real-time learning Asynchronous e-learning, pupil-driven, self-opening learning. Asynchronous eLearning is a kind of pause and resume learning.

Data accumulated in the virtual learning environment of the Digital-Table are the archives, history or database that enables the maintenance of a course in the long term. Using the collection method, we investigated conducting searches through pupils in defining user activity groups.

Analysis of professors studying virtual data activity - should know:

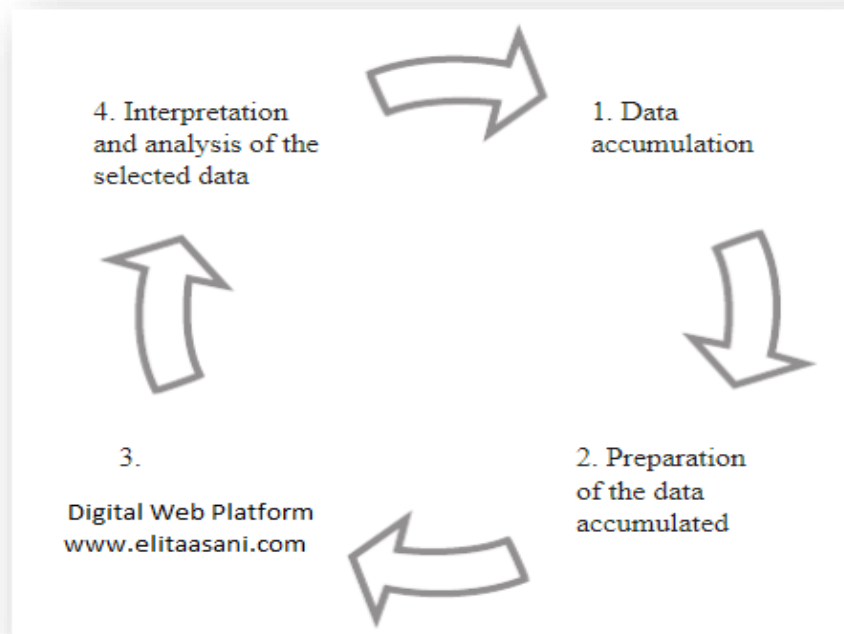


Figure 2. Indicator circuit of analyzing accumulated data

With data collection we do not intend to work directly in ORACLE database due to data security and server upload problems. We also need to work on databases containing millions of data where even a query set in SQL should know that it represents a load on the speed of server activity. Therefore, to assess the potential risks, all the data needed for this study is transferred to a different database on the local server for further processing. PHP makes the necessary calculations and transfers of existing data so that we can later use data recovery methods. Prepared data is sent to other MySQL databases and stored for future analysis. www.elitaasani.com is a Word Press LMS website that is considered to be exclusively compatible with press integration - which is a Buddy Press course communication and integration forum - a profile system that will help you enjoy your learning on this site. More than that, the wonderful blog and time is also an ideal place to express your opinion.

2.4 Target Group and Sampling Method

Access to ELearning courses combines different types of ELearning components, including:

- 🎧 The content of e-learning.
- 🎧 E-training, e-mentoring.
- 🎧 Collaborative learning.
- 🎧 Innovative virtual classes.

Let's throw see a quick look on: The Content of ELearnings. The content of ELearning includes:

- a. Simple teaching resources;
- b. Learn interactive online learning;
- c. Simulations;
- d. Assistance - problem solving;

Simple learning resources are non-interactive resources such as documents, PowerPoint presentations, videos or audio files. These materials are non-interactive in the sense that pupils can read or view content without performing any other action.

These resources can be developed quickly and when they are consistent with learning outcomes and objectives that are designed in a structured way that can be useful for learning, although they do not provide any interaction. The most common approach to ELearning is self-based training, which consists of an interactive ELearning group. An ELearning is a linear sequence of screens that can include text, graphics, animations, audio, video and interaction in the form of questions and feedback.

E-lessons can also include recommended reading and links to online resources, as well as additional information on specific topics. Simulations are highly interactive forms of e-learning. The term "simulation" essentially means the creation of a learning environment that "simulates" the real world, allowing the learner to learn by acting. Simulations are a specific form of Web-based training that immerses the learner in a real-world situation and responds dynamically to his or her behavior.

Job aids provide immediate knowledge at the time of the call. They can take many forms and be delivered on various platforms (e.g. computer, printed document, mobile phone). They usually provide immediate answers to specific questions, thereby helping users to complete tasks. Technical glossaries and checklists are just a few examples of simple job aids for sophisticated expert systems as well as where they can be developed to assist instructors in complex decision making. Checklists are part of the evaluation of homework and teaching activities (Marie Baker, K., [26]). E-tutoring, e-training, e-mentoring: Innovative ELearning provides individual pupil support and feedback through online tools and facilitation techniques.

Collaborative learning involves collaborative activities that include discussions and knowledge sharing to teamwork in a collaborative project. Social programs, such as talks, discussion forums, and blogs, are used for online collaboration among pupils.

Online discussions are divided into synchronous and asynchronous discussions that are designed to facilitate communication and knowledge sharing between pupils. Pupils can comment and share ideas about course activities or contribute to group learning by sharing their knowledge. Group collaboration is implemented to accelerate classroom activity among pupils. Collaborative activities may include teaching topic project work and scenario-based assignments. A virtual classroom is a lesson similar to traditional classroom training as it is taught entirely by an instructor.

A virtual classroom is an eLearning event, where a teacher teaches distance and real-time with a group of pupils using a combination of materials (e.g. PowerPoint presentations, audio or video materials), also called synchronous learning. This method requires the least amount of effort to convert materials (but instructors must prepare them). There should be technology appropriate for both pupils and providers (e.g. virtual classroom software and good connectivity). ELearning activities can be synchronous or asynchronous. The Digital Web Platform provides a set of qualitative criteria to evaluate the design, development, management, distribution and evaluation of e-software, as well as the quality of teaching materials, methodology, media, technology and e-learning. For more information: www.elitaasani.com.

There are two general approaches to learning in electronics: open and facilitated / guided by instructors. Self-paced learners are single and fully independent, while facilitated and instructor-led ELearning courses offer varying levels of teacher and instructor support and pupil collaboration. Of course, ELearning courses combine both approaches, but for simplicity it is easy to consider the two separately. We download it from a web server and pupils can use it through an online learning platform or CD-ROM. Pupils are free to learn at their own pace and determine their own learning

paths based on their individual needs and interests. ELearning providers do not have to plan, manage or track pupils through a process; they can simply be digital ads. ELearning content is developed based on a set of learning objectives and is distributed using various media elements such as text, graphics, audio and video. It should provide as much learning support as possible (through explanations, examples, interactions, feedback, vocabulary, etc.) in order for pupils to be self-sufficient to stimulate learning emotions. However, some kind of support, such as e-mail or ELearning support is normally offered to pupils. Share also shows an online socialization even under traditional conditions, a right clicks of the mouse (Donnelly, Kevon., [47]). When alternative ELearning is provided through an Internet connection, there is the possibility to track pupils' actions in a central database. Instructor-led ELearning facilitated. In this model, a linear curriculum is designed that integrates some content elements and activities into a chronological course or syllabus. The course is planned and run by an instructor and through an online learning platform. The content of ELearning for individual study can be integrated with instructor lectures, individual assignments and collaborative activities among pupils. Pupils, web platforms and instructors can use communication tools such as emails, discussion forums, conversations, surveys, interactive boards, app sharing, and audio and video conferencing to communicate and work together. Finally, a final step usually involves an exercise or assessment to measure learning. Pupils must register in order to take the courses and can choose between studying online, downloading the course on their computers or ordering a CD-ROM at home.

The courses consist of interactive lessons including text, images, animations and interactions. Different teaching techniques are used, such as storytelling, case studies, examples, questions, and practice with reinforcing feedback. To get the full benefit of each lesson, choose a quiet place, where you can practice without interruption and choose a time when you mind is fresh. Additional resources include digital bookstores such as links to online resources, recommended reading, job aids and a glossary. Material developed for the ELearning course has been used to create: a set of slide presentations that trainers can use; a printable document with the complete e-lesson content that trainers can distribute to participants after the training session.

Combined studies: Blended learning combines different training media (e.g. technology, activities and events) to create an optimal training program for a specific audience. The term "blended" means that traditional instructor-led training is complemented by electronic formats. Blended learning is a term increasingly used to describe how ELearning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology.

Personalized eLearning is the act of personalizing: The learning environment itself (e.g. what the pupil's content looks like - font sizes, colors, backgrounds, themes, etc.), learning content itself (e.g. audio, video, textual, graphic, etc.). The interaction of pupil and teaching content is realized through the Digital Web Platform.

Adaptive learning approaches count as ELearning of an emergent methodology in teaching and training. ELearning (a wide range of online education) is a learning process where interactive digital charts or mobile phones are used at every possible step of the process: registration, content dissemination, evaluation, reporting and support. Multimedia is a term that encompasses various elements of teaching content, a term used in contrast to media that use only traditional formats of printed or manually produced material. Multimedia includes a combination of modes of text, audio, photography, animation, video and interaction through broadcast, streaming and share. Technology

helps pupils learn and evaluate themselves. Using technologies such as PowerPoint, interactive digital charts enable information creativity and attention to pupils in the classroom. The technology used on my platform allows hyperlinks to collaborate with other platforms. Within the LMS, you can enroll pupils for individual courses as well as members through socialization. However, you can override the time it takes to add each pupil to a smart feature - Groups. We have created a group (e.g. internal technology department or new clients). Then, you can automatically add all group members to a course or collection in classes.

2.5 Data Analysis

Data analysis related to online courses addresses methods for managing and analyzing large data sets in:

1. **Analysis-** An analysis focuses first on any development effort in order to determine:

- a. Training required filling a gap in professional knowledge and skills.
- b. Professional e-learning.
- c. ELearningtraining.

The analysis required allows the identification of general, high-level course goals. Audience analysis is another essential step. The design and delivery of ELearning is influenced by the key characteristics of learners (e.g. their prior knowledge and skills, geographic availability, learning context, and access to technology).

Analysis is also needed to determine the course content in assignment assignments or test. Task analysis identifies tasks that learners need to learn or improve and knowledge and skills that need to be developed or strengthened. This type of analysis is mainly used in courses to build specific work-related skills (also called "performance courses"). Topic analysis is performed to identify and classify course content. This is typical of those courses that are primarily designed to provide information (also called "information courses").

2. **Design-** The design phase includes the following activities:

- a. Formulating a set of learning objectives upon request to touch on the overall objective in order to achieve a high level of the course.
- b. Determining the order in which the objective must be achieved.
- c. Choosing instructional, media, assessment, and dissemination strategies.

3. **Acceptance and distribution-** Admission is a special education sequence in which, in addition to receiving pupil materials, the learner must comment if commenting on a web site then imply that he is present in the course, or distributes the material to his or her peer or activity accepted in the course, its content or assignments or vice versa if it does not comment it is not present. This shows that he has followed the course. Learning objectives represent learning sequences as a delivery evaluation strategy. ELearning is categorized into three main types. These types are based on instructor use, course time, and involvement with others (Elkins, D., [2]).

4. **Task and topic analysis-** Analyzes to fit existing models and to meet specific needs are more demanding than unplanned processing. However, flexibility is needed to select and adapt a model to a given situation. ELearning projects vary greatly in complexity and size. The process described below is comprehensive; it includes all the options that can be incorporated into a complex learning project. However, some of the steps may be overlooked or simplified

in accordance with project objectives and requirements, such as budget, expertise or organizational constraints. The result of the design phase is a planning that will be used as a reference for course development.

The project illustrates the structure of the curriculum (e.g. subject user organization, learning units, activities) the learning objectives associated with each unit and the delivery methods and formats (e.g. self-opening interactive materials, synchronous collective activities and / or asynchronous) to give each unit.

5. **Development-** Development represents the stage of content where to develop content can vary widely, depending on the resources available. For example, eLearning content may consist only of simpler materials (i.e. those with little or no interaction or multimedia, such as PDFs documents) that can be combined with other materials (e.g. audio files) or video) assignments and rehearsals. In that situation, scenario development and media development, such as electronic interaction, are not considered.

The development of interactive multimedia content consists of three main steps:

- a. Content development: writing or gathering all the knowledge and information required.
- b. Scenario development: integration of teaching methods (all the pedagogical elements needed to support the learning process) and media elements.

This is done by developing the script, a document that lists all components of the final interactive products, including images, text, interactions, evaluation tests. Course development: developing media and interactive components, producing courses in various formats for CD-ROM distribution, Web and integrating content elements into a learning platform that pupils can access.

6. **Implementation-** At this stage the course is given to pupils to apply. The course is installed on a server and is accessible to pupils. In easy-access and instructor-led courses there is a phase that demonstrates easy management during pupil activities.
7. **Evaluation-** An ELearningproject can be evaluated for specific evaluation purposes. You can evaluate pupils' feedback, achievement of learning objectives, transfer work-related knowledge and skills, and check the impact of the course at the school institution.

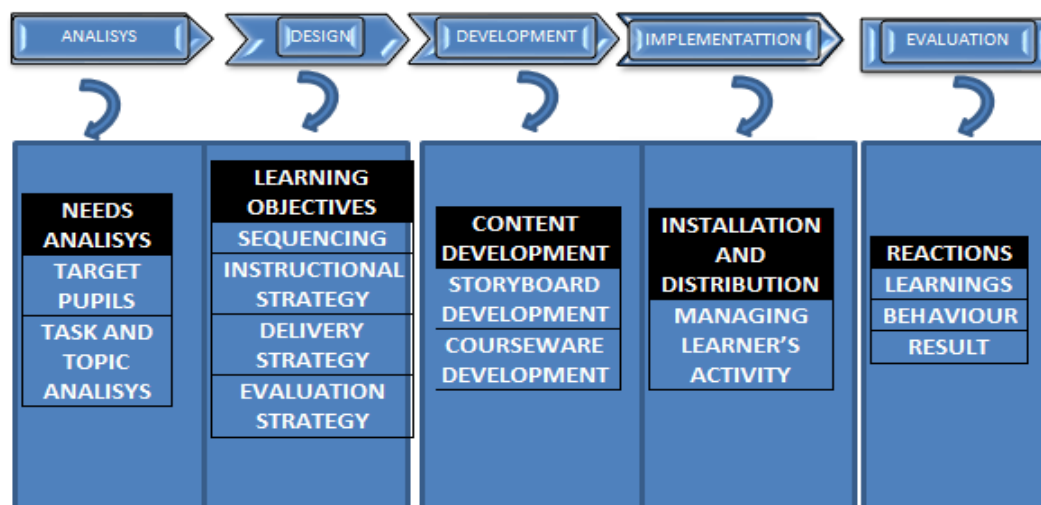


Figure 3. The ADDIE is a great way to structure online course.

1: **Analyze-** This first step is about gathering information. Don't start planning the course until you understand your audience - your pupils and the training needed. The goal is to ask questions that help you create (in the audience) training for the right pupil and the purpose of the lesson. To complete a training we need to quietly ask pupils to make sure the ear is reviewed. Bloom's perspective illustrates the levels of recognition, from simple to complex, pyramid levels. The audit attributes measurable nests to each of these levels. These tips will help you write your learning objectives for a set time and manage your needs according to the time required.

2: **Design-** The design phase (or lesson planning) is to create a plan where the design choice work is done according to the needs of the learner according to the assessments that will be made to achieve the appropriate revision of the educational curriculum by anticipating the time and tools to be developed in the course.

3: **Development-** Development is the construction phase. This is when you finally get to absorb your favorite eLearning tool to create the course. Innovative interactive eLearning tools can range from simple to the complex, but the best software doesn't make for a better course. A bad design plan will bring a course in the more expensive program. Testing your course is the most important part of the development phase. We give a peer review. You want your scripts to be complete and consistent. After all, if our training script is incorrect, they do not result in any value. Peer review also helps to ensure every possible interaction the pupil gets in the right place.

4: **Implementation-** Time to find your coaching team on the course! As people use the trainer they give an impression of the quality of advice that essentially provides instructor training so that they can give the best advice correctly (Dali, R. , [17]). This is the most exciting phase. If you use an online course development platform or a Learning Management System (CLMS), then your course is already where it should be. Just post the course, invite pupils by email, confirm them, and track pupil progress and results following. A good CLMS regulates most of the work needed to deliver your content and track pupil progress and results. Increasingly learning through an LMS -CLMS is self-directed: pupils log in to take the course you created without the help of an instructor.

5: Evaluation- What do we do with the results collected by the LMS-CLMS?-One of the first things that you want to know is how many pupils have passed the course. It's always exciting to see a high pass rate. But you also want to understand why pupils do not pass the course. Here are some things to consider whenever we have to see if we have misunderstandings in the course or assessment, we should look at the odds and try to plant only through course promotion to pursue those pupils to ongoing success and whether the professor always has a positive impact on educational psychology. Course delivery, review of positive planting, and finally we will see if we have shown the incentive for pupils to distribute the course to take a step toward moving into the educational trade.

Chapter III. Background Research

This chapter provides a preliminary study of what LMS technology represents and its use in high school in Tetovo. For research purposes, we need to explain what CLMS and LMS-SCORM are. Later in this chapter we will interpret the relationship between CLMS and LMS-SCORM.

3.1 Learning Management Systems (LMS)

Developing an innovative platform such as digital technology at Tetovo High School in Northern Macedonia, which can also be used by primary, undergraduate and postgraduate education, as we use it to modify digitalized learning to update, or create new experiences from alternative and interactive learning. We also provide a high degree of personalization of the educational process and offer the opportunity to choose the implementation of learning techniques and methods based on the trends of innovative learning choices. Developing ELearning courses is a prominent alternative to high school that offers virtual learning environments and offers many different types of learning and learning experiences. Building on the interoperability of the interactive digitalization platform, you get an adequate solution as an innovative form of e-learning. Extensive use of interactive ELearning is ensured through the delivery of the following courses through the functional or flexible digital modularity adopted by the Tetovo Municipal High School. This chapter discusses the development of ELearning in the secondary education sector and assesses the effectiveness of e-learning.

It includes a comparison of five classes and five different outcomes from class pupils including first and third grades to provide an alternative lesson that pupils study through interactivity and using the internet is understood to blend the conventional with the modern. This is followed by a discussion of the learning approach as a form of introductory to mixed learning and drawing conclusions, the most perfect review being the completion of developments. As ELearning and distance learning are becoming increasingly important for all types of educational institutions, researchers and practitioners are becoming aware of the fact that a simple technological approach does not guarantee learning and learning success. Thus, a shift in pedagogy-based initiatives can be observed in the field of e-learning. This study explores the implications of knowledge in theoretical theories in interactive online courses. Therefore, a case study was conducted in the field of adult education to implement various ELearning strategies related to the school of behavioral learning, cognition, and constructivism. Moreover, these teaching approaches have been compared to examine such aspects as teacher and pupil effort, the effectiveness of each method, pupil workload, or the collaborative and social aspects of e-learning. The main purpose of the digital platform is to help young learners find content with their new role as a learning actor from a selective role that seeks to overcome the stress of learning as learning is a dynamic issue where of a pupil tiring us to replace it with a challenging role as an easier choice by using different learning facilitation programs needed for additional book lessons and programs to achieve collaborative communication with other schools on the same learning topics. ELearning as an innovative interactive solution by PEERS¹ and

¹ One of the most visible approaches to peer learning comes out of cognitive psychology, and is applied within a "mainstream" educational framework: "Peer learning is an educational practice in which students interact with other students to attain educational goals."^[1] In this context, it can be compared

READING Observation. There are two sides to innovation in corporate learning and development: technology and pedagogy. The former is quite obvious and is often coupled with the term innovation. The point is not to introduce innovative ideas, but to make them happen.

www.elitaasani.com is an innovative ELearning as digital learning, mobile phone as a form of interactivity, or mobile learning. Mobile and technology-based learning helps pupils understand and apply learning by making smarter eLearning decisions in the field of learning solutions. At elitatasani.com learning is the choice of brainstorming and classifying ideas to personalize and design them for inclusion and collaboration with international and European classrooms as a key generator of ideas for the classroom team as a marketing collaboration. The platform shares its thoughts, ideas and knowledge on conventional learning or group learning technology, where they can also use shared literature, regardless of school needs or requirements, as a new, innovative, shared school idea. The use of ELearning www.elitaasani.com is becoming essential for secondary education institutions where they are considering and accepting this fact to compete with other organizations and schools, to easily enter into lucrative projects, where pupils will implement internships.

Their advantage in large companies or as a reward will be the opportunity to network in a collaborative manner with local and non-governmental companies to meet financial stability as a need of a municipal school. The other reason for implementing this new digital platform lies in improving pupils' learning experiences and improving learning outcomes and skills.

The purpose of ELearning is to improve the quality of teaching activities by reusing and sharing information and knowledge, while the learner can determine his or her educational pace. www.elitaasani.com Innovative Interactive ELearning provides teachers and pupils with a visible environment in terms of time and location. Learning through online courses does not require pupils to be physically present in the same place as an instructor or at the same time. Academics and practitioners also consider that ELearning systems are tools for the dissemination and transfer of intelligent knowledge and ideas. Pupil satisfaction is inevitable for the successful implementation of various modes of ELearning in the environment. Satisfaction is widely accepted as a desirable outcome of any product or service experience and is the most explored construct in the history of innovative teaching. Overall, satisfaction is a factor used to monitor the empowerment or quality of teaching, as well as to predict the loyalty of a professor, pupil or instructor and other behavioral consequences. The success of innovative online learning is determined through different perspectives. One way to succeed is through outcome factors such as enhancing the quality of learning through innovative trends and strategies. Another perspective on the success of innovative ELearning is the factors of system delivery such as the rate of use of the ELearning system and its adoption. While ELearning initiatives are strongly linked to innovative digitalization of technologies, pupils' satisfaction with the use of new technologies initiates the pleasure and interest in learning and interacting electronically. This helps in motivating and is a new, innovative suggestion that has shown positive support from professors and pupils of secondary school in Tetovo.

to the practices that go by the name cooperative learning. However, other contemporary views on peer learning relax the constraints, and position "peer-to-peer learning" as a mode of "learning for everyone, by everyone, about almost anything."^[2] Whether it takes place in a formal or informal learning context, in small groups or online, peer learning manifests aspects of organization that are mostly absent from pedagogical models of teaching and learning.

3.1.1 LMS Modules

With the development of technology no one wants less, static training nowadays, except for dynamic innovative courses. As an augmented and virtual reality, pupils expect more than just text and video. The special news is that the most real estate producers use features to support interaction. This makes it much easier to implement an interactive online curriculum. Creating an interactive online learning module will not be complicated as long as you choose the right elements based on your goals and the pupils you teach. Let's take a look at some of the ways you can do more interactive online courses:

- ⇒ Include an interactive element in each digital slide chart;
- ⇒ Use digital stories in the digital courses table;
- ⇒ Include interactive images / videos (broadcast-share) - interactive charts;
- ⇒ Create a simulated environment in which pupils can practice freely;
- ⇒ Develop runoff scenarios.

1. **Include an interactive element in each slider-** A course program like interactive online training would not be what it is supposed to be without interactive elements. As an acceptable rule of thumb - especially if we use files / pages - we include as many interacting elements in each slider or page as possible. It doesn't matter if it's just a simple push of a button to do something or a simple, attractive activity. What is important for the pupil is to take action to advance. In addition to the phone, we will use an interactive digital tab for tracking web applications or presenting online shows, quizzes, creating buttons or creating links - html web browser or special math programs or sub-programming apps for task manipulation in physical or English language a vocabulary or grammar, interactive program apps. In programming languages such as executing c ++ apps compiler programs online or creating hyperlinks online for interactivity from the www.elitaasani.com digital platform to switch to another computer. For example, when creating interactive training in PowerPoint, we assumed the learner had something to do on each slide. We may also add a voice for teaching creativity in the presentation. Lack of sustained interaction in online courses (or lack thereof) can defeat the purpose of the curriculum. What we want are active pupils, not passive spectators.
2. **Use digital storytelling in your courses-** Digital history is a relatively new term that involves characterizing a person's "story-content-educating" through digital means, also users / pupils who generate this content for access. But the most critical aspect of digital storytelling is that it draws emotions. A great example of using digital storytelling is if you are building online programming. You can use the digital board to browse quizzes or educational games to draw pupils from conventional learning. This helps increase the ability to enroll new pupils or new classes from other co-operative schools and can set appropriate expectations for specific roles in competitions or co-operation of governmental or non-governmental activities. You can also incorporate pupil experiences by documenting their learning. Personalizing them, can be as easy as posting on social media, as on other social networks, such as the learning room or implementing a school bill to collaborate where normally every course has its own work environment which can be browsed as well later. Taking photos and videos, then posting them on the intranet or taking short exams to enter the course, taking the course material along with the quizzes and assignments developed or the tests that the pupil has to pass the course is

complete in profile of course that can be downloaded both at the time of instruction but also at a later time or when available to teach. The key to making digital courses successful is that these "profile environments" can be viewed, downloaded and used as content in the course itself.

3. **Include interactive images / videos-** The use of interactive videos is also a welcome addition to any interactive training program. What you need to do is allow the pupil to look around the work environment. Impressive learning experiences require the audience to take control of the learning environment - and this is definitely a way to make it a creative step towards innovation! Interactive videos are best used for virtual tours and job descriptions. Another use of excellent broadcast media, socializing through sharing as a profile or course content for pupils to interact with different characters in a scene. Using this type of interactive media is also a precursor to using VR (virtual reality) for learning! So if you are planning to implement VR learning in the future, you want to know more about this robotic innovation learning-next-step stimulation technology.
4. **Create a simulated environment where pupils can practice freely-** One of the most important needs of pupils is an environment where they can freely practice the skills learned without the fear of trial and error. An interactive online training program that simulates a controlled work environment is exactly what pupils need. These online learning environments can be refined and reviewed by pupils until they master the objective learning. And because they are 'safe', they are great opportunities to show pupils the potential consequences of making the wrong choice without the current turmoil. Overall, online learning environments will not only attract more pupils, but will also encourage exploration.
5. **Develop runoff scenarios-** Separate scenarios make pupils responsible for how the whole course will go. Pupils have the power to change the direction of the story based on the choices they make at certain decision points. Points are the results achieved a decision that affects the direction of the whole course. Stage scenarios make the course more like an adventure game - with different endings and versions depending on the choices the pupils make. It also makes pupils more engaged in the course; compared to a linear line of teaching. Most importantly, it is the use of rotational scenarios, a great way to evaluate pupil decision making, critical thinking and analytical skills. For an interactive course, in addition to the objectives, you must also intelligently learn the content of the lesson quickly and safely. For an interactive course, we should mention the application options that may be:
 - a. Interaction.
 - b. Dynamism.
 - c. Flexibility.
 - d. Open to access.

We develop online interaction modules through the www.elitaasani.com platform as a "participation" lesson. This is because, in interactive training, pupils are active participants in their learning process. You run pages, by clicking "next" and sitting down to watch a video just don't reduce it like interactive learning activities. Rather, interactive learning that involves real life decision making, problem solving, and pupil achievement. This type of training supports the pupil not only in acquiring new knowledge and information, but also in sharpening their skills in critical thinking and creativity. LMS ELearningmodules are built in the context by interdependent methodology stands for Interactive Method:

- a. Build pupil thinking structures!

b. Cultivate attitudes and values and Not to gain knowledge!

The conceptual basis of the basic teaching we have developed on our web platform is pupil-centered, not in teacher-learning:

- ⇒ More open teaching!
- ⇒ Less Learn to Run as a Teacher!
- ⇒ Teaching to teach!
- ⇒ More interactive learners!
- ⇒ Learning as a process of acquiring knowledge, values, attitudes and skills! - In modules, we use activities to stimulate pupils about active learning.

Various methods, educational games, methods and other teaching activities are used to build interactive learning groups that help build scenarios, develop, motivate pupils, and improve communication in high school educational institutions. Motivation for ideas, techniques, and quizzes are used as incentives for innovation, improvement and expansion of conferences and educational communication.

3.1.2 Advantages and disadvantages of using LMS

The benefits of interactive ELearning lie in: Social media interaction online. Use the internet for a variety of ways and aspects such as searching for school course research information, downloading course, pictures, backgrounds, receiving updates on the latest world events in various fields, emails, messages, conversations and more others. You educate yourself in the comfort of your own home and get an online degree now. With the latest technology, even impossible, now you can. It's an effective way to deliver interactive online electronics courses. Technology due to its convenience and flexibility, resources are available anywhere and anytime for anyone. Everyone, for a limited time or for those working full time even if you are not promised time, can benefit from more views of online course content. Technology-based innovations in education innovation reshape the environments in which schools operate. In general, they tend to open learning environments for both the digital world and the physical and social environment (OECD, [12]). Online ELearning helps active and independent or personalized learning. It's a very convenient and flexible option; after all, you don't have to depend on anyone for anything. It means the pupil is free from work or can access the internet any time he or she wants to read the lesson content. Through discussions you are able to interact with everyone online and also clarify any doubts you have. Audio and video tutorials can be rewritten and viewed and sorted again and again, unless you understand the topic for the first time.

The advantages of the LMS interactive learning course are:

1. Organize the content of the lesson in one place- Instead of sharing eLearning content on different disks and devices; you can store all eLearning materials in one place. This reduces the risk of losing important data and facilitates the creation of your ELearning course. Any member of your learning team can access information if you use a cloud-based learning management system due to the fact that they are all stored on the remote server. This makes learning management systems a natural fit for online collaboration.

2. Provides unrestricted access to eLearning materials- After uploading the learning materials to the LMS and publishing it, your audience has unlimited access to the information you need. Even

those on the go can access the eLearning platform via smartphones and tablets, so they don't wait until their next online training session to develop their skills and perfect work tasks. This is one of the main reasons why an LMS is essential for a global audience in different time zones.

3. **Easily follow pupils-** Development and performance as parents or instructors anywhere and anytime. The best management learning system gives you the opportunity to keep track of pupils' progress and make sure they are fulfilling their performance milestones. For example, if an online pupil is not able to successfully complete an ELearning scenario, you can give them additional resources to improve their performance or learning behaviors. Most learning management systems also offer reporting and analytics tools that allow you to identify and modify your ELearning courses where you stumble, how to excel and where you need additional material for success.

4. **Reduce the following training and development costs-** A Learning Management System allows you to completely eliminate school travel expenses, online training style, and written material content. Online pupils can complete all online training courses, meaning you can save a significant amount of money on your budget and time throughout the learning and development process. Reduce time for managing the system, find teaching materials, store and process them.

5. **Reduce learning and development time-** A data management system can also reduce online training time due to the fact that it provides online pupils with the information they need in a direct and organized way. With less than half an hour of online training, online pupils can simply click on the modules they need and acquire knowledge in a moment. They can also evaluate their understanding by taking quizzes, online quizzes, participate in interactive scenarios and simulations, and watch video lessons that highlight the most complex processes or tasks they can choose from.

6. **Understand educational-** Institutions are updated with regulations in accordance with ministry, governmental or non-governmental organizations. However, using a communal learning management system gives you the opportunity to add new standards to your online training course within minutes. When logging in or registering, they offer profiles that can easily manage online learning administration.

7. **Distribute and properly extend the eLearning course-** If you want to add additional modules to the eLearning course to update information based on new trends, you can simply access the learning management system and make the necessary modifications without updating your ELearning course.

The Advantages of the Digital LMS Interactive Learning Platform

- a. **Save time and money (cost wise)-** LMS as a platform allows you to create the course as an instructor or professor, manage and deliver modules in educational and training programs, thereby saving hours of work when compared to traditional methods. (Marie Baker, K., [25]). The alternative LMS allows the organization, level of automation and course design to be tailored to the needs of pupils and employees
- b. **Efficient management-** The alternative digital interactive learning platform allows for effective control of administration, automation, communication with users, professors and trainers of course content management. They allow for efficient management of registrations, and creation of groups and courses. The roles of tutors, pupils, supervisors, and administrators

are managed by the alternative LMS platform as an interactive system, notifications, reminders and user messages can be easily managed. It can be used as a powerful tool that allows for the creation and management of educational content and subjects in a simple and intuitive way. Pupils can upload and distribute content and work with their teachers and other pupils, which is stored in a database.

- c. **Easy access to information-** All information is structured in an organized way in one place, making it accessible to all users. Courses, calendars, multimedia content, archives and reviews are accessible with just one click. Access is made anytime and anywhere.
- d. **Personalization-** The interactive digital learning platform allows each course user to complete personalization. The platform can be multilingual. Moreover, portals and user IDs can be created without the need for additional installations and can work concurrently with access to online logging. The possibilities are endless and include pupil evaluation systems or reporting / testing.
- e. **Include calendar in course administration-** Learning Management Systems allow administrators to systematize the date and time of course placement and the length of time a course should take. A course through the dates is easily requested, maintained, edited, corrected and may at the same time add additional material to download or read / view pupils.
- f. **Advanced reporting-** Innovative management systems allow for the creation, personalization and download of detailed reports describing pupil progress, groups, completion of work, time taken, etc., which allows for easy evaluation during the progress of their work either as a group or individually.
- g. **Multimedia learning-** Systems enable businesses and educational institutions to create multimedia teaching content that is inclusive and practical, using video, images, audio, text, all of which serve as tools for learning new skills or information. Pupils engage in social communication with classmates or friends through online chats and forums, creating an innovative learning environment through collaborative, interactive, engaging and group / personal learning.
- h. **Improving Communication-** LMS facilitates communication and collaboration between people, whether pupils and professors, administrators, employees, or between users of an open communication channel. They facilitate the overall management of communication: such as emails, Gmail (Gmail, an email Services provider that is directly linked and integrated with drive docs, sheets, and other G tools (Educator, M., [20]) messages, forums, and global or individual agendas. An environment where the user can find all the important or vital information in just one screen.
- i. **Sales and Commercialization-** Lastly, the LMS can generate profits for educational businesses and institutions through the sale of online courses or e-commerce, which can be managed and automated on the platform and paid for by credit card or bank transfer. Not being able to draw the best out of your people or attract and retain top talent can be disastrous for commercialization of education (Brown, J., [5]). Pupils can enroll in a course and easily pay online. There is no limit to the number of courses a pupil can enroll in, and there is no limit to increasing the number of pupils and courses offered. Undoubtedly, learning platforms are a powerful tool that many businesses and educational institutions need to consider for their unlimited benefits. With good implementation, they can generate excellent results and educational growth.

Disadvantages of eLearning

There are not many disadvantages to e-learning, the main one is that you get knowledge in theory and when it comes to putting theory into practice it is completely different. There is a lack of face-to-face teaching experience that may be important for some of you. Ethics should be used and there are also pupils who cannot take online courses because of poor ethics.

- a. Most online ratings are limited to questions that are only objective in nature even though we also have live camcorders, Skype etc.
- b. There is also the problem of extending the security of online learning programs.
- c. The authenticity of a particular pupil's work is also a problem, as only someone can design a project instead of the actual pupils themselves.
- d. Assessments that are listed on the computer generally tend to be knowledge-based and not practice-based.

1. Innovative eLearning and its use- Innovative ELearning seems like a learning tool available to anyone, in fact, it is not. Not everyone has consistent internet access through tablets and computers that are powerful enough to support online streaming, for example: digital technology allows for the delivery of innovative learning through distribution. Some may have all the technology needed, but struggle with using it. For example, old professors may find it difficult to learn all the new concepts of technology. However, this problem can be resolved by offering them several hours of training or training, seminars, additional or complementary hours.

2. Some people find it difficult to get motivated and organized- Being able to learn at a comfortable pace and organize your own learning is a disaster for some pupils. While some people are good at self-organizing, some cannot do so without a clear system for writing a short letter and need to report their progress to the professor.

3. Insulation- For some pupils, high school is not just the place where they can learn - it is also where they come to socialize, make new friends and learn something more from their professors. With e-learning, it can be difficult (if not impossible) to achieve because they are taught with real non-virtual communication.

4. Impressions may not be enough- Feedback is one of the illuminating signals in pupil progress. Pupils are only able to improve when they recognize their mistakes and weaknesses. While online instructors provide feedback to pupils, they still do not have enough time to work with them properly, explaining every detail. This can lead to some pupils reducing gaps in their knowledge and failing to successfully complete their course.

5. Issues of trust, individual work and security are considered disadvantages- Using social media to promote a course, certificate, or service can also affect data confidentiality, privacy and security issues.

6. Faith usually contributes to reducing uncertainty- Moreover; faith is a component of the component of loyalty.

Disadvantages of interactive ELearning platforms:

1. No platform contains self-discipline- Online learning takes place with an indefinite, real-time education, meaning we have no teaching discipline or have a disadvantage in the teaching culture.

2. There is no face-to-face interaction- While ELearning is considered interactive only through the use of multimedia technology, the use of videoconferencing, webinars and face-to-face video is not yet the same as sitting in a room with a real person. Simply put, there is no substitute for interacting with and learning from another person.

3. Lack of flexibility- ELearning involves specific skills and knowledge to transfer. However, with more complex capabilities and competencies, it is extremely difficult to develop an effective ELearning program.

4. Lack of input from trainers- ELearning is structured. When developing a program, it is based on what the developer thinks is the right curriculum at the time. However, teaching materials can quickly become obsolete - and may contain errors from the beginning.

5. Small zone- After taking an ELearning course, it takes time for any changes needed. If changes to a business model or market conditions are disrupted, online training may soon become obsolete. It is a waste of time and energy invested to get the right direction and attitude.

6. Interactive ELearning course requires- An effective quality interactive ELearning course requires time, money and a great deal of expertise. A good ELearning course includes multimedia, requires development of an online environment, technical support and a strong user interaction design. Although the market is improving, many of the first eLearning courses in the learning process. With live training, standard systems, processes and best practices become more valuable and understood. Best practices for quality electronics courses are still evolving and much more complex to achieve.

7. Lack of transformative power- It should be said that ELearning is effective for executing the learning process and for providing certain types of knowledge. However, true learning - changing learning through play- comes through a direct connection to a more experienced acting practitioner.

8. No peripheral benefit- When you join a group of people to train with topic experts, you set the stage for something more than just basic learning. If structured correctly, the dynamics of personality, intelligence, vision and creativity combine to create a group that is more than the sum of its parts which has no peripheral benefits to it.

3.1 Most used LMS

The innovative LMS is considered the motion-based electronic system. ELearning represents an innovative approach to providing interactive, electronically oriented pupil environments using the Internet and digital technologies, related to the principles of instructional design. Interactive ELearning means combining communication with the use of digital technology and learning that supports the educational process, which is motivated to apply digitalization to the education system.

Tetovo high schools in Northern Macedonia or geographically isolated rural areas where there are still traditional impacts on collaborative education where ethical socialization is still required. I have incorporated education through innovative digital technology to influence the quality of education and to improve social communication in education. Tetovo schools in North of Macedonia face various problems such as lack of conditions for different teaching subjects, lack of teaching materials, traditional teaching methods that are a red light of social communication. The impact of these problems is manifested by poor performance and exams. This research was conducted for subjects who did not have the materials, conditions or showed poor performance or poor results in success. Choosing research related to these subjects is accomplished for these purposes:

- Physics, where pupils had poor test scores;
- Mathematics, because pupils showed poor test scores;
- English languages to motivate pupils to be active in the classroom;

-
- Informatics, here we lack materials and conditions;
 - Music as a result of motivation to learn the subject;

A result of educational improvement and problem solving for teaching materials is reduced only by using the www.elitaasani.com innovative digital platform as an alternative educational renewal and management system. This research develops an interactive ELearning management system (e-LMS) that was developed at the high school in North of Macedonia in Tetovo. The research aims to support interactive digital learning or innovative learning through the incorporation of teaching flexibility, the use of new techniques, alternative innovative methods and at the same time allow the creation and storage of teaching materials, profile creation, discussion, different creations through bloggers or integrating the link through html, including other educational applications such as educational add-ons to enable the www.elitaasani.com platform to be linked to Google classroom or other software to enable high school communication worldwide, and create educational or social collaboration online.

The main basis of the education system management system in Tetovo is the Ministry of Education, from which we get the syllabus to implement the global plan of our hybrid course by merging the plan from the ministry through a modern harmonization by using the digital platform as an innovative system where and shows an adoptive attitude. It should be noted that we have begun to take a step towards shifting from Northern Macedonian standards to other schools in Europe and beyond. We will only focus on the educational features where we need to incorporate the integration of the modern teaching culture. Our research focused on designing, implementing, and analyzing five different online courses using a school-owned IT cabinet. The Informatics Cabinet features interactive digital boards, a blackboard and other work accessory devices. The interactive features that make up our LMS education system represent at the same time an alternative standard for school performance in Tetovo.

The rapid development of technologies and cell phones have made a transition by using a combination of systems to deliver collaborative learning through practice or performing activities as a complementary teaching technique to reduce time and location constraints within the learning environment. The opportunity to progress through a lifelong transition or an alternative to learning, enabling the portability of innovation, through digital devices, while at the same time providing a combination of real and digital resources (internal and external). Interactive ELearning is an innovative concept that helps pupils gain information anytime and anywhere. Most studies have used mobile and contextual technologies to achieve an ELearning environment. E-learning, developed through a mobile platform, is delivered through special interactive digital devices such as personal digital assistants (PDAs) or smartphones, this support for innovative learning techniques and other learning activities.

The application of the methodology lies in object-oriented development based on system analysis and modeling, as a design power to provide innovation and collaboration. Today, different types of PCs, interactive digital tablets including iPod and Android are used. These individual portable devices can be used as surrogates for reading books, courses, etc. which are intended to support personal movement during learning. All of the above features are incorporated into an interactive learning system for high school pupils. Interactive principles in multimedia learning were adopted to understand pupils' personality during online learning.

The first survey was conducted with 100 pupils, more precisely; five classes to evaluate the use and functionality of the innovative platform through the alternative management system for interactive learning and expected use effectiveness, where we expect to see first-hand feedback from

teachers and professors. It was found that the usability and functionality of the system is based on the creation of a pupil and professor management office which will be a starting point for data collection from school or school performance through the web platform.

The second investigation is the effectiveness shown in teaching and learning for the web platform search system. Results shown for approving the use of a digital platform online www.elitaasani.com stimulated new learning experiences and attitudes to gain credibility from school, professors and pupils. Furthermore, we also see educational emotions about the advantage and disadvantage of the educational institution that implemented the platform. We see the advantages first and foremost in the interest they showed in adopting the web platform by the educational institution "Kiril Pejčinovic" to adopt the website, meaning we have a leap from the traditional, but at the same time when dealing with different experiences.

We also consider the disadvantages shown in using technology and the constructive revolution of individualism, which also represents a behavioral enhancement of the acquisition of knowledge through the Internet. We have different attitudes about online education and not every professor or lecturer or pupil can stay online to learn. Bringing online is also an obstacle for those who cannot have public affirmation, and at the same time getting additional information for those who want to access the web platform and discuss with them the rules of the web platform, the way to win a consistent belief about usage.

If teaching and learning are to be effectively and reasonably implemented in education, flexibility is easy to demonstrate. However, to find a sound description requires looking at a specification model to give the scope of the problem. Meaningful learning often requires even wider engagement from the staff of the management organization so that pupils have active learning.

Therefore, this is the path that leads to a model of how professors should be engaged in achieving validity regarding teaching effectiveness and collaboration. An interactive learning management and sustainable curriculum management system ensures that we not only enable collaborative ethical interaction to bring about improvements in educational institutions, but also show a direct path to the innovative path.

3.2 Usage of LMS in Higher Education

The Interactive Lecture Management System (LMS) is considered as an innovative digital platform for the administration of lessons through courses (Buchner, A., 2016 [41]), documentation, tracking, reporting and dissemination of educational courses, training programs or learning programs and their development. In our case as a digital platform, we will use the interactive e-management system to develop five online courses at the municipal high school in Tetovo, allowing for the first time digitalization of classrooms, combining multimedia elements in conventional learning. The interactive course LMS on a www.elitaasani.com digital platform is considered to be an alternative online management system that enables the integration of other collaborative or server-based environments with an internet browser from any possible location.

The LMS is presented with content profiles for professors with the following functionalities: administrative tools to support learning processes (census evaluation results, agenda, document management); facilitating communication processes between school, teachers, pupils, and parents; electronic support of learning processes (knowledge collaboration, contact sessions, response

modules) design and implementation of course materials. We mainly use the LMS platform for administrative support of learning processes, as opposed to only 10% actively using functionalities such as a wiki, a discussion forum, or a learning path to support learning.

This selective level of adoption suggests that professors find it difficult to design and implement these educational tools in their educational and teaching processes since teachers have little knowledge of the potential LMS functions. Given the significant gap in the literature, we developed our research problem within the context of using LMS instead of high schools. Our first step was to adopt digital technology as the easiest acceptance to understand the high school teacher management system and investigate the use of LMS through digitalization as mobile phones are easier to learn and understand from pupils and professors.

Consequently, under-utilization of specific features / tools of the LMS platform determine our choice to focus on eclectic modes of interactive learning of the innovative LMS. Learning tips are a key feature of the interactive LMS. Within an eclectic learning path, learning steps are structured in a general or highly sequenced manner based on the objects of learning. The difficulty of thinking at first has been a social confusion based on how time will be managed with the use of digitalization. If we are ashamed of hours of thinking and failing or hearing classroom noise from pupils, the vision of watching video causes the first reaction that we will have hourly failures as we get feedback from pupils, unwanted communications between each other which disrupts the orientation of the clock and if we do not have the clock the clock fails even if we use the most advanced management in the world! With the advent of the internet and the availability of mobile phones we have had a great success in education as many questions are answered; we look at their appearance online.

The research on the digital platform is carried out on the analysis, design, implementation of five courses developed in the high school in Tetovo. The interactive management system is used to identify training and learning gaps, facilitation, collaboration, and analytical-graphical data or reporting. The LMS focuses on providing interactive online learning, which supports asynchronous and synchronous learning. LMS as an innovative interactive management system is used to study quantitative and qualitative analysis. A total of 100 responses were received from pupils enrolled in online courses for 2018-2019 who were used to examine pupil attitudes on interactive online education. Furthermore, interviews were conducted with professors at the Tetovo High School Gymnasium.

The results showed that the success of pupils in e-courses depends on the first and third year of professors and pupils. LMS system factors influence the LMS technical characteristics, ease of use, and learning response options. The advantages of using LMS interactive learning are important for the success and development of behavioral education along the educational path. Interviews with instructors highlighted three main points, namely, the problem of pupils' perception of online courses, the lack of interactive online educational experience between professors and pupils including other administrative issues such as collaboration, innovation or networking.

Chapter IV. Data Gathering –Review

The first component of eLearning skills and the use of innovative digital technology as a new platform in the 21st century is the digitalization of learning through alternative interactive innovative courses that empower pupils' abilities, renew learning and create eye-opening experiences. Methods that support the combination of both skills development should be a long-term plan where we can use the www.elitaasani.com web platform for future generations. The current educational process supports learning and teaching alternatives. To create the necessary changes, we must integrate modern teaching management based on eclectic principles and theories about e-learning. The online course data creation process is designed to enhance creativity and innovative skills to study pupil principles and goal theories. The data collection for creating an online course is based on the study of variables mentioned as:

- a. Interactive digital technology
- b. The concept of e-learning
- c. The eclectic process of learning through the path of development
- d. The concept of creating innovative knowledge

-
- e. The ethical culture of high school pupils and the challenges of current future progress or advancement of the cultural community.

To develop an online course in the digital learning environment, each variable demonstrates the process of developing creative and innovative skills. The concept of online learning is the use of an interactive online learning system called Learning Management System expressed through courses or CMLS to improve learning and online learning to enable pupils to learn actively at all times. Interaction can be synchronous and asynchronous interaction using collaborative online tools, pupil registration for learning assessment and innovation.

Integrating digital technology as ELearning from an educational context and using it to promote innovative forms of education. The innovation process is calculated as a process that can be structured into five separate phases: knowledge, persuasion, decision, implementation and confirmation. The knowledge phase occurs when the pupil or group of learners has decision-making skills that show exposure to innovation and immediate acquisition of knowledge, but for a long time between their creation and adoption. Flexibility in module acquisition shows little effect with innovation. If we use the alternative in teaching methodology, then innovation will be a process of effective development. Design online courses for creative learning and innovative skills like digital culture online www.elitaasani.com.

Community: From research to empirical practice, the persuasion phase occurs when an individual forms a personal attitude to innovation, favorable or unfavorable, based on his perceived characteristics. Therefore, persuasion is influenced by the information required of pupils, mainly high school professors in Tetovo, whose opinions must be convincing. The decision phase occurs when an individual engages in discussions that lead to a choice to approve or reject innovation. Online courses for innovative learning include innovative online interactive learning courses including:

Table 2. Contents of the interactive platform management system of the web platform course www.elitaasani.com.

The course activity management system consists of:	<ol style="list-style-type: none"> 1. The course should contain interactive ELearning using innovative digital technologies to ensure synchronous and asynchronous interaction. 2. Course activities, dissemination, creativity, quizzes, various applications, assignments, exercises are challenging and result in changing knowledge in preparation, improving the attitudes of professors and pupils. 3. Interactive courses should focus on working together as a group. 4. Pupils should be responsible and learn on their own. 5. Web Technology supports innovative alternative eLearning.
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Measurement and evaluation	<ol style="list-style-type: none">1. Professors - must perform challenging tasks that meet the research objectives.2. Before and after the test they should be available to evaluate learning outcomes.3. Teaching review and tailored feedback is provided on time.
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Increasing creativity is the process of active thinking that promotes the ability to think broadly in an innovative way and be able to see the relationship of things to ideas applied in eclectic theories that lead to the discovery and invention of innovation or ideas.

Results can be modified, starting with the whole or partially modified to achieve maximum results. Digital technology helps stimulate ideas of creativity, which consists of:

- a. Technology for exchange and collaboration.
- b. Interactive digital technology and knowledge creation.
- c. Technology to discover knowledge.

Factors that encourage creativity are:

- a. Motivation.
- b. Interaction.
- c. Access to information.
- d. Interest and attitudes.
- e. Digital Evolution of Development through Future Technology.

The evaluation phase involves the approval of the valuation through assessment which will be conducted for five different courses by five professors of different subjects, five different contents.

Then, expert suggestions and comments were used to review the system. The topics of evaluation include:

- a. Assess the use of instructional content through online courses using the www.elitaasani.com platform.
- b. Pupil exam, it is accomplished regardless of the objectives that the professor has previously researched from attending the course.
- c. Discover the effectiveness of the system. This is the basis for executing the final report on the effectiveness of the activities of the exercises or tasks assigned to achieve the effectiveness of the final test results in the course.
- d. Measuring creativity and innovation. An evaluation was based on the results of the work and the results that the experts gave to the pupils after their studies, the achievement of networking the course leading to innovation.

4.1 Data Gathering

This chapter includes answers from interviews and questionnaires. Interviews were conducted face to face with high school pupils in Tetovo high school. The questionnaires were made online using the innovative digital electronic platform www.elitaasani.com, which was distributed by email or through the digital online platform for pupils and Gymnasium professors.

3.1.2 Interviews

The interviews consist of Appendix No:1,2,3,4,5. Interviews of professors and pupils are done on the innovative digital ELearning platform www.elitaasani.com. The answers are shown in the tables below.

Interview Question 1

The purpose of this question is to see the opinion of pupils and professors interviewed in higher education about teaching, innovative techniques, the use of innovative digital technology, LMS as a concept of understanding and application. Both on the part of Pupils and the Office of Professors who have a similar view on the use of alternative learning methods, this is an innovative form of contributing to educational and social improvement in school globally or through modernization. They share the idea of adopting digital learning as an integration of inter-school collaboration, networking of pupils and professors. Figure 4-5 contains complete answers to the questions asked.

Interview Question/ Answer 1

Question- What is your opinion on applying an innovative method as a new innovative experience through online courses through www.elitaasani.com?

The pupil's office-Zyra e sherbimit te nxenesve

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Any courses assigned

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💬	Skype : meritonibraimi01@gmail.com
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📍	Location : Tetove-Gjimnaz

Figure 4. Pupils' Service Office / Interview Question /Answer1

Answer- In my opinion, using education courses as an alternative concept of digital learning through the web is a combination of the traditional approach with the modern network. In the 21st century, being a citizen of the innovation culture, empowering yourself psychologically and economically, and gaining ethical respect are an innovation. Development through socialization, collaboration and networking in time.

Interview Question/ Answer 1

Question- What is your opinion on applying an innovative method as a new innovative experience through online courses through www.elitaasani.com?

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Figure 5. Professors' Service Office/Interview Question /Answer1

Answer - The thinking lies in the variety of platform application system approach in a timely manner. With the development of robotics technology, we see education as an improvement point where future professors need to be improved and modified. The www.elitasani.com platform is a new time-based interaction course development experience that incorporates combined learning. To empower pupils we used new methods and techniques, innovative multimedia, new applications like educational games downloaded by pupils to facilitate learning that does not waste time in research, but only to keep pupils active. The internet allows professionals to combine work and study so they can turn theory into practice. As technology improves, online education is becoming more popular and innovative. Providing effective teaching methods allows for the modernization and flexibility of learning more efficiently with contemporary innovative methods.

Provides integration of a professor to collaborate with other professors to exchange new teaching methods and techniques to provide schools with a better quality framework and to attract pupils to a better future using the elements of Internet connecting pupils with daily activities. Technology provides research, teaching and learning across institutional and regional boundaries. Digital technology also simulates the process of creating and developing the course, sharing experiences between professionals and experts around the world. Online learning is an application that integrates media into teaching and uses a platform as a hub for organizing communication processes. ELearning also passes assessments and diagnoses the educational problems a school faces and enables them to solve problems.

Interview Question 2

The purpose of this question is to look at the advantages of the school to attract local and international pupils. Pupil service identifies the advantages of the program that provides innovative digital platforms and updates curricular content. The Office of Professors adds to the achievements of existing pupils who have followed the innovative course and regulates the diversity of school services. Figure 6-7 presents the full responses of both parties.

Interview Question/ Answer 2

Question- What is your opinion on the innovative and existing portfolio of teaching?

The pupil's office-Zyra e sherbimit te nxenesve

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Figure 6.Pupils' Service Office/Interview Question/ Answer 2

Answer- A good study program is the key to pupil success at a school using the innovative digital platform. A good interactive course suitable for pupils with a variety of tools in use is not only learning but also motivation to stimulate active educational emotions.

Interview Question/ Answer 2

Question- What is your opinion on the innovative and existing portfolio of teaching?

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Figure 7.Professors' Service Office /Interview Question/ Answer 2

Answer- An innovative course offers the school:

- ✚ A solution to support and promote interaction.
- ✚ Visual laboratories.
- ✚ Time saving, prestige, recognition.
- ✚ Proximity, access to creativity.
- ✚ Fulfillment of objectives indicating networking (success).
- ✚ Efficiency and security in active decision making.
- ✚ Individualized instruction, motivation.

The variety of electronic learning tools facilitates dynamic learning; there are some alternative features that support this. This helps prevent routine processes and improves the motivation of professionals. As a result, a high degree of commitment is maintained towards quality teaching. These things are only possible if academies and learning centers turn to innovative ELearningplatforms.

The LMS is able to adapt the most advanced and effective learning processes to the characteristics of each educational institution for training. Innovation is seen as an impetus for change.

Interview Question 3

The purpose of this question is to look at the goals and objectives of the overall digital learning strategy. Although the pupil service and the professor's' office are aware of the purpose of a quality reconstruction strategy to improve the quality of teaching and learning. A progressive quality provides networking leading to innovation. Pupil service focuses on pupil offer and pupil service strategy. The PR office conducts studies on the integration of digital interactive learning technology, a quality way that utilizes the improvement of existing teaching strategy to achieve profitable market-based results. Figure 8-9 contains the responses of both parties.

Interview Question/ Answer 3

Question- Describe the overall goals of the digital learning strategy?



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Figure 8.Pupils' Service Office/Interview Question/ Answer 3

Answer- The purpose of the strategy is: Interactive Strategy, from an interactive digital platform of interactive learning we integrate interaction, sharing as a creative innovative way of learning in motion with shared networking ideas. Collaborative management enables the growth of pupils through collaboration and socialization. Platform networking enables the socialization of schools around the world for pupils within and outside Macedonia through innovative programs.

Interview Question/ Answer 3

Question- Describe the overall goals of the digital learning strategy?

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Figure 9. Professors' Service Office /Interview Question/ Answer 3

Answer– The main goal of the school is to increase the number of pupils. A key priority in ELearningresearch is to improve the existing strategy by integrating digital technology that completely changes the study system (Schrum, Summerfield, [32]). The study plan changes after discussions with the professor. Discussion with current pupils is made to get a clear picture of how effective the existing curriculum is and how it should be changed. This is achieved by focusing on developing an evolving digital learning strategy:

- ✚ Using new multimedia technologies and the Internet to improve the quality of teaching. Integrate professionals with new experiences, such as computer and communications technology equipment such as networked computers, digital television, personal digital assistants, and mobile phones.
- ✚ The overall goal is communication and information technology to improve the learning experience, to provide an online learning environment. These things are only possible if academies and learning centers turn to innovative ELearning platforms. The LMS is able to adapt the most advanced and effective learning processes to the characteristics of each educational institution for training and the pupils' contentious needs.
- ✚ Innovations in teaching are often synonymous with digital learning. Through digital resources we reinforce the rhetoric of learning efficacy through categorized, relevant or supporting features. While digital resources can certainly be a powerful learning tool, learning innovations must first be developed as changes to the learning process and then adapted.

Interview Question 4

The purpose of this question is to identify specific school actions by adopting the platform as a new form of program to draw pupils toward an easier future. Approaches to pupil services vary directly based on the specifics of future pupil requirements. The collaboration between innovative teachers, pupils and traditional schools gives us an innovative hybridization of alternative learning in Northern Macedonia. They rank the quality of the study program as a positive expansion or spread. The PR Office of Professors shares digital learning activities through alternatives to professors and new application specifications that reward the school for achieving the highest global quality. Figure 10-11. The following provides a complete answer to both parties.

Interview Question/ Answer 4

Question- What are the specifics of innovative learning to attract pupils?

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Figure 10.Pupils' Service Office/Interview Question/ Answer 4

Answer- Pursuing research on pupils' demand for learning and incorporating new trends in teaching is one of the specifics of interactive learning. School collaborations provide school presentations in an innovative way to attract prospective pupils. Innovative specifications are integrating digital technology and innovative teaching trends, with which it grows:

- ✚ Quality of learning.
- ✚ Improving the level of management staff.
- ✚ Increased perceived value.
- ✚ Attracts attractiveness, encourages creativity in learning, Integrates collaboration.

Interview Question/ Answer 4

Question- What are the specifics of innovative learning to attract pupils?

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Figure 11.Professors' Service Office/Interview Question/ Answer 4

Question- What are the specifics of innovative learning to attract pupils?

Answer- Teaching specifics and advertising represent one of the key components of enhancing school quality with increasing pupil numbers. Innovative teacher specifics support the following points:

- ✚ Teaching as a research / profession based.
- ✚ The nature of teaching / based on digital technology / innovative teaching method.

- ✚ Networking Professors to exchange teaching experiences; direct advertising or promotion of ELearning in school.
- ✚ Online - social media advertising.
- ✚ Advertising newspapers, TV.

Interview Question 5

The purpose of this question is to understand the importance of the relationship between pupils. The digital learning alternative requires good pupil relationships and sustainable ethical collaboration. Professionals feel that a positive relationship is created through a positive educational structure and educational culture. It is very important to create and cultivate good relationships between pupils in order to gain high quality and understanding. Figure 12-13 presents the responses of pupil services and professors' office.

Interview Question/ Answer 5

Question- What are the development strategies for a positive relationship with Pupils?

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Figure 12. Pupils' Service Office/Interview Question/ Answer 5

Answer- In order to have a quality education, good positive strategies with innovation and creativity of games need to be developed to relax pupils in learning. Do not see as tiring but as a relaxation. This generates a good reputation for the school and creates credibility, motivation / stimulation.

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Interview Question/ Answer 5

Question- What are the development strategies for a positive relationship with pupils?

Figure 13. Professors' Service Office/Interview Question/ Answer 5

Answer- A management system with a good strategy reflected positivity as a relationship between pupils which is very important because of the concept of "word of mouth". This means that an effective strategy enhances the quality of educational education and strengthens school network relationships and strengthens collaboration between professors. Some strategies for building positive relationships with pupils:

- + Provide structure.
- + Learn with enthusiasm and passion.
- + Have a positive attitude.
- + Include educator humor in the lesson.
- + Use pupils' interests to your advantage.
- + Include role-play schemes in lessons.
- + Show an interest in their life outside of school.
- + Allow pupils to express their innovations within minutes.
- + Manage the curriculum in the context of pupils' requirements.

Interview Question 6

The purpose of this question is to systematize the use of the innovative digital data collection platform for pupil and school needs. Pupil surveys are used by The Pupil Service and the PR Office to collect pupils' opinions on their needs, preferences and problems. This information is collected through online surveys and results that will later be used to create a new marketing campaign for the coming years. The PR office also uses information gathered from classroom professors conducting a school management study to report a problem. Figure 14-15 contains all the answers provided by both parties.

Interview Question/ Answer 6

Question- Is there any systematic way of e learning, collecting, managing and storing information about pupils' needs, preferences and problems?

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Figure 14. Pupils' Service Office/Interview Question/ Answer 6

Answer- There are some studies done in high school in Tetovo in North Macedonia that we have taken pupils' opinion of online learning with the adoption of digital technology provided by the www.elitaasani.com platform for school. The information gathered is then used in creating innovation campaigns for the coming years. The interactive system used is a collaboration of relationships between pupils.

Interview Question/ Answer 6

Question- Is there any systematic way of e learning, collecting, managing and storing information about pupils' needs, preferences and problems?

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Figure 15. Professors' Service Office/Interview Question/ Answer 6

Answer- I emphasize the dimension of interaction, in particular, the interaction between the user (professor or pupil) and the general system, not just its content (teaching materials). There are two main ways to serve this purpose:

- ✚ Pupil surveys - which are done online for platform services.
- ✚ Pupil courses - placed on the platform and each pupil can use it as needed or by choosing the course according to the problems or shortcomings of the course. Provide the proper archive structure as a consistent database for the data you need.

Interview Question 7

The purpose of this question is to look at what digital technology/ ELearning is implemented in teaching strategies and how it contributes to the school. Pupil Services and PR Office mainly use the support platform. Figure 16-17 contains more detailed responses from both parties.

Interview Question/ Answer7

Question- How can eLearning contribute to learning strategies?

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Figure 16. Pupils' Service Office/Interview Question/ Answer 7

Answer– Through the platform, it contributes to the promotion of alternative interactive eLearning strategies for a positive ethical culture:

- ✚ Priority is given to listening and absorbing rather than critically positive thinking.
- ✚ Effective ELearning strategies can change this mindset by helping them develop deeper learning skills (Williamson, [31]).
- ✚ These skills allow pupils to approach problem solving and decision making with innovation and creativity not through violence or alternative tendencies.

Interview Question/ Answer7

Question- How can Learning contribute to learning strategies?

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Figure 17. Professors' Service Office/Interview Question/ Answer 7

Answer- eLearning contributes through learning strategies to make learning more efficient and innovative:

- + Establishing an innovative ELearning strategy.
- + Effective teaching encourages critical thinking.
- + Communication and networking.
- + A shared vision.
- + Engage your pupils online.
- + Create a positive innovative networking environment.
- + Use a combination of teaching tools for better engagement.
- + Provide continuous response.

Interview Question 8

The purpose of this question is to identify the teacher's teaching factors that may influence school plans and parents. Both offices are of the opinion that alternative digital learning technology has a progressively stable impact on learning strategies. Their answers are presented in Figure 18-19.

Interview Question/ Answer8

Question- Are there any specific factors that may affect your ELearning plan at school?

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Skype : meritonibraimi01@gmail.com

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Figure 18.Pupils' Service Office/Interview Question/ Answer 8

Answer

- + The main factors affecting pupils' learning according to construction theory are: absorption of alternative learning, adoption of technology, digital, learning success, diversity of personal status, learning climate, pupil personality, physical intelligence, self-problem solving, and intellectual intelligence.
- + Digital technology is used to implement interactive teaching strategies as an innovative method.

Interview Question/ Answer8

Question- Are there any specific factors that may affect your ELearning plan at school?

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Figure 19. Professors' Service Office/Interview Question/ Answer 8

Answer

- A good teaching and learning management system is a key factor for quality and sustainable education for professors as well.
- There are several factors that influence a successful course, such as: easy communication with parents about the course, socio-economic conditions, and adoption with school policies, such as those related to participation and discipline.

Interview Question 9

The purpose of this question is to see the opinion of staff selected for changes to existing ELearning strategies. Pupil Services and PR Office agree that the current ELearning strategy used by the school is relatively good, but there is always room for further development such as the creation of a new segment or innovation while parents support this change. Their answers are presented in Figure 20-21.

Interview Question/ Answer9

Question- In your opinion, is there anything that needs to be changed with the eLearning strategies in school?

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Figure 20.Pupils' Service Office/Interview Question/ Answer 9

Answer- I think this answer depends on the pupils' parents, because most of the pupils' decisions about where to study are made by their parents. And we need to be more careful and specific that our ELearning strategy through the platform endorses parenting requirements and is also supported by parents.

Interview Question/ Answer9

Question- In your opinion, is there anything that needs to be changed with the eLearning strategies in school?

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Figure 21. Professors' Service Office/Interview Question/ Answer 9

Answer- The current teaching strategy developed through the platform is good. The platform is constantly following and advancing based on current educational trends. When there is a workable ELearning flow, it is important: flexibility in practice that allows the school to contextualize their plans for change, facilitate key staff communities and create opportunities to speak and challenge beliefs around -Electronic teaching.

Interview Question 10

The purpose of this question is to see if the selected gymnasium staff in Tetovo is aware of the LMS and whether the school has used similar applications before. Pupil Services and PR Office are unique to what digital LMS requires. The answers of both parties are shown in the figure. 22, 23.

Interview Question/ Answer10

Question- Do you know what an LMS is?

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Figure 22.Pupils' Service Office/Interview Question/ Answer 10

Answer- I haven't heard before, but now with the introduction of the innovative digital platform by the Professor of Informatics we are now aware of e-learning. Yes, now I learned what an LMS is.

After we had additional tutorials on using the LMS from the professor to learn how to use the new platform in the classroom. An LMS allows the movement of a school in a digital format, thus preserving the structure of professors for: a school board, department, professor, classroom, pupils. The difference lies in broader opportunities, including a chance to move schoolchildren toward innovative learning around the world.

Interview Question/ Answer10

Question- Do you know what an LMS is?

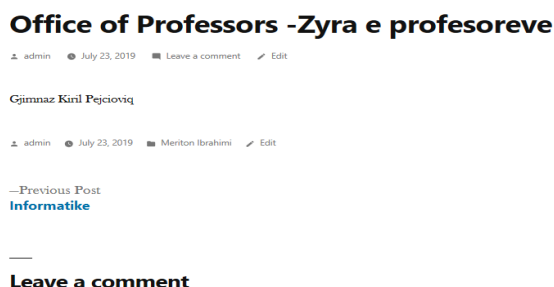


Figure 23. Professors' Service Office/Interview Question/ Answer 10

Answer- the LMS is a key foundation reflecting the school system in education. Since the platform was implemented at the same time. Additional classes were also offered so that students had sufficient skills to use it. How they can accomplish the lesson by showing quality in success. My platform is <https://www.elitaasani.com>. It has been in use at Tetovo's Kiril Pejçinov High School in Northern Macedonia for a year. Lecture Management System (LMS) is an online platform for the administration, documentation, tracking, reporting and dissemination of educational courses, or syllabuses or through collaboration.

Interview Question 11

The purpose of this question is to gain insights into the benefits of using the eLearning platform as an in-service educational institution. Both sides agreed that the school would benefit from the use of the interactive digital learning platform. Figure 24-25 contains the responses of both parties.

Interview Question/ Answer11

Question- Do you think the School would benefit from using eLearning system?

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Figure 24.Pupils' Service Office/Interview Question/ Answer 11

Answer – Yes

Interview Question/ Answer11

Question- Do you think the School would benefit from using eLearning system?

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Figure 25. Professors' Service Office/Interview Question/ Answer 11

Answer - Yes

Interview Question 12

The purpose of this question is to gather opinion on the benefits of using the eLearning system <https://www.elitaasani.com> platform at school. Both parties agreed that the school would benefit from using the LMS. Figure 26-27 contains the responses of both parties.

Interview Question/ Answer12

Question- Do you think the school will create similar innovations in the future by using the web site?

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Figure 26.Pupils' Service Office/Interview Question/ Answer 12

Answer – Yes

Interview Question/ Answer12

Question- Do you think the school will create similar innovations in the future by using the web site?

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Figure 27. Professors' Service Office/Interview Question/ Answer 12

Answer - Yes

Interview Question 13

The purpose of this question is to think about the potential negative impacts of using LMS at school. Although, the Pupil Services Office and the Pupil PR Office have different opinions on the question asked. Figure. 28, 29 contain complete answers from both parties.

Interview Question/ Answer13

Question- What do you think could be the negative impact of using LMS in school?

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Figure 28.Pupils' Service Office/Interview Question/ Answer 13

Answer - Yes

The negativity lies in:

- ✚ Without self-discipline.
- ✚ No face-to-face interaction.
- ✚ No peripheral benefits.

Interview Question/ Answer13

Question- What do you think could be the negative impact of using LMS in school?

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Figure 29. Professors' Service Office/Interview Question/ Answer 13

Answer – No

Thinking that this would have a positive impact because by using the platform we realize the quality of the school through interaction. Since it enables global interaction, you are able to connect different sources in several different formats. It is a very effective way to offer online courses. Due to the convenience and flexibility the platform provides, resources are available from anywhere and anytime.

Interview Question 14

The purpose of this question is to gather thoughts on the potential negative impacts they may encounter with the use of innovations around interactive ELearning in Tetovo high school. Although, Pupil Services and PR Office agree that implementing a new LMS system would be helpful, we also have different answers. Figure 30-31 contains complete responses from both parties.

Interview Question/ Answer14

Question- What do you think might be the negative impact of using innovation as interactive learning in school?

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Figure 30.Pupils' Service Office/Interview Question/ Answer 14

Answer – Yes

Negativity lies in: Using the computer for a long time harms the health of people. Causes of injury come from:

- ✚ Electromagnetic radiation
- ✚ Harm to eyesight
- ✚ Damage to organs.

Interview Question/ Answer14

Question- What do you think might be the negative impact of using innovation as interactive learning in school?

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Figure 31. Professors' Service/Interview Question/ Answer 14

Answer– The negative impact is on:

- ✚ Reduction of external activity resulting in reduction of functional capacity.
- ✚ Easy learning that is easily labeled "Lost on the Internet".
- ✚ Virtual Studies that is easy to alienate New World pupils.
- ✚ Multi Materialization of study will weaken pupils in logical ability.

Interview Question 15

The purpose of this question is how socialization works as a digital culture and collaboration. Despite this, Platform Users from the Pupil Services Office and the PR Office have different opinions regarding socialization. Figure 32-33 contains complete answers from both parties.

Interview Question/ Answer15

Question- What is the social impact of eLearning?

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Figure 32.Pupils' Service Office/Interview Question/ Answer 15

Answer- Social impact of eLearning is:

- Using interactive digital technology, interactivity.
- Exchange of ideas.
- Socialization.
- Forming a digital culture.

Interview Question/ Answer15

Question- What is the social impact of eLearning?

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Figure 33. Professors' Service Office/Interview Question/ Answer 15

Answer- The social impact of eLearning is:

- ✚ Collaboration as a socializing tool for exchanging ideas about teaching.
- ✚ School cohabitation through social networks.
- ✚ Key to innovation through networking.

Chapter V. Questionnaires

The questionnaire consists of several open-ended and closed-ended questions, which are completed by 100 pupils from the "Kiril Pejčinović" High School in Tetovo. The questionnaires are distributed to high school pupils through innovative digital platforms, such as www.elitaasani.com or via email directly. The results that came out of them are visualized with the table chart below and graph.

Questionnaire Question 1

The first question from Questionnaire was created to look at the number of pupils and professors who completed the study. The survey was conducted by 100 pupils and 5 professors. Figure 33 shows the result expressed as a percentage with the table chart version. Please provide the necessary information and answer any questions you choose. Note that this assessment is subjective in nature and there is no "right" or "wrong" answers. Your given opinion is greatly appreciated.

Table 3. Presentation of the first table of the questionnaire.

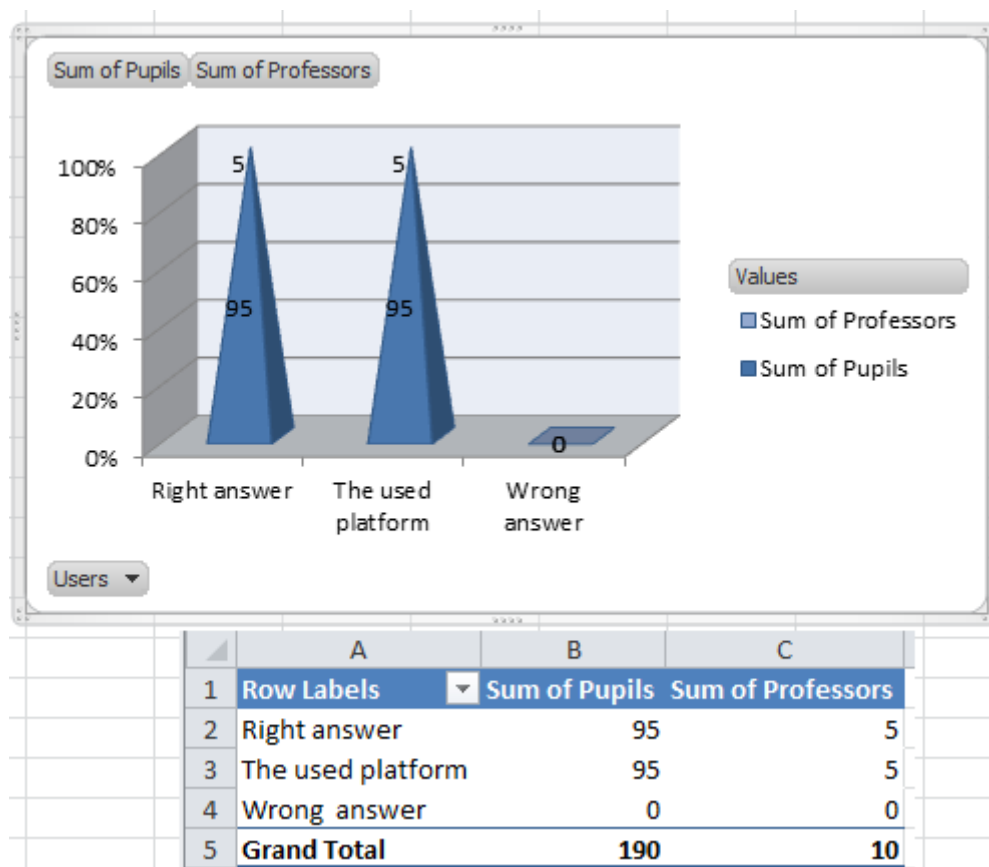


Figure 34. Questionnaire Question 1

Questionnaire Question 2

This question unites the nationality of the pupils who completed the questionnaires. The Kiril Pejčinovic High School pupil community is made up of Albanians, Macedonians and Roma. In the Questionnaire I have included three nationalities realized through the digital platform <https://www.elitaasani.com>. Figure 34 shows the nationality of the pupils according to the assessment categories, with 89 being Albanian, 10 Macedonian and 1 Roma.

Table 4. Presentation of the table of the second questionnaire

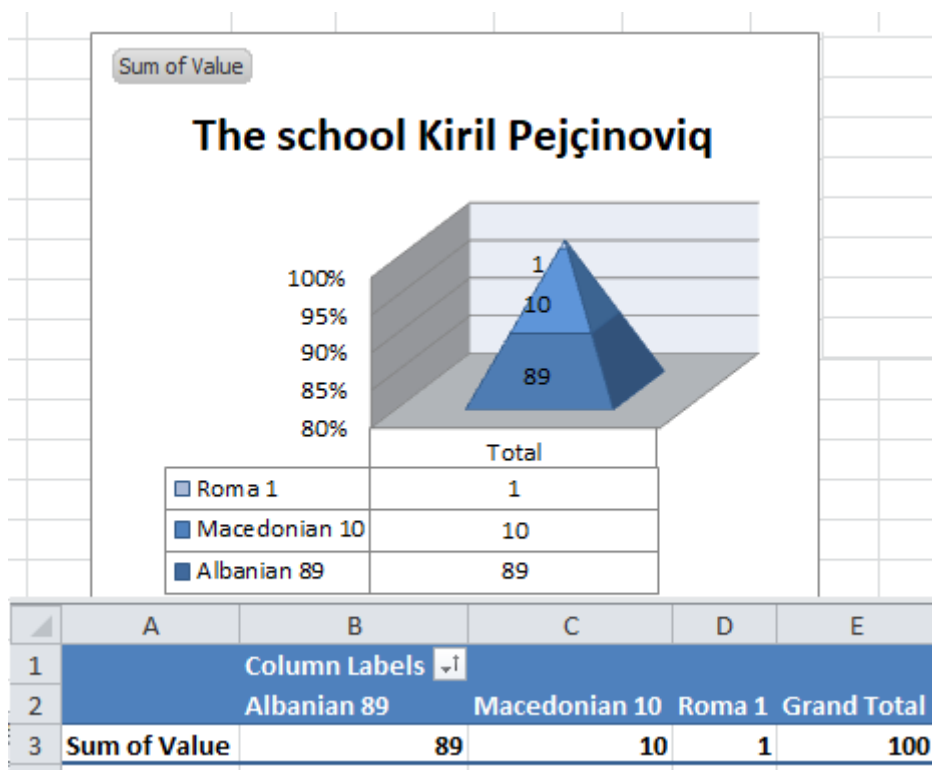


Figure 35. Questionnaire Question 2

Questionnaire Question 3

This question gives us statistics on the number of pupils who have used the digital platform expressed in the percentage for the first, second and third years of high school "Kiril Pejčinović". The school has a study program: regular studies and part time studies".

The graph in Figure 35 shows pupils who successfully pass the first year are enrolled in the second year and pupils, who successfully pass the second year, enroll in the third year.

Table 5. Presentation of the third table of the questionnaire

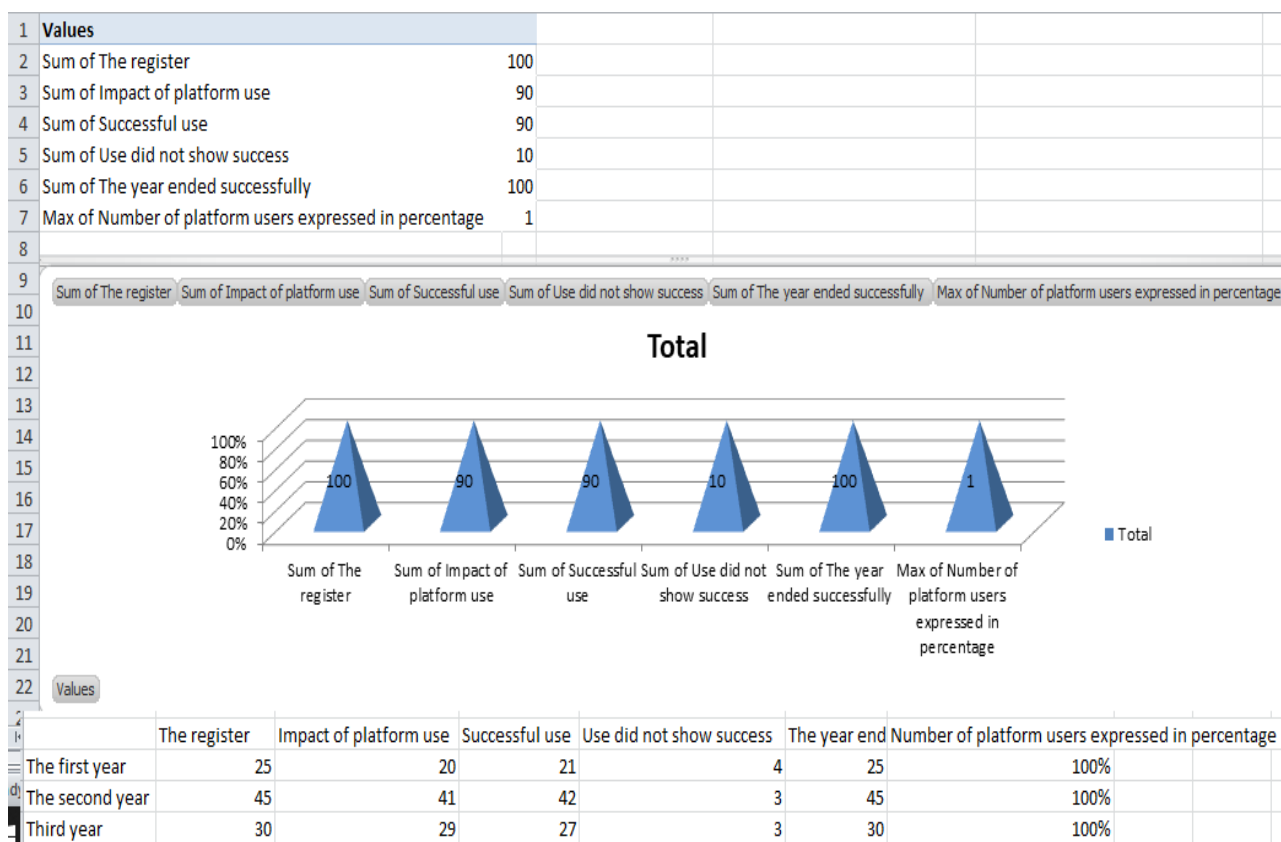


Figure 36. Questionnaire Question 3

The pivot chart below shows the impact of the platform used as a key to success at the end of the school year and further enrollment of pupils in the coming years or their preparation for college. The pivot chart shows that first, second and third year pupils supported the 90% platform, which is a positive response.

Questionnaire Question 4

This question gives us information about pupil enrollment after the end of the second year and their enrollment in the third year. Which category is interested in digital learning? The school has several areas or branches such as natural, general and artistic mathematics. The table in Figure 36 shows that most pupils enroll in natural mathematics, some in general and others in Linguistic and Artistic. The table shows which category of pupils was most interested in using the platform.

Table 6. Presentation of the fourth table of the questionnaire.

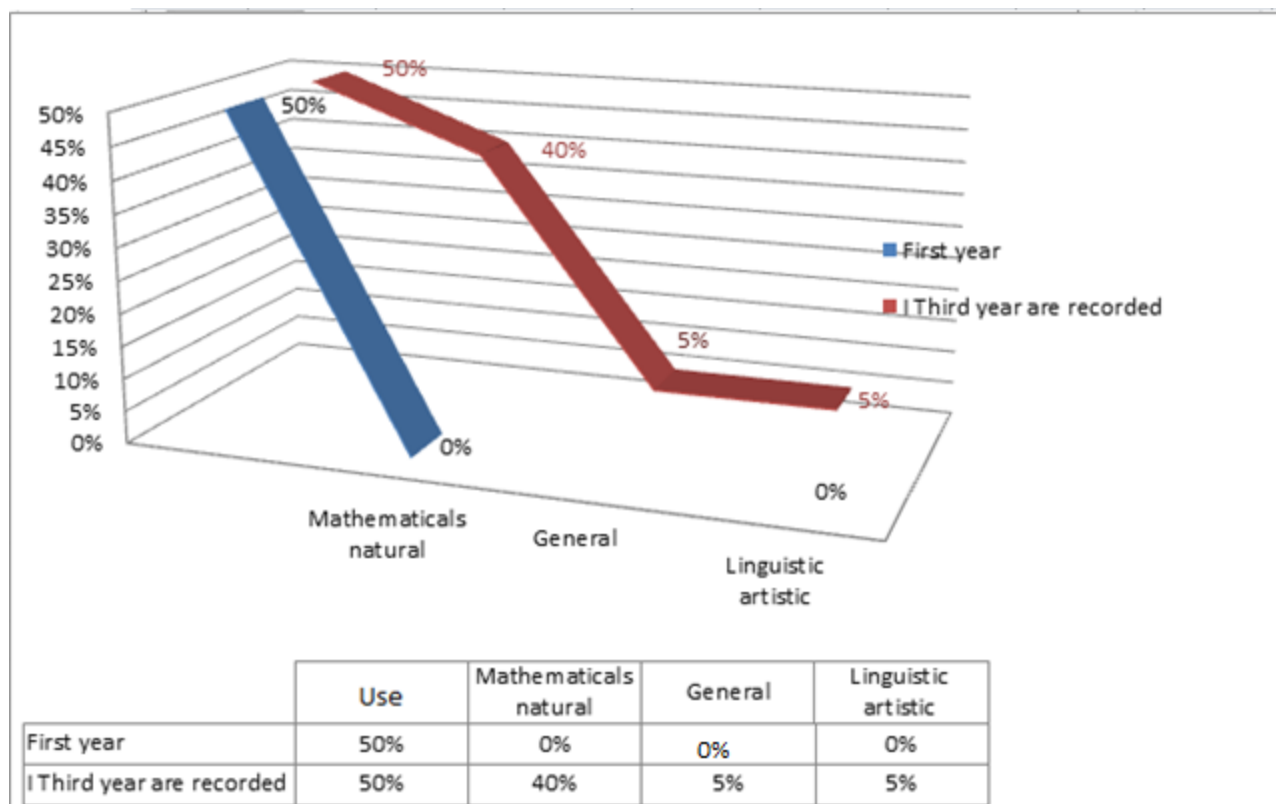


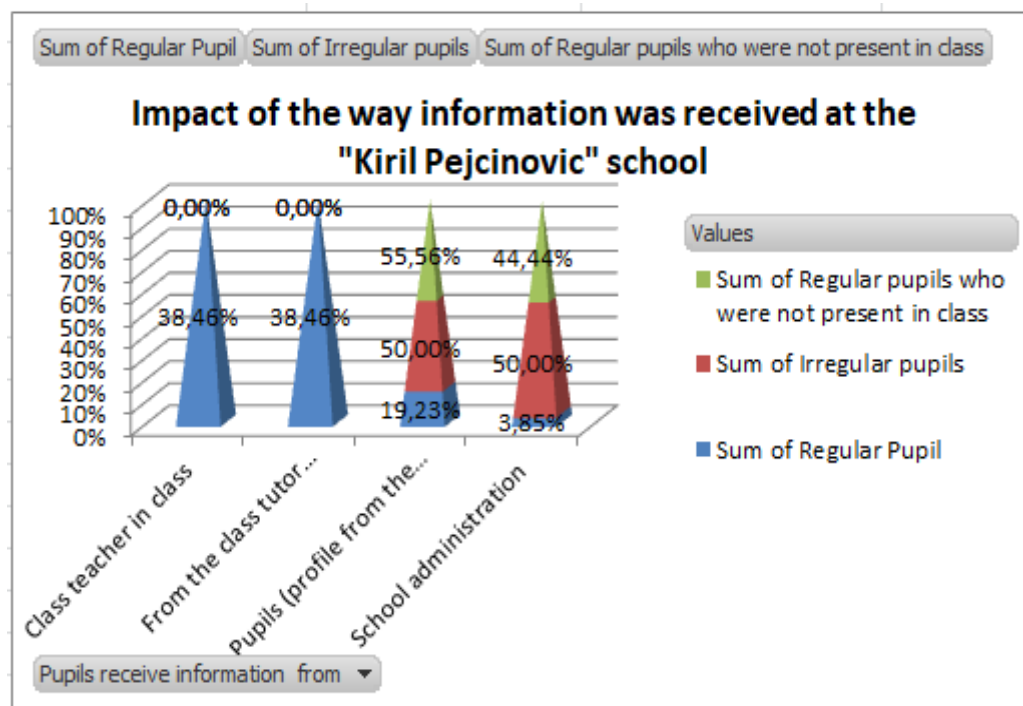
Figure 37. Questionnaire Question 4

Use of platform expressed in percentage (%).The graph shows the breakdown of pupils into categories and the use of platform expressed in percentage (%).

Questionnaire Question 5

This question provides an answer to how well informed students have used the web-based platform. Figure 37 shows that most students were informed through the platform but there were also traditional students who felt that the correct information was provided only by the class teacher. The classroom teacher is considered to be one of the basic information a Kiril Pejcinovi school student might have about a traditional school.

Table 7.Presentation of the fifth table of the questionnaire



	A	B	C	D
1 Row Labels	Sum of Regular Pupil	Sum of Irregular pupils	Sum of Regular pupils who were not present in class	
2 Class teacher in class	38,46%	0,00%	0,00%	
3 From the class tutor profile from the digital website elitaasani.com	38,46%	0,00%	0,00%	
4 Pupils (profile from the digital website elitaasani.com)	19,23%	50,00%	55,56%	
5 School administration	3,85%	50,00%	44,44%	
6 Grand Total	100,00%	100,00%	100,00%	

Figure 38.Questionnaire Question 5

Questionnaire Question 6

This question gives us the right answer regarding the use of the platform and the efficiency shown earlier and in the future. Our study will include first and second year pupils. This exploit is the first experience of using the platform for pupils of this school.

Table 8.Presentation of the sixth table of the questionnaire

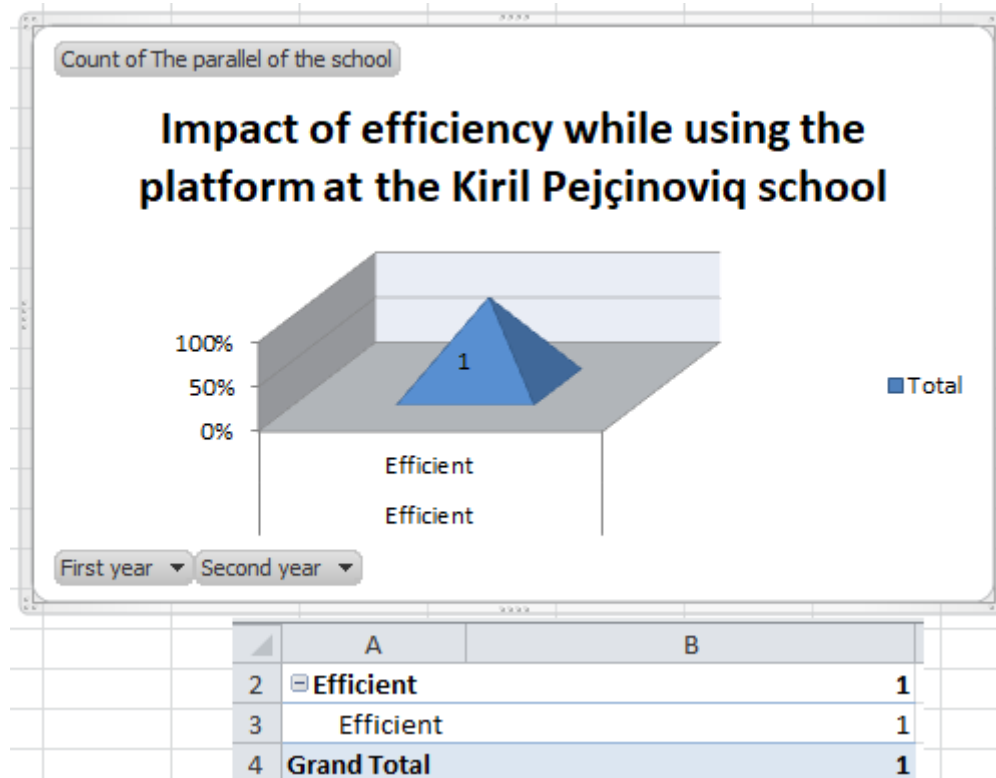


Figure 39.Questionnaire Question 6

Questionnaire Question 7

This question demonstrates the link between pupils and professors in the educational process using innovative digital technologies. Based on the results shown in Figure 39, 100% of the pupils were included in the questionnaire. 90 out of 100 received maximum support from the school for adopting the platform as part of the curriculum, while 8 out of 100 did not support the platform, with only 2 of them showing lower support. This is the data that was seen by pupils who provided support for the innovative digital platform at “Kiril Pejcinović” High School!!

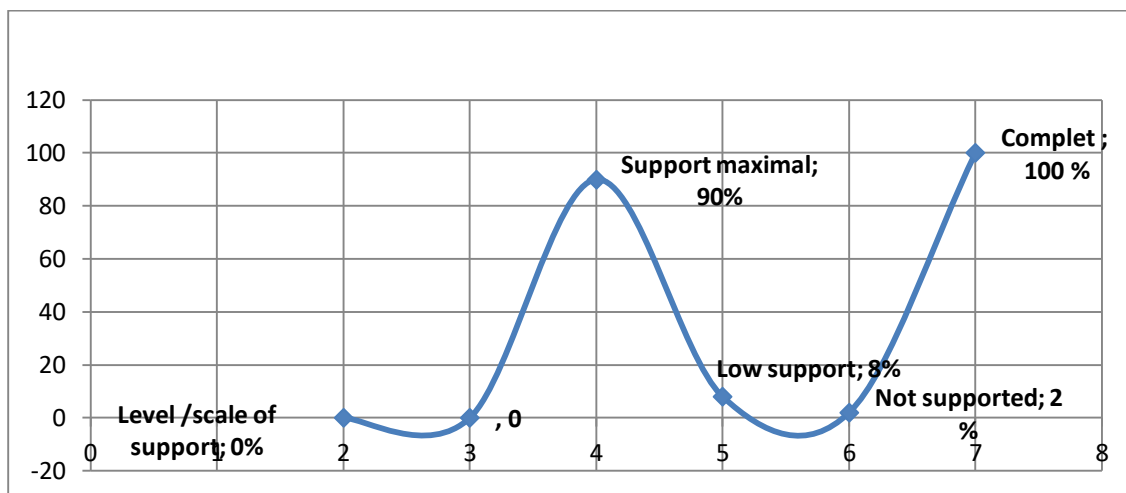


Figure 40. Questionnaire Question 7

Table 9. Presentation of the seventh table of the questionnaire

This is the data that was seen by pupils who supported support for the innovative digital platform at Kiril Pejcinoviq High School!	
Users	Pupils
Support maximal	90 %
Low support	8 %
Not supported	2 %
Total	100 %

Questionnaire Question 8

This question gives us information on the orientation of using LMS and innovative interactive technology during the learning process. The results shown in Figure 40 show the number of pupils who found learning orientation useful and the number of pupils who did not find learning orientation across the platform. The results are important. 2 out of 100 pupils who participated in the study did not find useful orientation during use, while 98 found useful orientation through the LMS platform. In the absence of conditions to complete a lesson such as exercise labs or cabinets, we chose the platform as a problem-solving process. Pupil LMS is used as a support system that guides pupils to receive information quickly and accurately.

Table 10. Presentation of the eighth table of the questionnaire

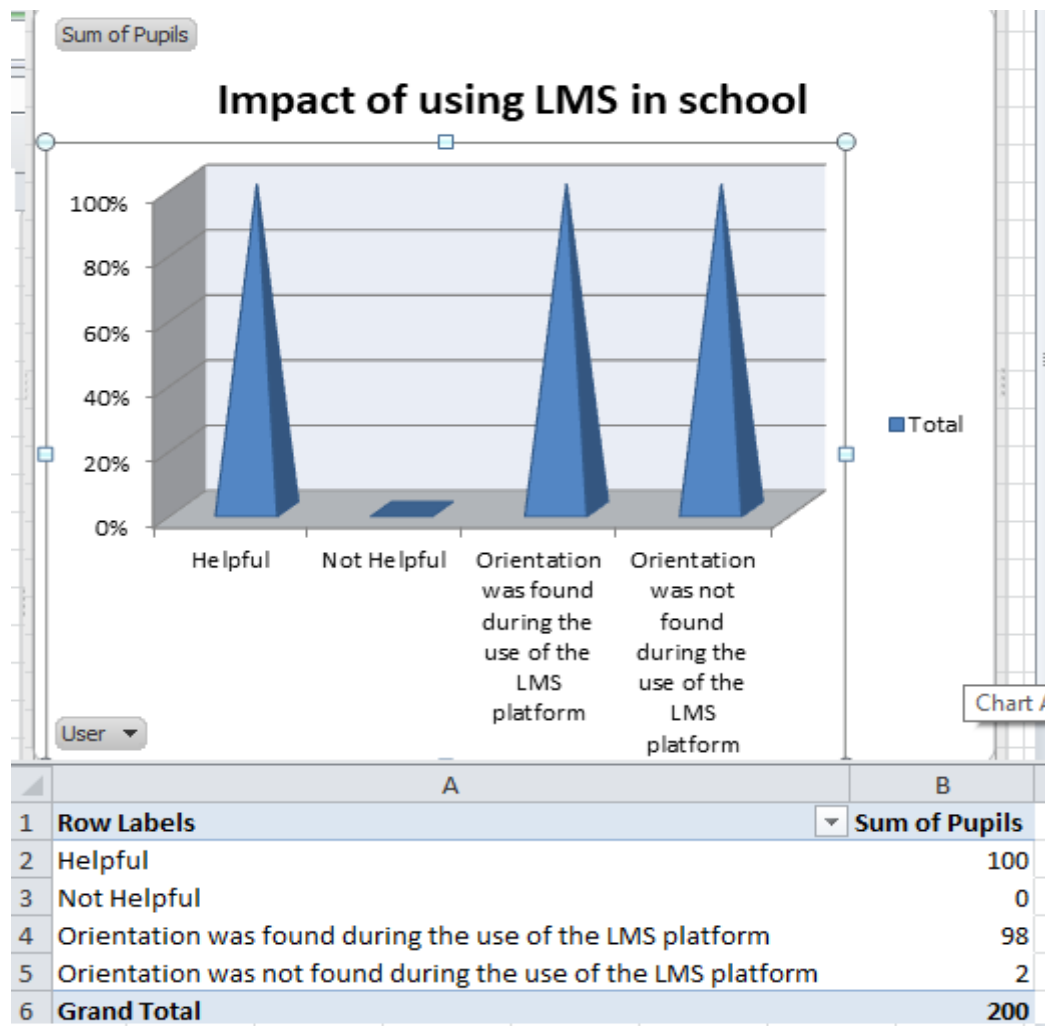


Figure 41. Questionnaire Question 8

Questionnaire Question 9

This question gives us information on the availability, use, persuasion and unfair use of the school platform. Figure 41 shows that the majority of pupils who completed this study 35 out of 100, support LMS as a globally available platform, and 45 are forced to share their ideas with international pupils by creating their own LMS profile and including friends as members in the profile and 20 of them did not support it.

Table 11. Presentation of the ninth table of the questionnaire

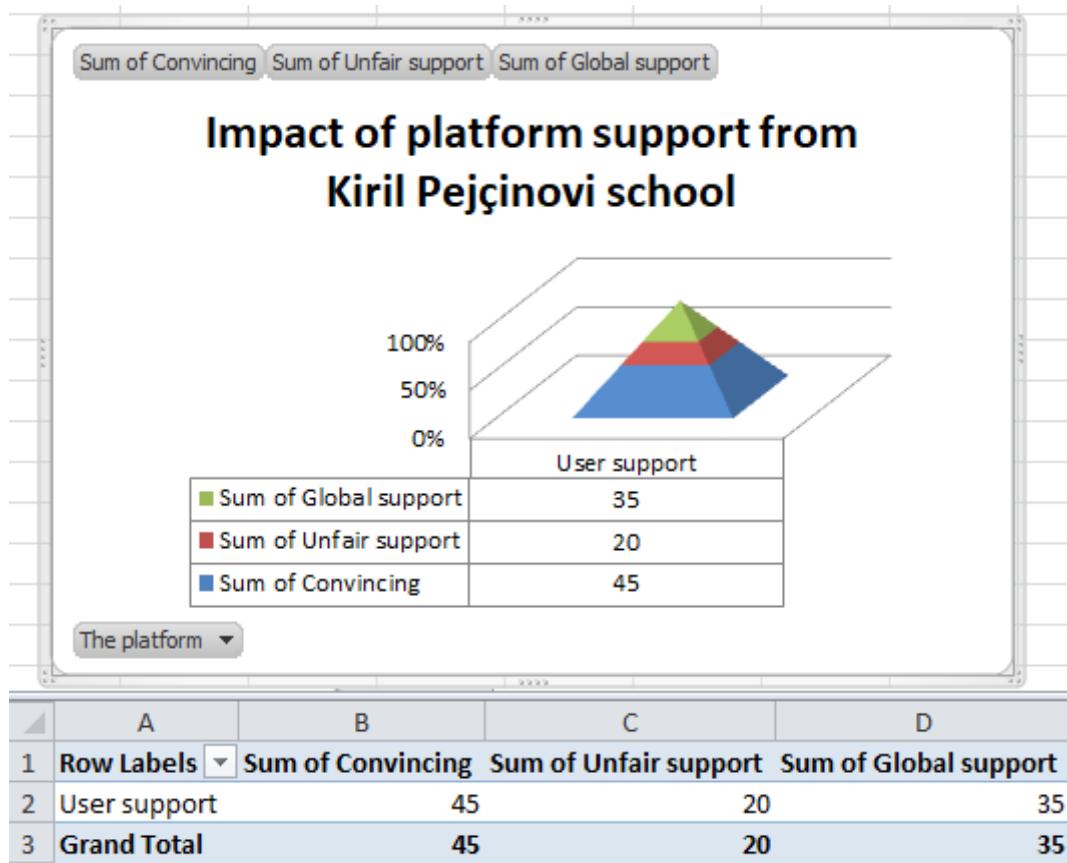


Figure 42. Questionnaire Question 9

Questionnaire Question 10

This question tells us when pupils refer to the platform as a core support that includes counseling profiles such as pupils, pupil advocates, and pupil union profiles. Pupils are in touch if they have problems or lack of problem solving, this is understandable. The results in Figure 41 show that most pupils who complete this study, 25 out of 100, contact the Pupil Advisor when they need pupil support. Pupil Advocate selected 15 out of 100 and the rest of the pupils chose Pupil Union, 60 out of 100.

Table 12. Presentation of the tenth table of the questionnaire

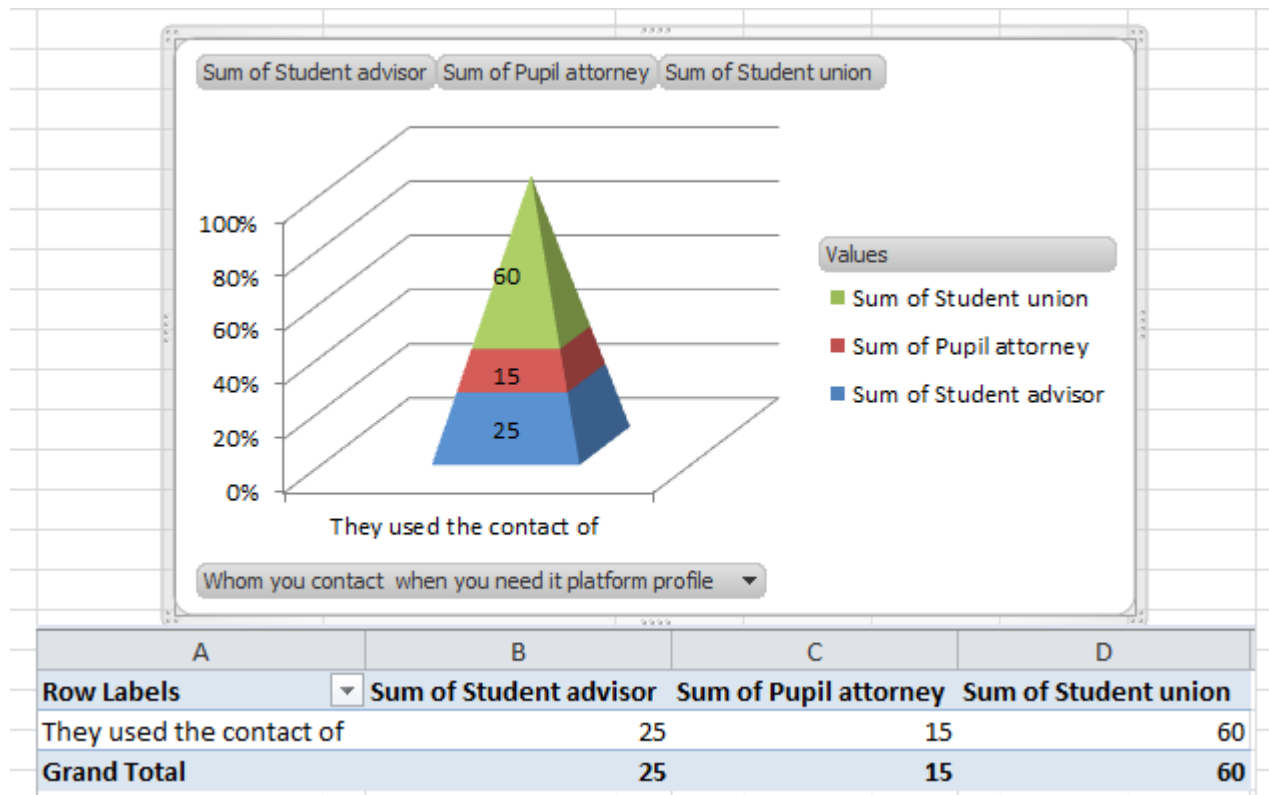


Figure 43. Questionnaire Question 10

Questionnaire Question 11

This question gives us information about evaluating the effectiveness of the communication tools pupils choose when to contact a school member. The graph in Figure 43 shows the results by having the LMS platform as a channel for communication through pupils, an important contact, or a member of staff selected by the school. 20 out of 100 pupils are assessed through appropriate efficiency. Office visits, 36 out of 100 evaluated digital technology as an inadequate tool(technology insufficient), while 42 out of 100 were rated highly efficient, where we used the phone as innovative digital platform technology.

Table 13.Presentation of the eleventh table of the questionnaire

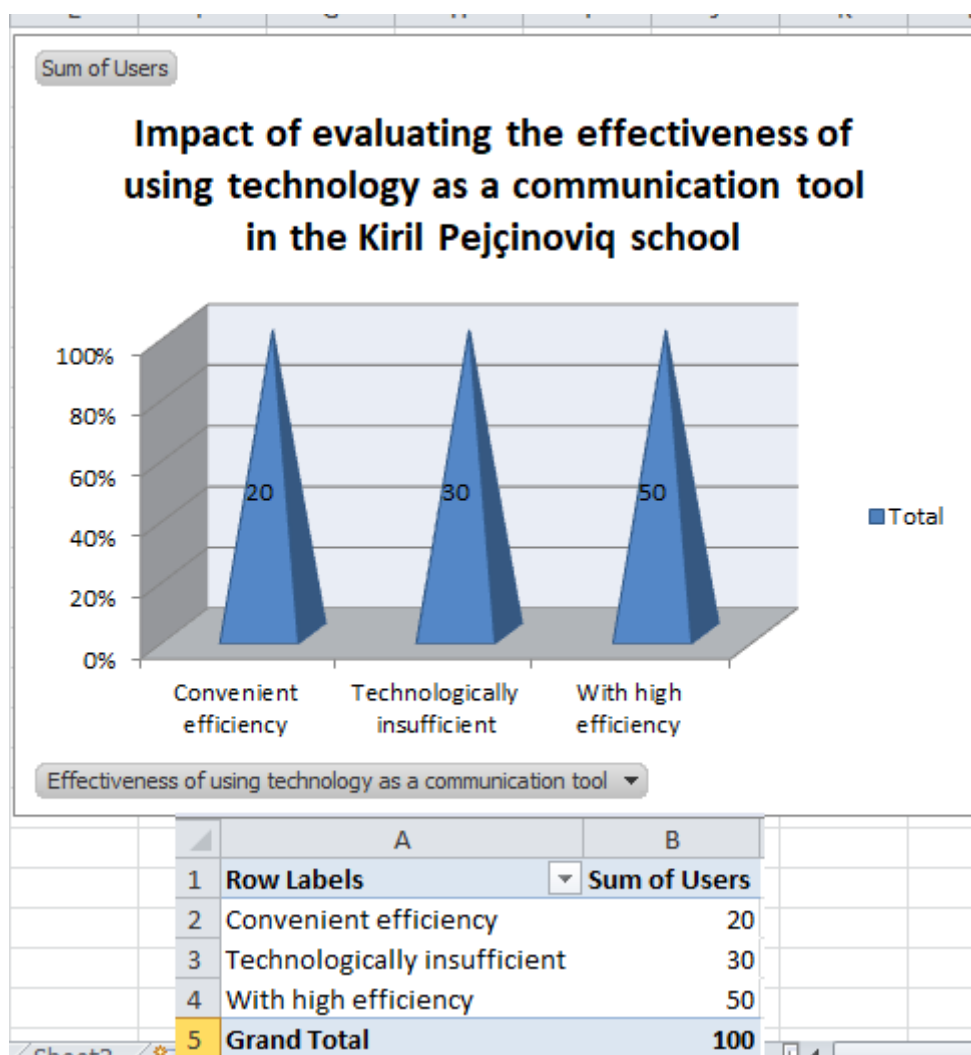


Figure 44. Questionnaire Question 11

Questionnaire Question 12

This question gives us the degree to which pupils think that change should occur at school. The graph in Figure 44 shows the change that pupils want to make using the platform to avoid the problems they face every day by providing the answer. For one higher school, a minute wasted is a potential pupil lost. Every precious ad dollar allocated to the wrong platform that reaches the wrong audience guarantees only one thing: that a rival institution, school will gain a client that should have been yours (Malherbe, J., [7]). Most of the pupils who completed the study, 37 out of 100, identified this problem as something they wanted to change in their current pupil support. Awareness of pupil problems was reported by 28 out of 100 pupils. This has followed the demand for system

improvements and school staff with 27 out of 100 pupils. Other changes include online pupil support from 15 to 100 pupils, including more pupil interaction with 9 out of 100 pupils, responsibility for pupil requirements, 5 out of 96 pupils, and redesign rules and equal application for all showed 6 out of 96 pupils. 10 of the 96 pupils who completed the study were supplemented by existing pupil support.

Table 14. Presentation of the thirteenth table of the questionnaire.

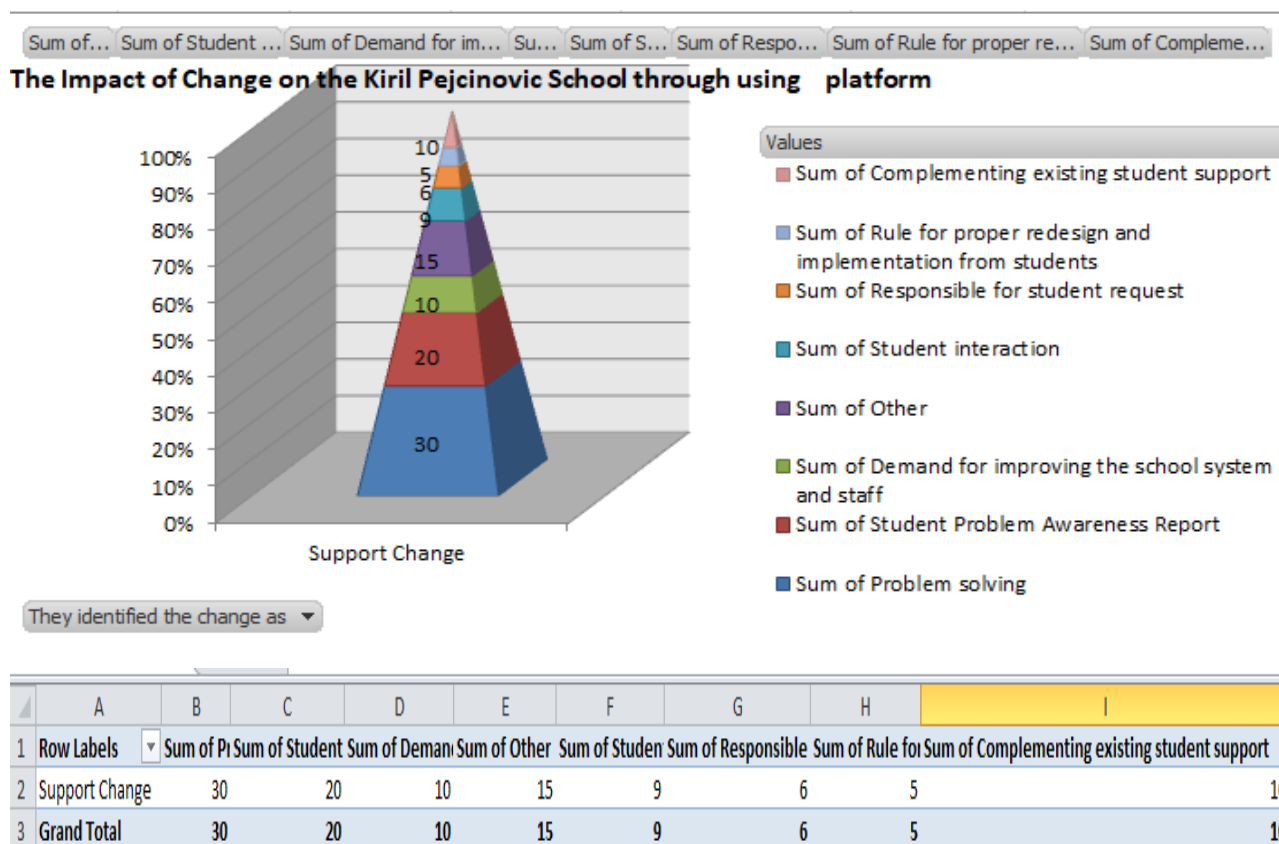


Figure 45. Questionnaire Question 12

Questionnaire Question 13

This question gives us an overview of pupil stimulation and motivation of interactive teaching and learning through the platform as an innovative digital technology supported by pupils and professors. It is also considered as one of the key development strategies for improving teaching and learning. Figure 45 shows that most pupils and professors support a high level of motivation shown to be a 100/100 modernization of teaching while 58/100 provided motivational support depending on

their circumstances. Only 10 out of 100 pupils support low-level motivation shown to be a poor learning strategy.

Table 15. Presentation of the thirteenth table of the questionnaire.

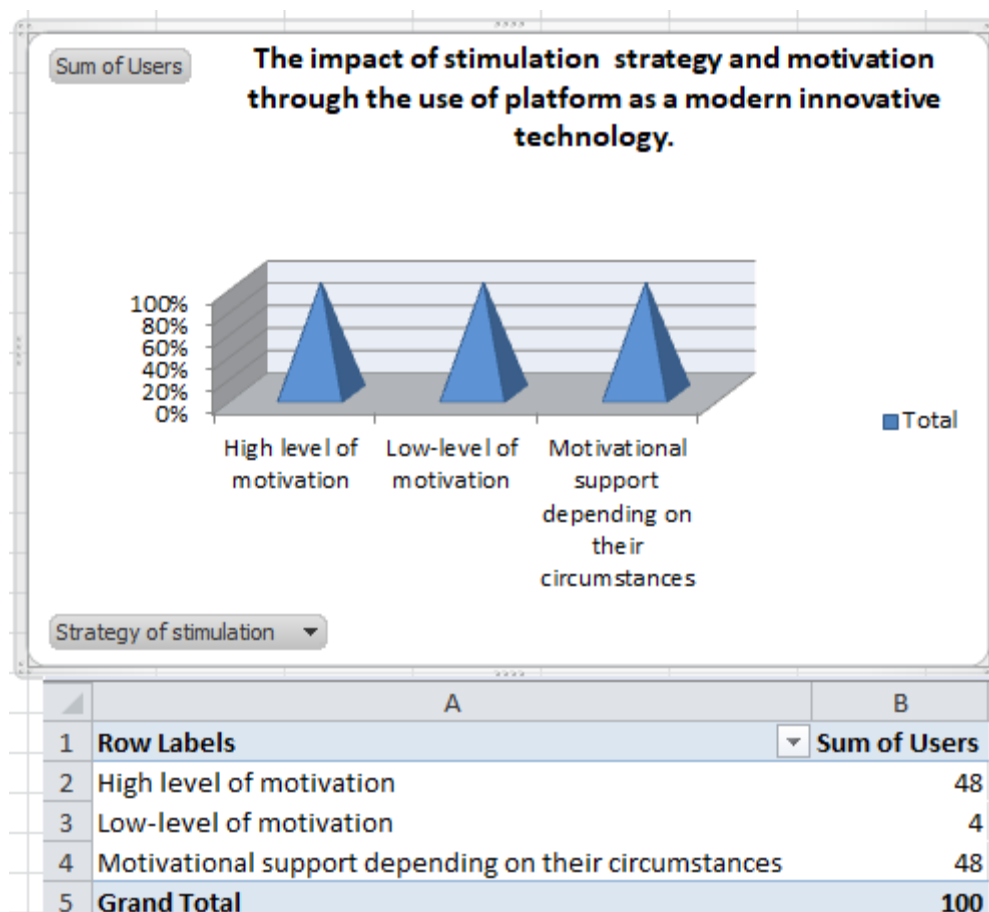


Figure 46. Questionnaire Question 13

Questionnaire Question 14

This question gives us insight to support new approaches to school technology and their application. Graph 46 shows that the school supported implementation from 100/100 through digital technology, 55/100 supported implementation as an innovative technology and 5/100 did not support technology implementation as an innovation.

Table 16 . Presentation of the fourteenth table of the questionnaire

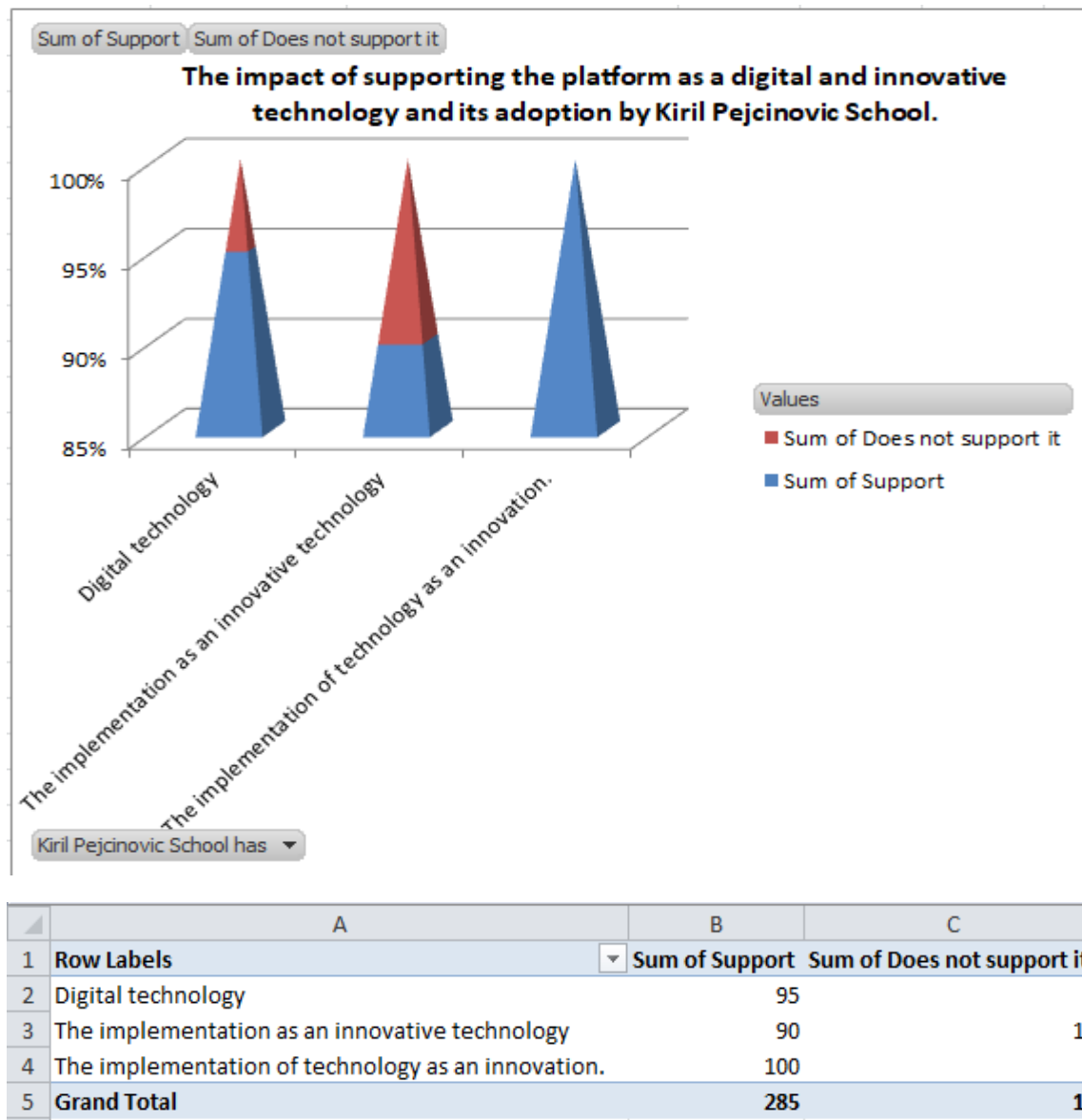


Figure 47. Questionnaire Question 14

Questionnaire Question 15

This question gives us a flexible overview of support for digital stimulation programs and innovative digital technology by Kiril Pejčinović school professors. Figure 47 shows that the school used 80/100 innovative technology and incentive programs, 5/100 did not use digital technology, and 15 out of 100 thought it would take extra hours to use new technology with incentive programs.

How are incentive programs supported to encourage professors to use digital technology as an approach to school affairs?

Table 17. Presentation of the fifteenth table of the questionnaire

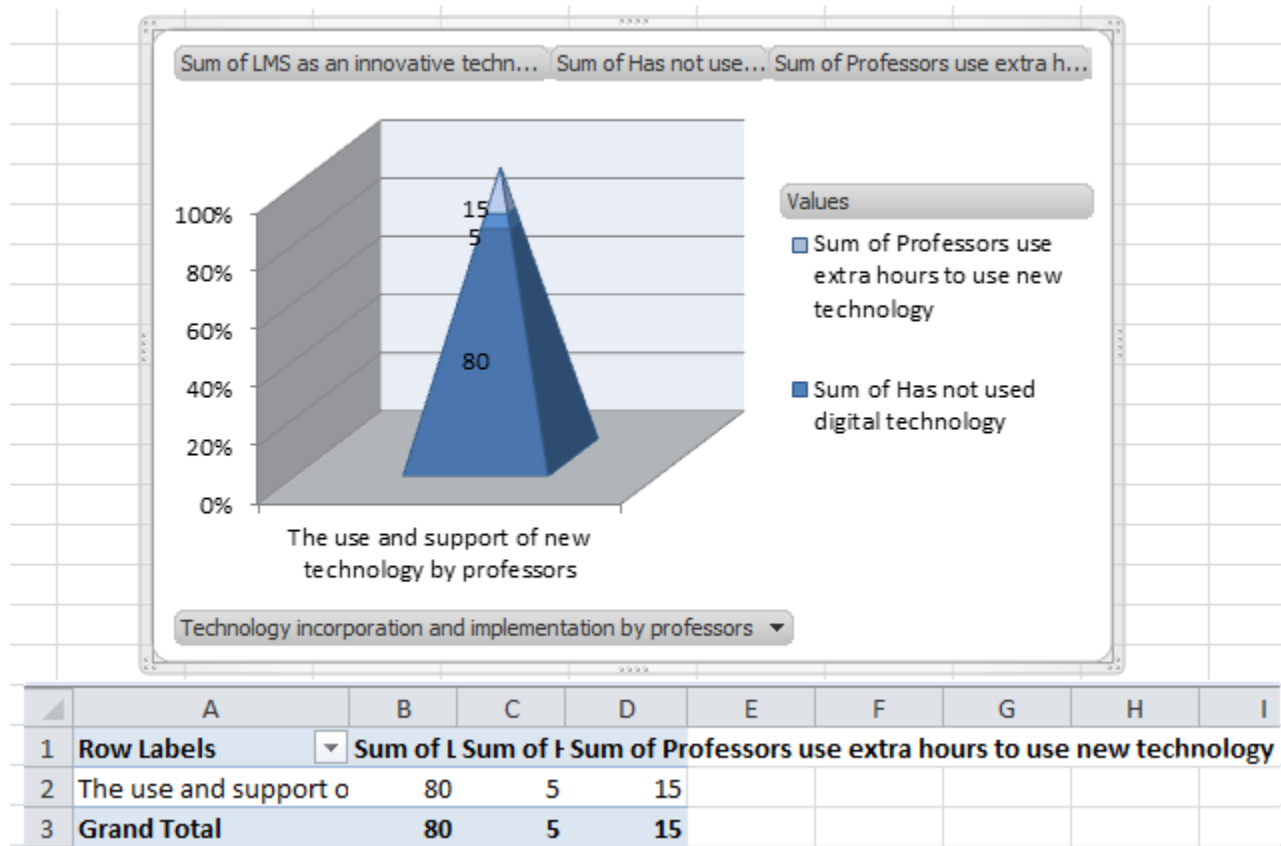


Figure 48. Questionnaire Question 15

5.1 LMS Prototype for secondary schools

Developing, implementing and analyzing learning management systems as an innovative interactive ELearning digital platform presents a variety of software models. I will show you a set of software alternatives for using innovative course development programs. Here are some prototypes we have online:

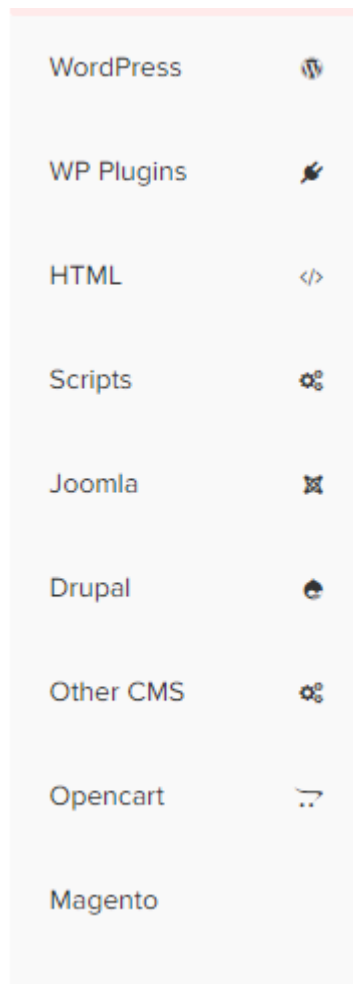


Figure 49. Software alternatives as a prototype of using innovative software to develop a course.

With the advancement of technology, there has been a change to integrate improved teaching methods into education, including innovative digital techniques to deliver interactive teaching, blended learning, and personalization of teaching using multimedia elements or guiding automation. For the presentation we will use Adobe Captivate and the relevant interface which in interaction with the interface, other applications may be made public. In advanced interface mode, Captivate offers even more flexibility through software demonstration, simulation software, branching scripts and random quizzes in small web formats (Dali, R., [19]). Online courses enable learning anytime and anywhere through the Internet. Professors and pupils can share ideas through the digital platform online and learn by downloading teaching resources from different countries and at the same time sharing opinions or conducting consultations to solve specific problems. The motivation for this study is to solve the problem of lack of understanding at school by facilitating learning. To solve this problem, a simple and sustainable platform was developed that is known as a prototype of the interactive learning management system developed through the innovative alternative digital platform called www.elitaasani.com. The system created is mainly for high school professors, but that doesn't mean it can't be used for elementary school pupils, universities, or colleges. This system provides up-to-date content including new presentation trends, publications

and content and information exchanges, as can happen in many other areas. The system can also be used in most institutions that support online learning through courses. The connectivity of digital technology and the Internet allows for effective solutions for presenting download courses online, capturing and sharing content and instructional information. Here is the alternative interactive structure of a course:

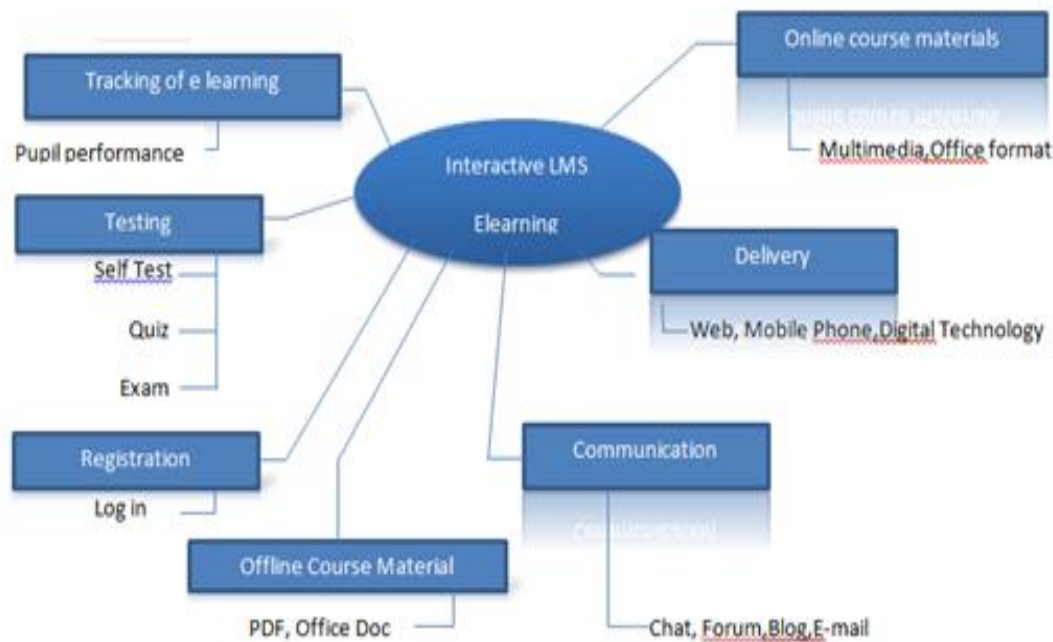


Figure 50. Structure of an interactive LMS as a Digital Platform

Structure of an interactive LMS as a Digital Platform:

- ⇒ Registration.
- ⇒ Pupil performance.
- ⇒ Offline course materials, online.
- ⇒ Testing.
- ⇒ Distribution and Communication.

5.1 Database Design

WordPress is a free and open course content management system which includes LMS interactive learning management system and CMS empowerment system for creating and modifying digital content (Dr. Patel, A., Gadhavi, M., Patel, Ch., [27]). Combine two systems and we create an innovative digital management interaction that supports multiple users in a collaborative environment. WordPress is a free open source content management platform based on PHP & MySQL. Those who favor my choice of used software allow themselves innovative stimulation

through collaborative support in plugin architecture and choice of many types of interactions, and a template system that adds WordPress-based usage packages. Based on PHP & MySQL. The www.elitaasani.com digital platform is built using WordPress, one of the most advanced software to date and the easiest to use. The first database of the digital platform was created as localhost MySQL elitaasani.com where the link to WordPress installation is then continued to create the course development. The database of www.elitaasani.com_web platform is implemented in MySQL. The database not only stores basic information such as usernames and passwords, but posts, pages, comments, even web page themes and WordPress configuration settings that are available anytime and anywhere online. The database is in MySQL and we can open it when we want for import or export. Digital web site database from localhost is accessed on MySQL server through hosting. Of course, you will need permission to do so; therefore you must enter your username and password before registering. The local host was used as a static name until the complete web site was fully built, then to make it public online, then logged into the hosting website to create a profile and register a year online. While hosting a paid website we may also receive additional information about the progress and maintenance of the Website wherever and at any time. With a shared hosting plan, your website shares not only the web site but also the server resources from the web platform (Williams, A., [10]). The www.elitaasani.com_database in MySQL looks like this:

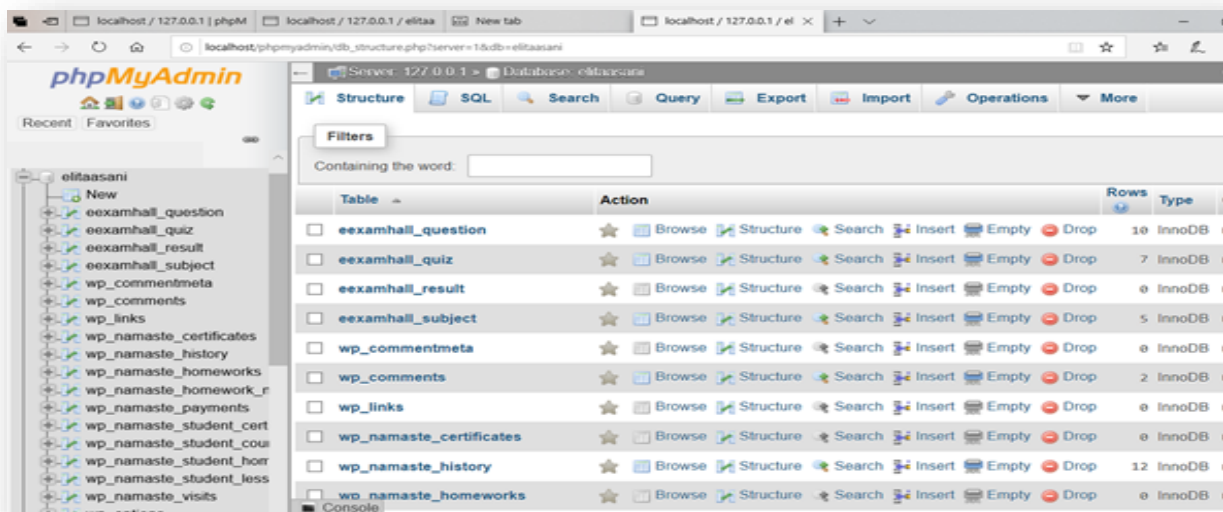


Figure 51. Digital platform database views

The local website was created on xampp and later paid to make it public online, to conduct my research at the high school in Tetovo, of Northern Macedonia. The new LMS management system is considered an open collaboration appendix that it offers digital interaction both locally and offline introduces a new innovative platform with social sharing capabilities through media, browsers, posts and blogs. WordPress contains PHP and SQL Query, CRUD (such as Create, Read, Update and Delete) from the MySQL database. The database maintains normal, optimal operation and assists in the regularity of completing information. The WordPress database consists of a database repository, which is then hosted on the MySQL server. Of course, you will need permission to do so, so you must enter your username and password before registering. The data is stored in the

form of tables. Each table consists of unique data and is displayed in rows. Rows contain other pieces of information or parameters. The following will explain some of the rows used in the Design list table:

wp commentmeta - each comment has unique information called metadata, which data will be available in this section.

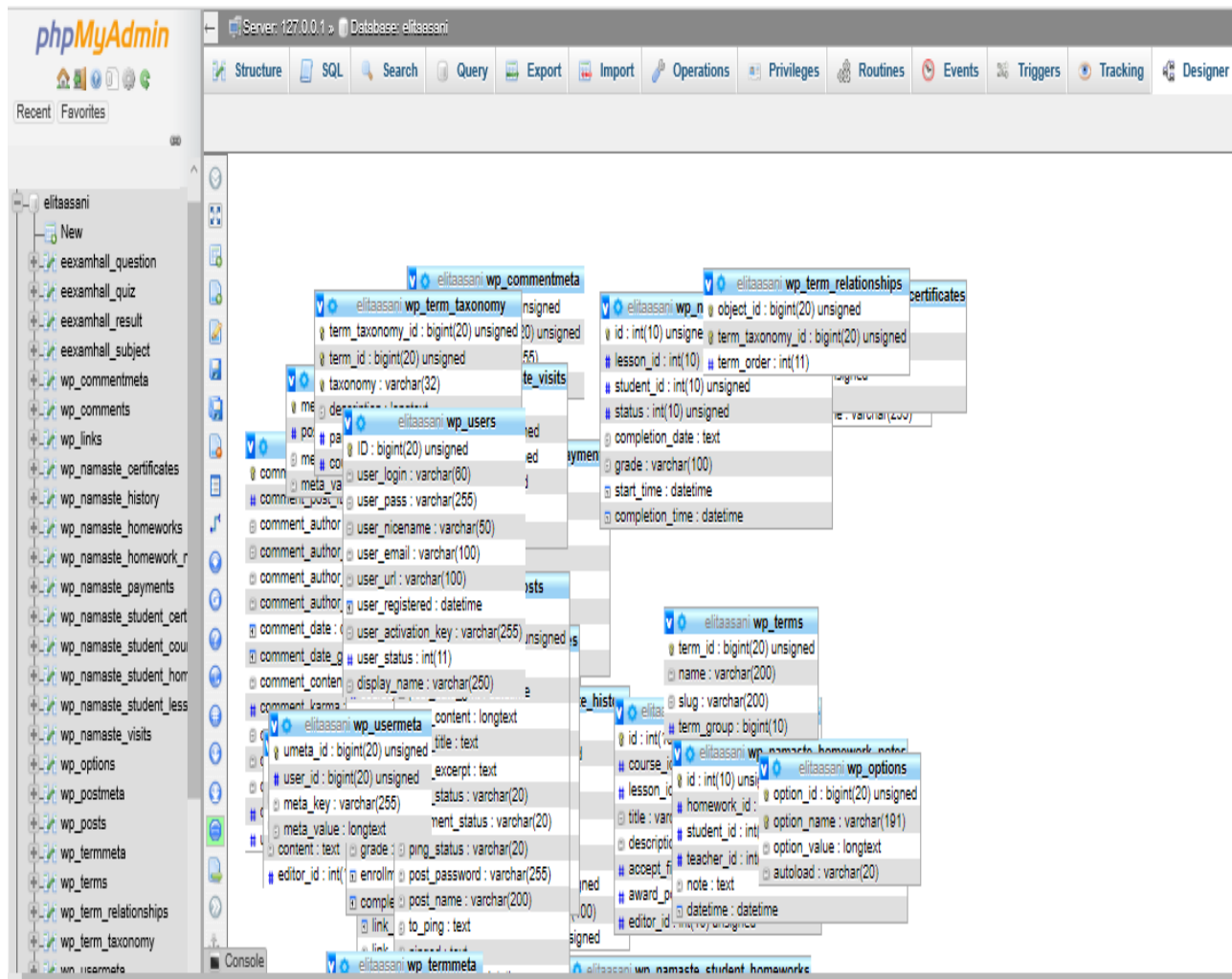


Figure 52.Database tables view in MYSQL

-
- ✚ **wp link**- here is information on links created based on WordPress link functions.
 - ✚ **wp options**- This part of WordPress has different preferences and configuration settings.
 - ✚ **wp postmeta**- each post contains unique information called metadata, which data will be available in this section.
 - ✚ **wp posts**- "posts" are the articles you write for your blog, navigation menu, and navigation.
 - ✚ **wp term**- Each term has unique information called metadata, which data will be available in this section.
 - ✚ **wp terms**- Post, tag and tag categories are saved here.
 - ✚ **wp long term links**- Messages are about categories and tags from the WP_terms table.
 - ✚ **wp taxonomy term**- This describes the taxonomy (categories, links, or labels) for WP_terms table entries.

 - ✚ **wp usermeta**- Each user has unique metadata data, data will be available in this section.
 - ✚ **wp users**- The user list is here.
 - ✚ **SQL query/ SQL**- The structured query language is a programming language used to manage the database. An SQL statement issued for CRUD data on the database server is considered a query only.

WordPress uses MySQL queries to store and retrieve data and generate them on web pages. Standard SQL commands, such as ADD, DROP, INSERT, and UPDATE, can be used with MySQL.

5.2 Interface Design

The interface design is done using HTML 5.0 and CSS. The prototype responds to various screen dimensions, enabling it to be used on PC monitors, laptops, tablets, mobile phones and a diverse range of display devices. The prototype has three main pages: the Pupil Page, the Administrator Page, and the Staff Members Page. All three sites contain different functionalities depending on the role it gives the user. In the following sections the three pages are discussed in more details. Learn Press is a WordPress LMS Plugin to create and sell interactive courses generally online. The appendix has an easy-to-use interface for managing integrated online uploading and quizzing curricula. The other external interface of my web platform that users can use as interactions is to create a personal digital library through the following link:

<https://reg.infanywhere.com/welcome.html?register=1>, but we can easily add new pages from the school request or user request:

What type of application do you want to create?

The screenshot shows a web interface for creating applications. At the top, a large light blue box contains a square icon and the text "New application from scratch". Below this, the word "or" is centered. Underneath, the text "New application from template" is centered. Below this text, there are four buttons arranged in a 2x2 grid. The top-left button has a book icon and the text "Digital Library". The top-right button has a grid icon and the text "Inventory management". The bottom-left button has a network icon and the text "Contact directory". The bottom-right button has a group of people icon and the text "Employee Directory". At the bottom center of the interface is a blue button with the text "Next >".

Figure 53. View of web platform collaboration with external links to create a digital library

As an external interaction enabled by the platform in addition to providing a blended eclectic education, we can also personalize our collaboration through the interactive digital library. Innovative work lies in the continual exploration of new technology and programs in the future. We also update through the interface where we create a digital library to understand our need for education and collaboration. Today, the innovative thinking in 2019/2020 about the use of L&D in the educational process we design an interactive LMS system which does not mean that you simply have to think about the organization and outcome of the teaching, but you have to think for learning and acting as an interactive ecosystem of formal and informal learning. Teaching is not an event, but a travel interface. Every moment we receive information - from the media, our peers, and the content of an educational institution's control organization, the Ministry of Education, foreign government, or ineffective content - is simply a "static action" on education. Another major change is the mapping of learning through the interface in another way that is the online teacher representing a turning point in ELearning regardless of the goals of digitalization and peer selection. We can categorize and level through a course in Tetovo and the achievements we have to make in the same course from pupils and professors outside of Tetovo and Northern Macedonia. The course is alternative learning where we benefit from interactive learning and strengthen our social, informal and behavioral education. The free variety of the internet and the creation of a free interactive digital site include eclectic design structures with new ideas including marketing partners from home and abroad, where for some companies it may be worthwhile to invest where they have rewards. For pupils how to apply for a temporary internship at a company that later if they have shown effective work, then the enterprise increases pupils to a higher degree such as giving a job or rewarding cash as a positive investment.

A company uses a powerful, modest, innovative and dynamic online creation platform that also uses the system to solve specific problems for a specific purpose or education, according to the needs of the company. Educational institutions also use the web platform as an interface to solve problems and realize their goals. Learning transfer is understood using the company interface that tracks pupil employment and selects the course of genius found by the company.

Digital technology in 2019/2020 continues to be more affordable, including artificial intelligence that is emphasized as part of our daily lives. This potential increases the importance of

having clarity in our goals and thinking more deeply about the values we want to achieve (Company & Norton, W., [8]). Virtual reality, augmented reality, blended reality and mobile applications are all new tools in the L&D landscape, ready to use in the right circumstances. Institutions in the field of education have always tried to bring the easiest program of interactive web management software to the users.

With the innovative advancement of the Internet, educational institutions are opting for the fact that when our courses and resources are available online, pupils have an active mind to engage pupils and professors with a click to simplify educational processes.

For a higher education process It was created a modern interface as a www.elitasani.com digital online platform which is an interactive online course management system that allows learning anywhere and anytime through eclectic structures, we have interaction between pupils and teachers everywhere for any question and at any time. Interactive learning system management software is a cloud based program. Through the platform, I transformed traditional teaching into creative digital learning to form creative schools through digitalization in the future (C. Sheening, E., [24]). It unifies classroom, virtual, mobile and commerce competencies into a single, secure platform.

Interactive LMS systems help automate the whole process from start to finish. Platform functionality includes: Creating effective curricula and programs to teach pupils and / or staff in specific areas of knowledge or to train them in a specific way. Tracking and completing such programs to ensure that pupils and / or employees stay on schedule. Allow pupils and / or employees to demonstrate competence or gain certification in areas relevant to their roles. Provide analytics and reporting functionality to give the school more insight into the success of their training or learning programs.

5.2.1 Pupil View

The pupil registers on the web platform through his / her personal name and then the web platform manager sends the confirmation via email, whereupon the admin creates the profile and password for which the user applied in the course.

The pupil receives the password from the platform and can then log in at any time and from any location. Here will present a user of a pupil and his / her profile through the innovative interactive digital learning platform.

Here we present a profile of pupils:

The screenshot shows the 'Add New User' form in the WordPress admin dashboard. The left sidebar contains navigation links: Posts, Media, Pages, Comments, Timetable, Appearance, Plugins, Users (selected), All Users, Add New, Your Profile, Tools, Settings, Namaste! LMS, My Courses, Watu Quizzes, and Collapse menu. The main form area is titled 'Create a brand new user and add them to this site.' and contains the following fields:

- Username (required):** Njomza
- Email (required):** njomza.beadini@gmail.com
- First Name:** Njomza
- Last Name:** Beadini
- Website:** https://www.elitaasani.com
- Password:** A strong password is generated: '***fOK\$EMha09KyYnGgEnB^w'. A 'Hide' button and a 'Cancel' button are next to the password field.
- Send User Notification:** A checked checkbox with the label 'Send the new user an email about their account.'
- Role:** A dropdown menu set to 'Student'.

At the bottom of the form is a blue button labeled 'Add New User'.

Figure 54. Profile of a pupil registered as a user

On the figure 54, shows the enrollment of pupils in the interactive digital platform showing that the user role is a pupil and will receive the information request from the web platform.

The screenshot shows the 'Student Enrollments' view in the WordPress admin dashboard. The left sidebar is the same as in Figure 54. The main content area has a header with two notifications: 'WordPress 5.2.2 is available! Please update now.' and 'An automated WordF...'. Below the header, the title 'Student Enrollments' is displayed. The form includes:

- Select course:** A dropdown menu set to 'Informatike'.
- Enroll student in the course:** A text input field with the placeholder 'user login'.
- Filter by student/course status:** A dropdown menu with the following options: Any status, Pending, Enrolled (highlighted), Rejected, and Completed.
- Enroll:** A button next to the 'Enroll student in the course' field.

At the bottom of the form, it says 'There are no students enrolled'.

Figure 55. Pupil enrollment View

On the figure 55, shows the framework of a pupil who has chosen the desired course to enroll on the digital platform.

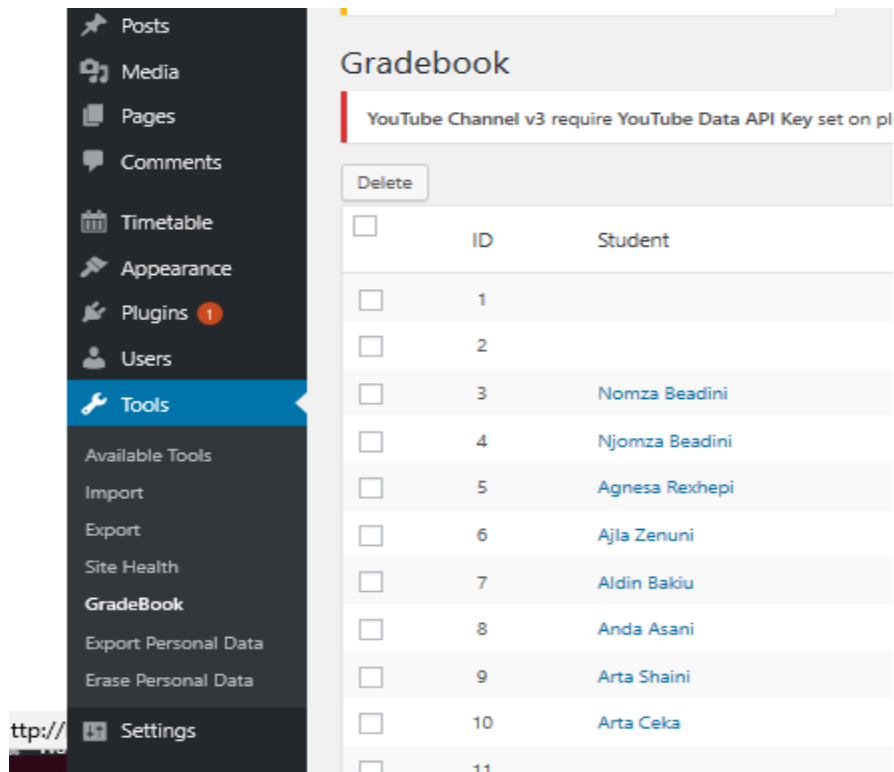


Figure 56. Grade Book View

On the figure 56, shows the database of grades by the registered ID and the name of the pupils. We provide pupils with a confirmation that they need to verify as there may be errors while accessing the Internet via email. But each request that the pupil receives in the email is private pupil information (confirmation or validation). Timetable sets the time that the course should take to enable the date and the day to be remembered by the pupil if they forget. This figure 56 shows the view of a request that the pupil receives from the web platform to confirm his email and if we receive confirmation from the pupil that the email is valid then the admin creates his profile with the username and password that the pupil must receive for login to web platforms.

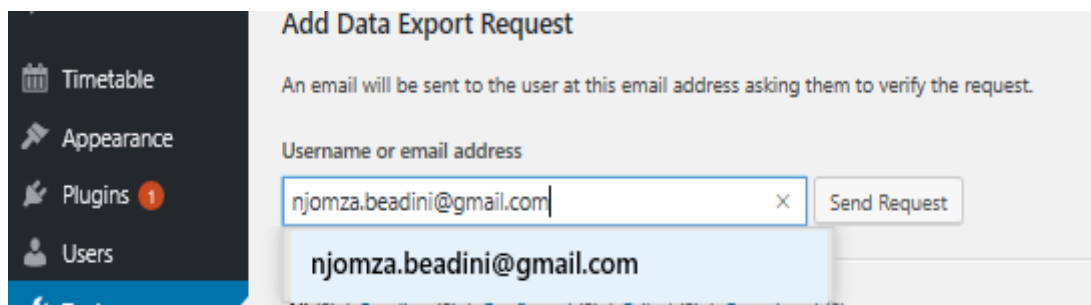


Figure 57. View the email that the user receives from the platform for further processing of the registration.

On the figure 57, shows the setting of the email for confirmation application. Users are pupils, professors, descriptors, editors and admin.

Check out a pupil search on the digital platform:

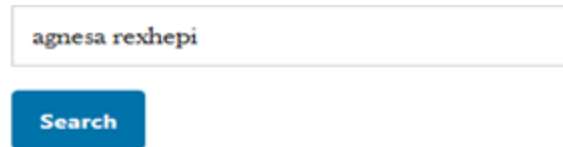
A screenshot of a search interface. It features a light gray rectangular input field containing the text 'agnes rexhepi'. Below the input field is a solid blue rectangular button with the word 'Search' written in white text.

Figure 58. Search View

On the figure 58, shows how we accomplish a pupil's request by name and surname for applying to a particular course.

5.2.2 Admin View

Admin is at the same time the person who fully manages the platform as a system operator that must be always on the go. Manages users, professors, pupils and materials.

The following figure shows how an admin is created by the web platform management system. Admin like any other user has its own profile where it has a username and password. If the web platform manager forgets the password then the admin job is completely down. Admin is at the same time the person who should maintain and manage the complete work of the digital web platform.

The screenshot shows the WordPress Admin interface for a user profile. On the left is a dark sidebar menu with options: Posts, Media, Pages, Comments, Timetable, Appearance, Plugins (with a red notification badge), Users (highlighted), All Users, Add New, Your Profile, Tools, Settings, Namaste! LMS, My Courses, Watu Quizzes, and Collapse menu. The main content area is titled 'Users' and contains the following sections:

- Username:** admin (with a note: 'Usernames cannot be changed.')
- First Name:** Elita
- Last Name:** Asani
- Nickname (required):** admin
- Display name publicly as:** admin (dropdown menu)
- Contact Info:**
 - Email (required):** elita.asani1982@gmail.com (with a note: 'If you change this we will send you an email at your new address to confirm it. The new address will not become active until confirmed.')
 - Website:** https://elitaasani.com
- About Yourself:**
 - Biographical Info:** Professor at Tetovo Gymnasium...

Figure 59. Admin View

On the figure 59, shows the admin framework on the digital web platform. Pupil enrollment in the course:

The screenshot shows the WordPress Admin interface for 'Student Enrollments'. At the top, there's a notification bar with two messages: 'WordPress 5.2.2 is available! Please update now.' and 'An automated WordPress update is available for your theme.' Below this, the 'Student Enrollments' section is visible. It includes a 'Select course:' dropdown menu with 'Gjuhe Programore' selected. Below that is a form to 'Enroll student in the course:' with a text input field containing 'Enter email or user login' and an 'Enroll' button. There is also a 'Filter by student/course status:' dropdown menu with 'Completed' selected. At the bottom, it says 'There are no students enrolled in this course yet.'

Figure 60. View of Pupil enrolled in the course

On the figure 60, shows the completion of pupil enrollment in a chosen course.

5.2.3 Teacher View

The professor provides the course material and the necessary tools for the course. Below you have profiles of the professors registered as an instructor or course leader:

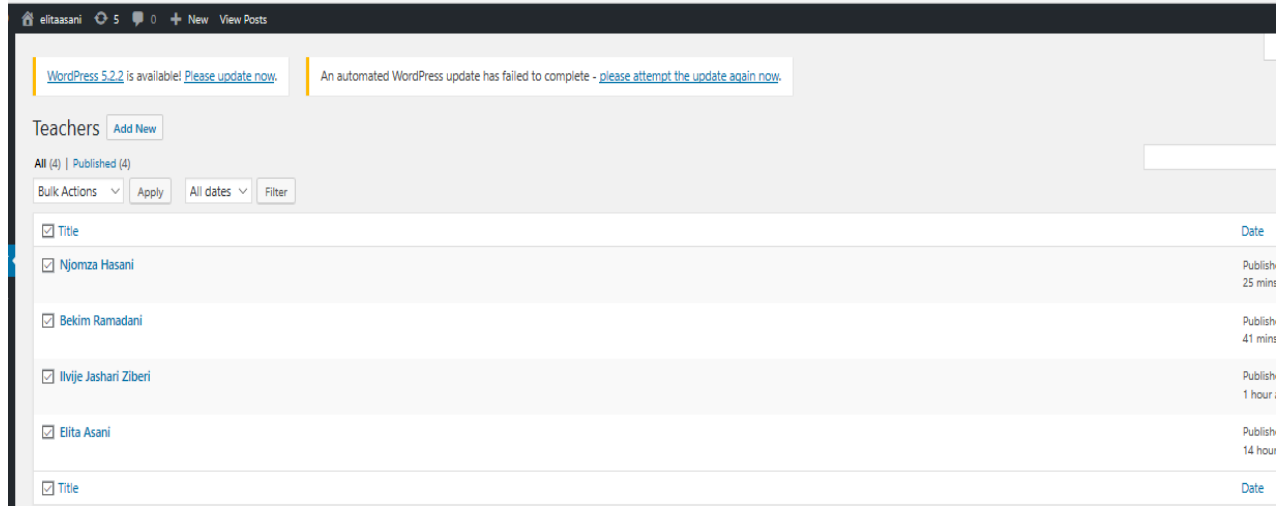


Figure 61. View of Adding Teachers

On the figure 61, shows the list of names of registered professors in the public and how we can register other professors here. View from a professor's posts:

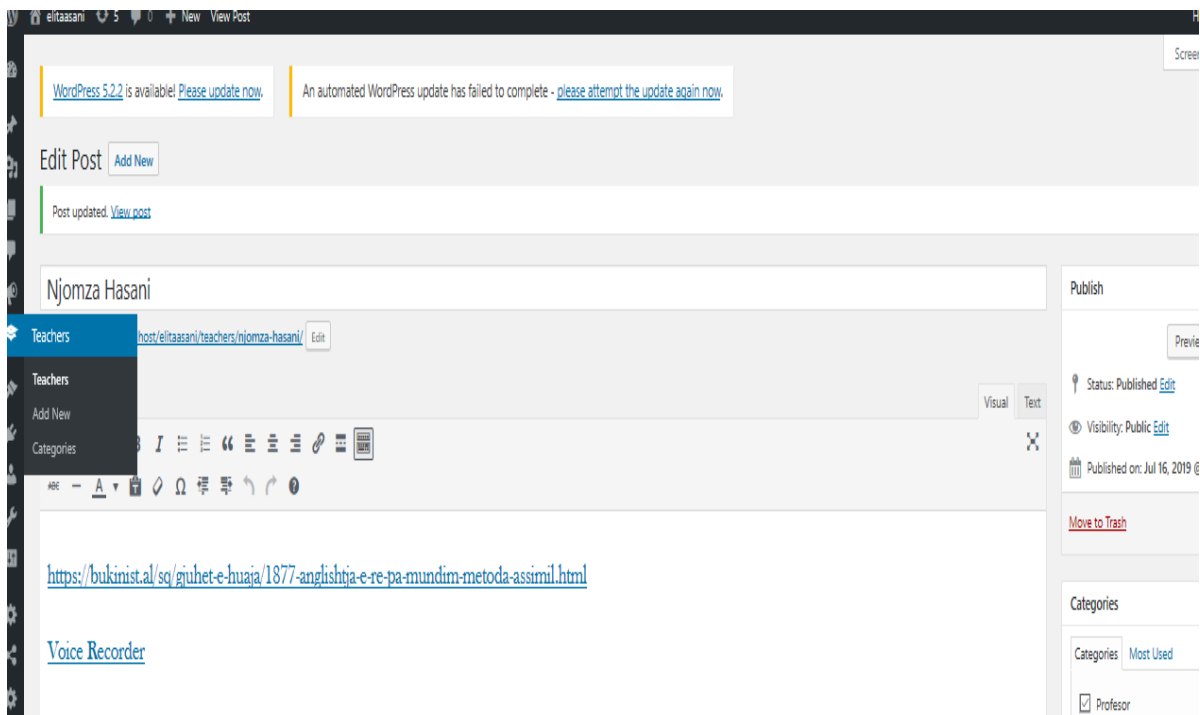


Figure 62. View from a professor's edits posts

On the figure 62, shows the editing framework of a professor's posting or the way a professor creates his or her course onsite, naming the profiles that represent the course and their distribution.

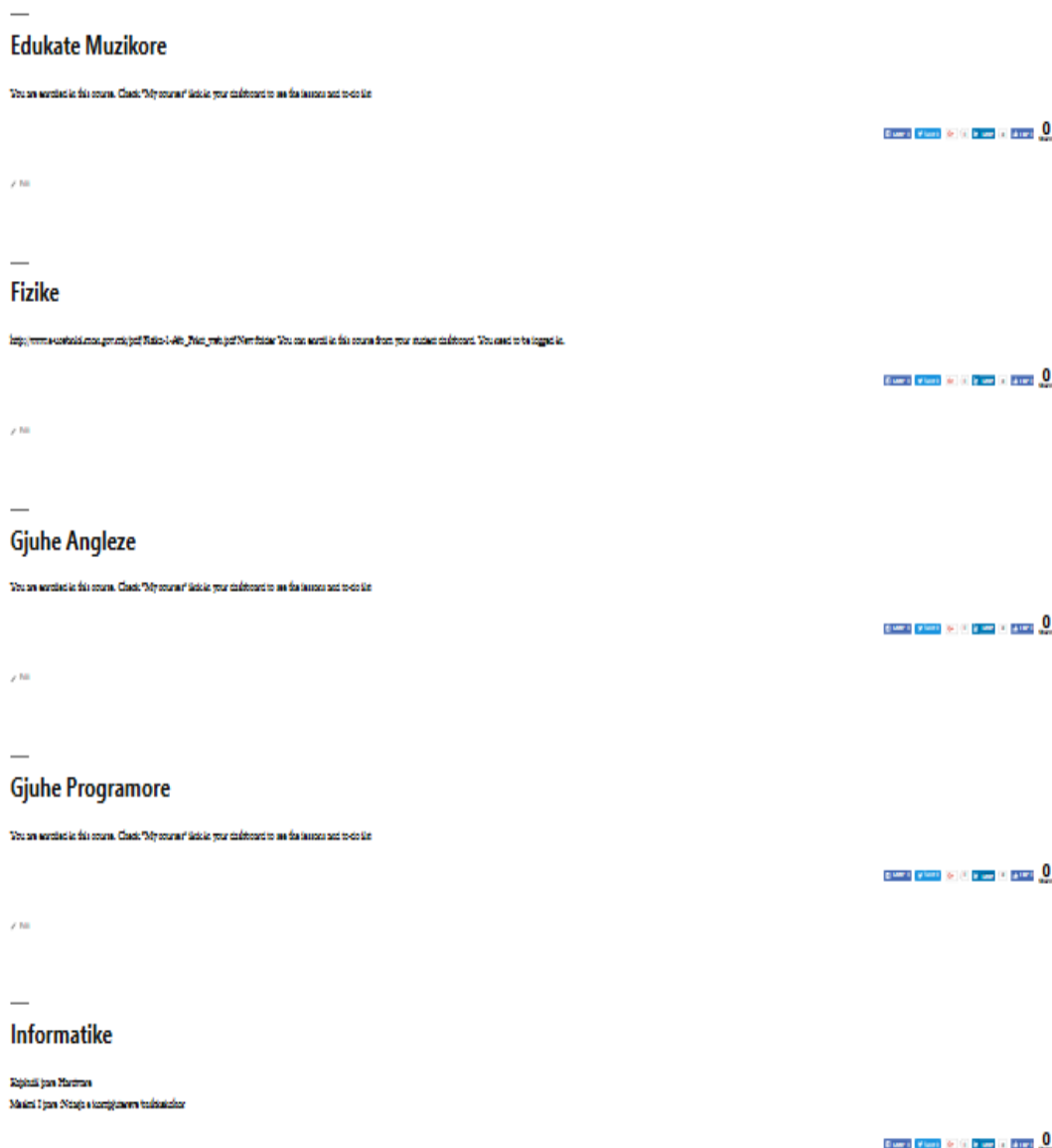


Figure 63. View of the five courses reviewed in the evaluation

Figure 63, shows five realizations of the course postings by the five professors on the Internet with the potential for dissemination. Course in Music Education, Physics, English, Informatics and Programming.

Course interactivity is achieved by sharing courses or sharing them on different social media to interact with other pupils through the innovative digital platform of interactive learning with local and international pupils or around the world. The summary of a course by a professor is reflected in this view:

Gjuhe Programore

You are enrolled in this course. Check “My courses” link in your dashboard to see the lessons and to-do list



Figure 64. View the interactivity of a course from the platform

On the figure 64, presents the programming language course framework and a pupil enrolled in the course. The course has delivery options!

Improving our social interaction with others is achieved through the recognition of a positive engagement in formal and informal relationships (Dee Fink, L., [4]).

5.2.4 Functionality

The interactive digital interactive learning platform has the potential to transform the traditional teaching experience into innovative learning experiences with modern learning techniques and trends, transcending conventional ways of learning, such as reading textbooks, watching multimedia lessons (Bloom, E., [50]), videos innovative multimedia or listening to class lectures. ELearning is pushing the design of teaching towards evaluation and reflection as an authentic and accurate representation (Randy Garrison, D., [6]). Digital content forms the basis of interactive e-learning, internet connectivity and makes digital content distribution fast, reliable and profitable. To date, most teaching content has been purely traditional digital content (e-books with literary texts and digital distribution, where classroom lectures take place as live or interpretive classes using collaborative group activities). Explaining the reading section which at the same time keeps pupils active in the classroom and is not created in a noisy atmosphere even though it is one of the simplest traditional methods. But digital content of various technologies such as billboards or phones offers innovative features and functions that transcend traditional content constraints with the potential for effective delivery at the same time. I will describe a full course and four short courses in which I will apply the digital interactive method by integrating social media to create pupil-teacher interactions in a contentious way, as well as courses to comment (Williams, A., [9]) or accompany their ideas in an innovative way. The digital model of online courses through social interaction, multimedia reading, including digital signboards allow pupils to interact interactively and visually. This type of interaction supports the development of social ethics for social thinking and allows for innovation thinking as development to empower pupils in educational education. Ethics exists to protect the integrity of research data, participants and users. (Antona, M. Stephanidis, S. R., [18]). Interactive education through interactive online courses is an important driver of innovation and strengthening of social development of future pupils based on knowledge, but we are still in the process of implementing a comparison between schools through courses within North Macedonia and abroad

after our economic system it is still low which limits our experiences. In this web-based digital platform I will explain the creation of an Informatics course through the eclectic structure of the core teaching of Informatics using the hybridization of traditional and modern, learning takes place under normal conditions, by the school using the www.elitaasani.com interactive digital platform. The course contains instructional content, assignments, quizzes and conventional multimedia-based extras. The structure of the eclectic impulse after course design has been renegotiated to achieve a functional and effective implementation. Socializing classroom learning through interactive learning is part of the division of teaching into work with more roles, no matter the learning roles that challenge them. We know how to work in multiple roles, where each pupil will choose her role to positively influence the classroom and with the opportunity to improve her. This kind of teaching to improve you is event-based. We introduce a new digital technology that extends and integrates current specifications to support the performance of teaching units (e.g. lessons, learning events) that incorporate progressive learning models. This is the specification of the learning model. It enables the creation of a complete, abstract and moving description of the pedagogical approach taken in a course, which is then implemented by the platform. My Digital Platform is a learning management system commonly used for interactive and innovative learning, including a blend of conventional learning with digital technology to improve the interoperability of the teaching and learning management system, which also allows development of the following innovation. Improving the technological system has the development and extension of innovation in terms of teaching.

The first course to be described is based on the structure of the system of the Ministry of Education in the Northern Macedonia that I have integrated and implemented by working to create an innovative framework by mixing new multimedia methods and techniques that create innovative digital learning:

- a. First, we systematize the course structure management curriculum.
- b. Manage course professors.
- c. Upload content materials.
- d. Implement the LMS curriculum.
- e. Manage the course lessons.
- f. Define the user profile manager.
- g. We provide collaboration realism environments where they seek to share their desired interaction independently of the platform via the Internet which also offers platform interaction with other social networks.

After explaining the functionality of the interactive LMS ELearningsystem as a digital online platform, I will now describe the operation of the courses. This section will begin with a description of the Informatics course. To complete the course, we are based on curricula from the Ministry of Education of Northern Macedonia, hybridization of the educational program has been implemented by mixing the inclusion of the education ministry's curriculum into a new management technology or an innovative management system that can be used in the future. Five courses will be implemented apply to this curriculum. Here is a first year plan with a detailed content preparation. Curriculum Presentation Clarified: First, log in to WordPress to get started on the digital web site elitaasani.com as a LMS to build the curriculum:First of all we log in to WordPress:

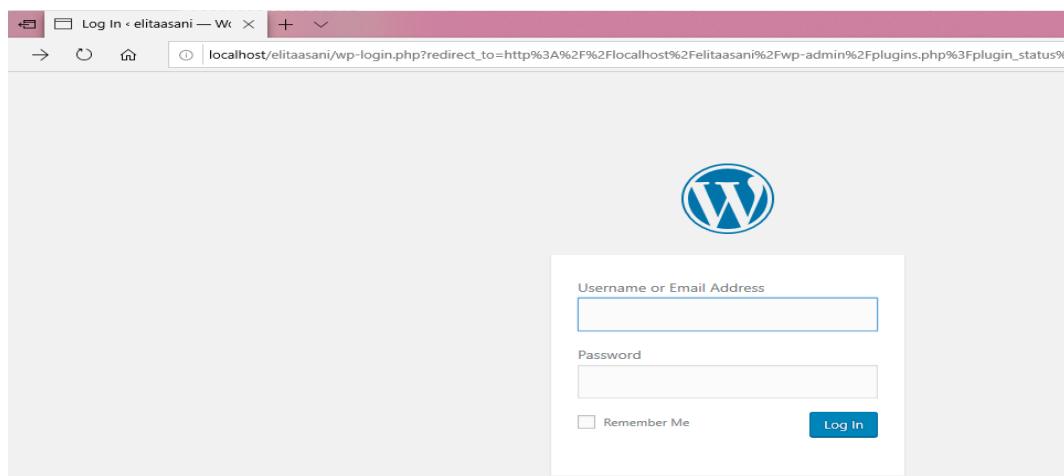


Figure 65. The login view

On the figure 65. Shows the layout of the web platform and login via username and password. The content of the Informatics curriculum for first year high school pupils should look like this:

All (3) Published (3) Trash (2)	
Bulk Actions	Apply
All dates	All Categories
Filter	
<input type="checkbox"/> Title	Course
<input type="checkbox"/> Plani ditor a dhe b	Informatike
<input type="checkbox"/> Permbajtja e planprogramit lenda e Informatikes	Informatike
<input type="checkbox"/> Informatike	Informatike
<input type="checkbox"/> Title	Course

Figure 66. Overview of the course content of Informatics

On the figure 66, shows the complete framework of the Informatics course what an Informatics professor should have in the context of content. The Informatics Course should include a full course plan, a daily syllabus and a book from which a professor will develop the course or course material in a visual format on the web platform.

On the figure 67, shows the content of the first chapter syllabus. In addition to having a syllabus of a chapter from the book developing the course for the first category, the instructor must have a complete annual Computing syllabus namely the IT plan, annual teaching activity checklists, and supplementary and incremental learning syllabus. Drafting the content of the annual syllabus.

Permbajtja e planprogramit lenda e Informatikes

admin July 18, 2019 Leave a comment Edit

Planprogrami mesimor I kapitullit te pare : [plani viti pare \(Autosaved\)](#) , [Plani global 2018](#) , [Plani global dhe rezultatet e pritura](#) , [IT per te parat](#) , [plani plotesues I 2018](#) , [Plani shtues 2018](#) , [plani i te parave hardware cheklista e aktivitetit mesimor](#)

Realizimi I permbajtjes per noten e kapitullit Hardware [Detyrat dhe testet qe duhet ti mesojne dhe realizojne per te hyre ne testin e fundit te kapitullit te pare per te mare noten e kapitullit te pare Hardware ?]

[detyrat e viteve te para](#) , [Testi 1 hardware](#) , [Testi 2 hardware](#) , [Testi 3 hardware](#) , [Testi 4 hardware](#) ,

Raporti dhe Mungesat : [mungesat vitet e para](#) , [mungesat vitet e para](#) [para nje raporti](#)

Figure 67. View of the annual syllabus of Informatics

On the figure 68, shows the dissemination of the syllabus of Informatics as syllabus content but with the possibility of commenting and evaluation by other professors who develop courses on the basis of desired public or hidden commentary.



Edit

Leave a comment

Make this comment private. ☐

Add a grade. ☐

Comment

NOTE: Private response and grade will only be visible to instructors and the post's author.

Figure 68.View comment

Post Comment

Figure 69. View comment post

On the figure 69, shows the post button on the comment web platform which is stored onsite and managed by the professor after posting. Now we show you the daily plans from the Informatics course.

Plani ditor a dhe b

admin July 18, 2019 Leave a comment Edit

[plani a ndarja kompjutereve bashkekohor 2018](#)

[plani ditor b Ndarja kompjutereve bashkekohor](#)



Edit

Leave a comment

Make this comment private. ☐

Figure 70. Overview of the daily course of Informatics

The layout of a daily plan looks like on the figure 70, shows the posting of the daily plan. The daily plan contains plan “a” and plan “b”. Plan a contains the methods, techniques and correlation of the course unit. Plan b contains the thematic development of the lesson articulation.

This plan is likely to be viewed by professors from different countries, meaning it has the option of proofreading and collaborating with professors from the same school or other schools within North Macedonia or abroad.

<u>Përgatitja për orën mësimore</u>	Data 10.09.2018
<u>Të dhënat identifikuese</u>	<u>Shkolla e mesme komunale "Kirił Bejcinoviq"</u>
<u>Përgatitja për orën mësimore</u>	<u>Profesorësia Elita Asani</u>
1. <u>Lënda/viti-paralelet</u>	<u>Bazat e Informatikës / I-1,2,3,4,5,6,7</u>
2. <u>Fusha programore/tema</u>	<u>Hardware</u>
3. <u>Njësia mësimore</u>	<u>Ndarja e kompjuterëve bashkëkohor</u>
4. <u>Tipi orës</u>	<u>Zhvillim</u>
<u>II.QËLLIMET</u>	<u>Nazhësit:</u> <u>-Duhet të aftësohen mbi konceptin kompjuter si definim ndarjen sipas madhësisë, të njohin veçoritë e tyre përdorimet dhe të dallojnë kompjuteret edukativ o arsimor nga ato të folezuar.</u>
1. <u>Efektet e pritura:</u>	<u>↳ Të di mbi llojet e kompjuterëve sipas madhësisë, përdorimet e tyre, dhe të aftësohen për përdorimin e kompjuterëve të folezuar.</u>
<u>III.METODAT MËSIMORE</u>	<u>↳ Monolog,Dialog, Bashkëbisedim-</u>
<u>IV.FORMATE PUNËS MËSIMORE</u>	<u>↳ Individuale,frontale</u>
<u>V.MJETET MËSIMORE DHE NDIHËMËSE</u>	<u>↳ Shikimësi ,dërrasa,kompjuteri,tabela digjitale,telefoni</u>

Figure 71. Overview of a thematic daily lesson plan for the computing unit "Contemporary computers"

On the figure 71, shows the overview of the clock we are developing. A syllabus contains identifying data on the name of the school, the name of the lesson, and shows the lesson we develop, which chapter it belongs to. In this plan we determine the type of class we develop, the goals, the expected effects, the teaching methods, the forms of work we develop, the teaching aids, the aids and determine the correlation with the teaching topic.

VIII. AKTIVITET (ARTIKULIMI I ORËS)	
PËR MËSIMDHËNËSIN:	PËR NXËNËSIN:
<p>1. <u>Pjesa hyrëse</u></p> <ul style="list-style-type: none"> ✓ Sa lloj te kompjutereve kemi dhe numero? ✓ Si ndahen kompjutret sipas bartjes numero? ✓ Kompjuter t folezuar cfare nenkuptojme? <p>2. <u>Pjesa kryesore</u></p>	<p>1. <u>Pjesa hyrëse</u></p> <p><u>Rikujto cfare paraqet kompjuteri</u></p> <ul style="list-style-type: none"> ✓ Sa lloj te kompjutereve kemi dhe numero? ✓ Si ndahen kompjutret sipas bartjes numero? ✓ Kompjuter t folezuar cfare nenkuptojme? <p>2. <u>Pjesa kryesore</u></p>
<p><u>Kompjuteri është pajisje elektronike tek i cili mund t'i jepen instruksione për pranim, për përpunim, për ruajtje, për të paraqitur të dhënave dhe informatave. Ekzistojnë më shumë ndarje të kompjuterëve, por më e thjeshta dhe më e rëndësishmja është ndarja sipas madhësisë dhe mundësive të kompjuterëve. Sipas kësaj ndarjeje, kompjuterët ndahen në: • superkompjuterë, • kompjuterë të mëdhenj (mainframe), • minikompjuterë dhe • mikrokompjuterë (kompjuterë personal)</u></p> <p><u>Me zhvillimin e teknologjisë mikrokompjuterët fi tojnë performansa të fuqishme dhe sot kanë mundësi të punojnë jo vetëm sikurse klient, por edhe si server. Kompjuterët personalë mund të jenë statik (desktop) dhe personal (laptop, netobuook, tablet, palm, PDA, Ipod, iPhone, etj.).</u></p> <p><u>Kompjuteri statik është dizajnuar ashtu që pjesët e tij themelore (shtëpiza, tastiera, monitori dhe miu) janë të ndarë dhe mund të vendohen në tavolinë. Shtëpiza mund të jetë e vendosur horizontalisht dhe vertikalisht dhe tek ajo bashkëngjiten pjesët tjera nëpërmjet portave. Pjesa më e madhe e portave gjenden te pjesa e prapme e shtëpizës. Në kohën e fundit shfrytëzohen portat universale (USB) nëpërmjet të cilave mund të bashkëngjiten pajisje tjera periferë. Të gjitha pjesët te kompjuterët personalë janë të integruara në një tërësi dhe mundësi më e madhe e këture kompiuterëve është që ato nuk mund të nërmirësohen</u></p>	

Figure 72. View the articulation of the lesson for teachers and pupils.

On the figure 72, shows the articulation of the class for the teacher and the pupil. In our case we have the theme of the first year course in Informatics in the High School "Kiril Pejčinovic". This plan contains the questions for introduction to the lesson topic, the development of the main topic content, and discussions about the questionnaire we develop to help pupils understand the lesson and whether there are questions, hear the question and answer for the uncertainty about the lesson. The teacher gives them homework to teach the pupils at home.

Course Assessment and Implementation for Informatics subject:

Informatike

admin July 15, 2019 Edit

[Kapitulli pare hardware](#)

Libri i informatikes ne online :

http://www.e-ucebnici.mon.gov.mk/pdf/Informatika_I_Gorgevik_ALB_PRINT_WEB.pdf

Inkorporimi I elementeve multimediale ne mesim [per ta lexuar dhe shkarkuar](#)

[Ndarja e kompjutereve bashkekohor](#)

Figure 73. View of the course content of Informatics

On the figure 73, presents the first chapter on Hardware, the online Informatics book where they can design, download and incorporate multimedia elements to read and download the lesson in particular. "Sharing Contemporary Computers" is a teaching topic that is prepared to download separately from the web platform for reading. It can also converted the lesson into video as a movie to watch and hear through audio from the presentation in PPTX format.

On the figure 74, the teaching topic has been prepared in the form of a video which can also be broadcast live via email or social media for non-entertainment purposes.



<https://mail.google.com/mail/u/0/#inbox/FMfcgxwChmPGrjZRGzBZzCTpZVRPZZML>

Figure 74. View a video lesson and share it through the broadcast

The informatics course looks like this: To run a course, first consult with pupils, and then develop the content. We provide course content, online reading material, creative teaching material for reading and downloading at home, and presenting additional presentation material or link tutorials, courses, assignments to be done in the classroom and at home.

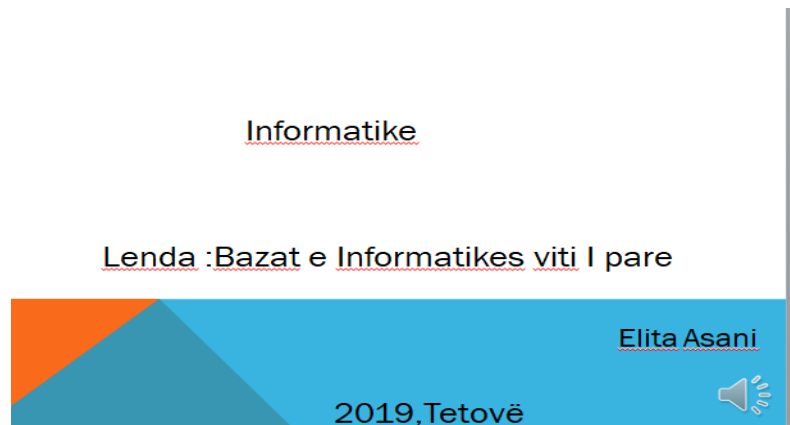


Figure 75. View the lesson through the audio integrated into the presentation

On the figure 75, shows the presentation of the lesson by voice.

PERSONALIZIMI PERMBAJTJES NGA NXENESIT **PERMES RJETIT SOCIAL TE DESHIRUAR TE** **SLLAJDIT**

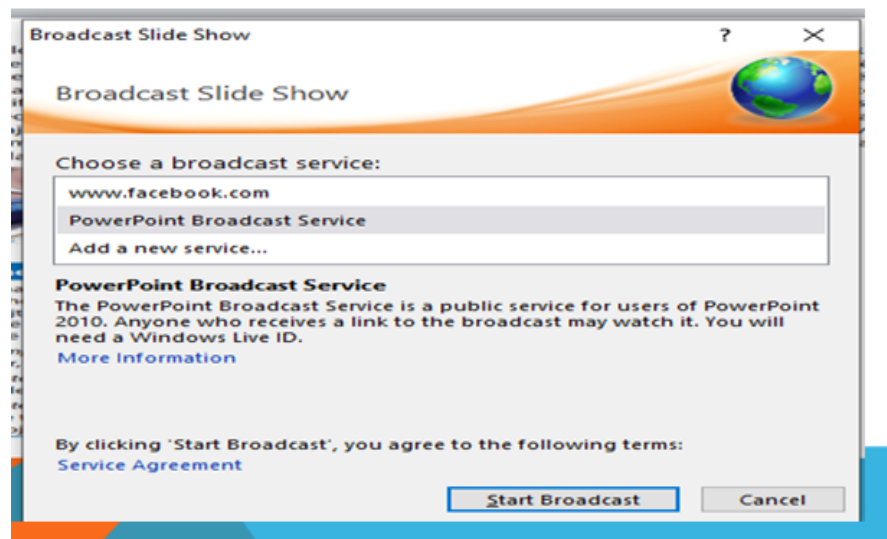


Figure 76. View from broadcast personalization

On the figure 76, shows the presentation of the teaching unit through the broadcast distribution in which they simultaneously realize the personalization of the teaching content.

Personalizing pupil content is done by accepting the course from the platform's profile through the social network and if they want to personalize it then click on the Broadcast Slide Show from POver Point or choose the presentation downloaded from the web platform and through the right mouse button share it with Share Anywhere .

Preview a photo from the video presentation of the lesson: Watch a video lecture presented below:



Personalization of content by pupils through the social network desired by IP phone in presentation:
digitization of the course:

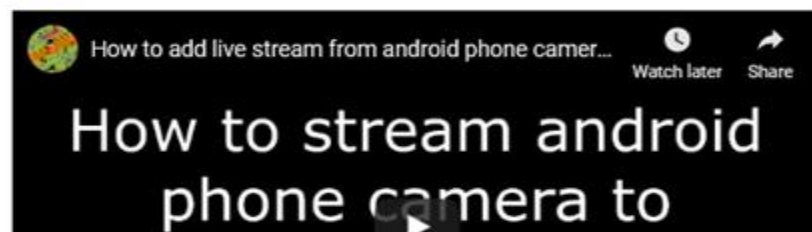


Figure 77.View digitization of learning via mobile phone or IP.

On the figure 77, shows content customization where they can share a course even over IP from their mobile phone. Personalization of content by pupil through the social network by IP phone which also provides digitization of the course.

In this innovative management system, we offer more types of connectivity that provide pupils with the opportunity to increase their access from different browsers to access interactive digital web platforms. We see social innovation through interaction, communication skills and opportunities for personal multimedia interfaces.

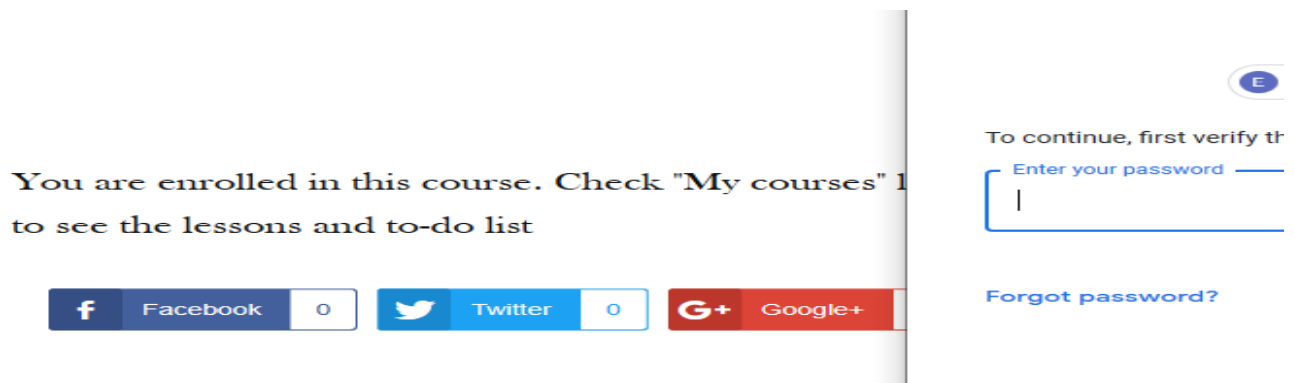


Figure 78. View a course delivery from the digital platform to personal email

On the figure 78. Shows the distribution of Informatics course from web platform directly to personal email.

After the learner learns the material from the course through the digital web platform on the Internet, he or she is tested to see how well we have been a capable professor of planting knowledge. It will present a photo of the test.



Figure 79. View a test run on the innovative interactive digital learning platform

On the figure 79, shows the overview of the Informatics test.

Each question must be answered in order for the pupil to first indicate the name, surname, class, course, and before the pupil answers, write the question number, then give the appropriate answer in the comment, and the comment has both private and public choices. The comment also contains the note. The pupil can also conduct direct consultations with the professor if desired.

On the figure 80, provides a direct answer from Njomza Beadini to the test questions.

Leave a comment

[Make this comment private.](#)

[Add a grade.](#)

Comment

Njomza Beadini Klasa I-1 Nr:8

1)Kompjuteri është pajisje elektronike tek i cili mund t'i jepen instruksione për pranim, për përpunim, për ruajtje, për të paraqitur të dhënave dhe informatave

2)Sipas kësaj ndarjeje, kompjuterët ndahen në:

Grade:

NOTE: Private response and grade will only be visible to instructors and the post's author.

Post Comment

Figure 80.View the comment via an answer provided by Njomza Beadini

We will also explain how we act after we have completed each unit of the course that the pupil attends so that the pupil can master the lesson and remember it. In Informatics after class, assignments are given to pupils in the classroom, from whom the first one finishes leaving a comment in the commentary via immediate response. Through the commentary we encourage other pupils to work in the classroom. To research pupils, whether we have planted knowledge or not, we look at pupil responses in the comment. We give homework to those who have not completed classroom assignments and creative research about learning to foster classroom innovation, but on the basis that

we do not overload them at home. Homework from websites is researched and emailed or directly to the platform in the lesson profile by pupil's name and class or class of course he / she have attended. The pupil also performs homework through the platform directly through assignments.

elitaasani –

Home Work-Detyra shtepie

admin July 19, 2019 Leave a comment Edit

Testi hardware

- Çka paraqet arkitektura kompjuterike?
- Cili është kontributi i Xhon Fon Nojmanit për zhvillimin e kompjuterëve?
- Në bazë të cilave parime bazohet modeli i fon Nojmanit të kompjuterit?
- Prej cilave pjesë përbëhet modeli i fon Nojmanit të kompjuterit?
- Kompjuterët bashkëkohor a bazohen në parimet e modelit të kompjuterit të fon Nojmanit?
- Cilat pjesë e përbëjnë procesorin? Sqaro funksionin e tyre!
- Cili është funksioni i njësive hyrëse dhe të dalëse?

Figure 81. View of the Home Work

On the figure 81, shows a snapshot of some of the listed questions that reflect homework assignments in Computer Science.

Homework assignment and assessment:

- Cili është funksioni i memories së jashtme?
- Çka janë magjistralet dhe çfarë roli kanë të kompjuterit?
- Në çfarë mënyrë paraqiten të gjitha të dhënat dhe instrukcionet të kompjuterit? Pse?
- Hulumto ne online për Llojet e kompjuterëve dhe krahaso me kompjuteret e sotshëm?



Edit

Leave a comment

Make this comment private. ☐

Add a grade. ☐

Comment

NOTE: Private response and grade will only be visible to instructors and the post's author.

Post Comment

Figure 82. View of the consultations on homework

On the figure 82, is presents the commentary framework in which the point-by-point assessment of the homework-questions above is made directly.

After the lesson is over, the course professor conducts the final test for the pupils. To keep pupils active in the classroom they use quizzes that are a catalyst to remember I will show you how to create a course management quiz lesson: "Sharing modern computers" ("Ndarja e kompjuterëve bashkëkohor") as follows: With this file we present a list where we can manage quizzes and add new quizzes.

Manage Quizzes

Watu for WordPress is a light version of [WatuPRO](#).

Go to [Watu Settings](#) | [Create New Quiz](#) | [Social Sharing Options](#)

To publish a quiz copy its shortcode and place it in a post or page. Use only one quiz shortcode in each post or page.

ID	Title	Shortcode	No. Questions	View Results	Action
1	Demo Quiz	[WATU 1]	3	Taken 0 times	Manage Questions Manage Grades Edit Delete

[Create New Quiz](#)

Get free traffic to your quizzes by submitting them to [our directory](#).

Figure 83. After the lesson is completed, the course professor conducts the final test for the pupils. To keep pupils active in the classroom use quizzes that are a catalyst for remembering.

On the figure 83, presents the framework for realizing course management, creating new courses and sharing on social media.

Select the type of quiz you want, and manage the quiz questions:

Manage Questions in Informatike

[Back to quizzes](#) | [Edit this quiz](#) | [Manage Grades / Results](#) | [Import Questions](#)

To add this quiz to your blog, insert the code `[WATU 2]` into any post or page.

Show questions of type: All types with ID (you can separate multiple IDs with comma): 0

and question contains (phrase): [Filter questions](#) [Clear filters](#)

<input type="checkbox"/>	#	ID	Question	Question type	Required?	Number Of Answers	Action
No questions found.							

[Create New Question](#)

Figure 84. Manage questions for Informatics course

On the figure 84, is presented the query management framework for the computing course. We do a quiz on the subject of Informatics - "The sharing of modern computers" of the last lesson and the saved quiz looks like this:

Manage Quizzes						
Watu for WordPress is a light version of WatuPRO .						
Go to Watu Settings Create New Quiz Social Sharing Options						
To publish a quiz copy its shortcode and place it in a post or page. Use only one quiz shortcode in each post or page.						
ID	Title	Shortcode	No. Questions	View Results	Action	
2	Informatike	[WATU 2]	3	Taken 0 times	Manage Questions Manage Grades	Edit Delete

Figure 85.View of a quiz completed with grading options.

On the figure 85, shows a management quiz view of a quiz creation and distribution.

To show the quiz functionality on the innovative interactive digital platform, select the course for which we created the quiz:

Informatike

admin July 18, 2019 1 Comment Edit

Fillojme me pyetjen e pare te quizit nga Kapitullit I Hardverit -Mesimi Ndarja e kompjutereve bashkekohor ?

1. Çka është kompjuteri?



admin July 18, 2019 Uncategorized Edit

Figure 86. Quiz View of Informatics through questions

On the figure 86, presents the query management framework for the computing course.

Watu Settings	
Go to Manage Your Quizzes Social Sharing Options	
Send the automated emails from this address: <input type="text" value="asaniellita192@gmail.com"/>	
This defaults to your main admin email. However to set a friendlier sender name you can overwrite it here by entering your name. If you have problems with getting your emails delivered, please install a plugin like Postman SMTP . Watu will send the emails thru	
<input type="checkbox"/> Enable debug mode to see SQL errors. (Useful in case you have any problems)	
Defaults	
<input checked="" type="radio"/> Single Answer <input type="radio"/> Multiple Answers	
Words used for "quiz/quizzes": <input type="text" value="quiz"/> / <input type="text" value="quizzes"/> This is not yet fully implemented! You can change	

Figure 87. View on Quiz Building Selection

On the figure 87, shows the way quiz questions are selected in a particular way we wish to perform quiz questions or in groups.

Figure 88. View from a compilation quiz presentation

The figure 88, shows the completion of a Computing Subject Quiz through selection and submission.

Informatike

admin July 18, 2019 Leave a comment Edit

1)Kompjuteri është pajisje elektronike tek i cili mund t'i jepen instruksione për pranim, për përpunim, për ruajtje, për të paraqitur të dhënave dhe informatave.

1. Çka është kompjuteri?

- ☐ Kompjuteri është pajisje elektronike tek i cili mund t'i jepen instruksione për pranim.
- ☐ Kompjuteri është teknike elektronike tek i cili mund t'i jepen instruksione për pranim, për përpunim, për ruajtje
- ☒ Kompjuteri është pajisje elektronike tek i cili mund t'i jepen instruksione për pranim, për përpunim, për ruajtje, për të paraqitur të dhënave dhe informatave.
- ☐ Kompjuteri është metode elektronike tek i cili mund t'i jepen instruksione për pranim, për përpunim, për ruajtje, për të paraqitur të dhënave dhe informatave.

Submit

We present a quiz question:

1. Çka është kompjuteri?



admin July 18, 2019 Uncategorized Edit

—Previous Post
[Hello world!](#)

Leave a comment

Make this comment private. ☐

Add a grade. ☐

Comment

Kompjuteri është pajisje elektronike tek i cili mund t'i jepen instruksione për pranim, për përpunim, për ruajtje, për të paraqitur të dhëna dhe informatave.

WE HAVE MADE A MIX OF QUIZ AS A DIRECT ASSESSMENT OF QUESTION AND EVALUATION THROUGH COMMENT

Grade:

NOTE: Private response and grade will only be visible to instructors and the post's author.

Post Comment

Figure 89. View a question from the Informatics quiz where the answer is given through comment and evaluation

The figure 89, poses a quiz question, individual distribution and evaluation through comment, looking at the points received and the content of the answer.

- Çka janë magjistralet dhe çfarë roli kanë te kompjuteri?
- Në çfarë mënyrë paraqiten të gjitha të dhënat dhe instruksionet te kompjuteri? Pse?
- Hulumto ne online per Llojet e kompjutereve dhe krahaso me kompjuteret e sotshem?



[Edit](#)

Leave a comment

Make this comment private. ☐

Add a grade. ☐

Comment

NOTE: Private response and grade will only be visible to instructors and the post's author.

Post Comment

Figure 90. View of a quiz presented as a questionnaire

The figure 90, poses a set of quiz questions, distributing and posting comment on the web platform. Assignments/ Homework field

Assignments / Homework

Select course:
Select lesson:

- please select -

Informatike

Permbajtja e planprogramit lenda e Informatikes

Plani ditor a dhe b

Home Work-Detyra shtepie

You have to select course and lesson before you can create assignments

Figure 91. Assignments View

Figure 91, shows course selection and lesson selection.

Figure 92. The view of creating a new assignment

The the figure 92. shows course selection and homework selection. We also have the following link to create new tasks. Here's an example explaining how tasks are created and functional:

Figure 93. The view of managing assignments

On the figure 93, displays the editing content of a task by also selecting the multimedia content mode of how we want to post it. The rating can be viewed through the digital platform as described above by the comment or report. Where everyone downloads and merges the result in Excel.

Raporti perfundimtar

admin July 19, 2019 Leave a comment Edit

[para një raporti](#)

raporti I paraqitur ne excel downloadohet per ta pare



Edit

Leave a comment

Make this comment private. ☐

Add a grade. ☐

Comment

Ketu mundet te paraqesim komplet notat per ti pare nxenesit nga imajilet qe do ti pranojme nga shfletuesit apo mediat sociale !

Figure 94. View of the report presentation in Excel

On the figure 94, provides an overview of the pupils' achievement in the course of the test. Outcome report expressed in excels for downgrading pupils at home and compiling. This report is considered as a reading information report. The grade report for the individual test of each lesson.

Raporti notes per test individual te cdo mesimi

admin July 19, 2019 Leave a comment Edit

[testi viti I](#)



Edit

Leave a comment

Make this comment private. ☐

Add a grade. ☐

Comment

Grade:

NOTE: Private response and grade will only be visible to instructors and the post's author.

Figure 95. View an acceptance of grades report for individual test

Figure 95 provides an overview report of the result achieved for the final test or individual report directly from the comment.

Individual consultations can be conducted here without wasting time commenting on the grades reported. It is sometimes evaluated as the performance of the individual to public and private relationship:

Join the Conversation

 1 Comment



admin

July 19, 2019 at 10:50 am — Edit

Comment (Private): [\(hide\)](#)

Testin ke kry me sukses te shkelqyeshem tani pregaditu per testin e dyte per te mare noten e dyte pastaj kalon testin e trete gjithashtu edhe testin e katert nese e perfundon do hysh ne test perfundimtar .

Grade (Private): [\(hide\)](#)

5

NOTE: Private response and grade are visible only to instructors and to the post's author.

[\(Private\) Reply](#)

Private Profile.

Figure 95. View of a profile for consultation.

On the figure 95, shows the appearance of a private consultation showing the evaluation of the result achieved through comment and grade.

Now we will show you how to prepare your pupil to succeed in tests. Before entering the exam, the pupil registers on the www.elitaasani.com_digital platform and downloads all the chapter tests that have completed the course. After the pupil completes the chapter tests that they need to take, then we say that he or she will not be able to fail the test if he or she learns. This is also the key to the success of the www.elitaasani.com_digital platform. If a web platform can be built with a state-of-the-art super technology, but does not contain good management or evaluation content, it does not mean that it is profitable.

Pyetjet e kursit ne Informatike

[admin](#) • July 18, 2019 • [Leave a comment](#) • [Edit](#)

[Pyetjet e kursit](#)



[Edit](#)

Leave a comment

Make this comment private. ☐

Add a grade. ☐

Comment

NOTE: Private response and grade will only be visible to instructors and the post's author.

[Post Comment](#)

Figure 96. View of the test

The the figure 96, shows the view of the test questions from the Informatics subject. After the pupil finishes the course log on to the web platform to prepare for the test and receive the test questions.

5.4 Testing

After the descriptive phase, we will now test five courses through the www.elitaasani.com digital platform. During the process, we primarily use testing to find the difference between existing data and expected pupil outcomes to analyze and evaluate the full functionality of the innovative interactive digital platform on the online site www.elitaasani.com or substantially to assess quality. We also agree that testing of the digital web platform is a useful verification and validation methodology used by the Gymnasium Institution in North Macedonia. Testing of the five courses took place in the computing cabinet through the interactive Digital Online Table, projector and telephone. Through the digital platform I wanted to point out the purpose of the eclectic benefit as a blend of the conventional step with the modern one using digital technology to realize an innovation. To perform the test, we first need to skip the course selection step we want to analyze by logging into WordPress. To take the test, let's take a look at the pupils enrolled in the first course:

1. The first course - Informatics.

Implementation and Evaluation of Informatics Course

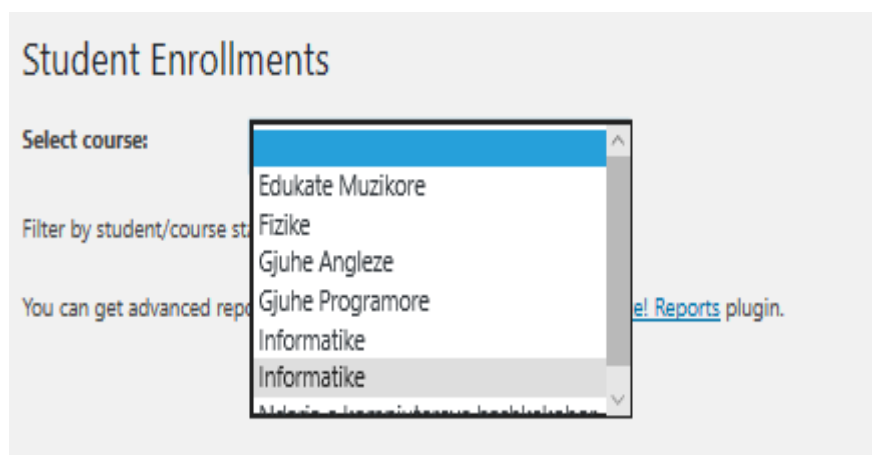


Figure 97. View of pupil enrollment and course selection

On the figure 97, shows enrollment of pupils in Informatics course. Pupil profile management is provided by the administrator, and if the pupil wishes to have a profile blog, consult with the administrator separately and execute the desired management profile by the pupil himself.

Course description-how to register with a desired course:

My Courses

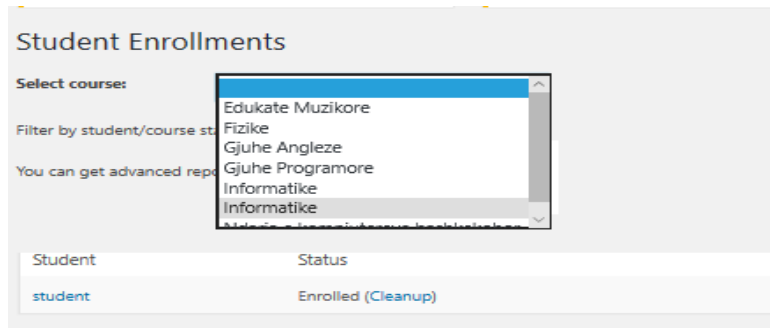
Course title & description	Lessons	Status
Edukatë Muzikore	View lessons	Enrolled on July 16, 2019
Fizike	Enroll to get access to the lessons	Pending enrollment
Gjuhe Angleze	View lessons	Enrolled on July 16, 2019
Gjuhe Programore	View lessons	Enrolled on July 16, 2019
Informatike Kapitulli për Hardware Mesimi i parë :Ndërja e kompjutereve bashkëkohor	View lessons	Completed on July 18, 2019
Informatike	Enroll to get access to the lessons	Click to Enroll
Ndërja e kompjutereve bashkëkohor	Enroll to get access to the lessons	Pending enrollment

Figure 98. View of courses

On the figure 98, shows the Informatics courses, but to see the meaningful lessons the pupil must enroll in the course.

Select the course and create the archive of pupils enrolled in the course in the form of a table:

Figure 99. View of status indicates whether the pupil is active or not



On the figure 99, shows the list of pupil enrollments in the course.

The computing course is realized by incorporating methods of monologue and dialogue through individual, frontal and collaborative forms of work creating mixed learning as an eclectic structure.

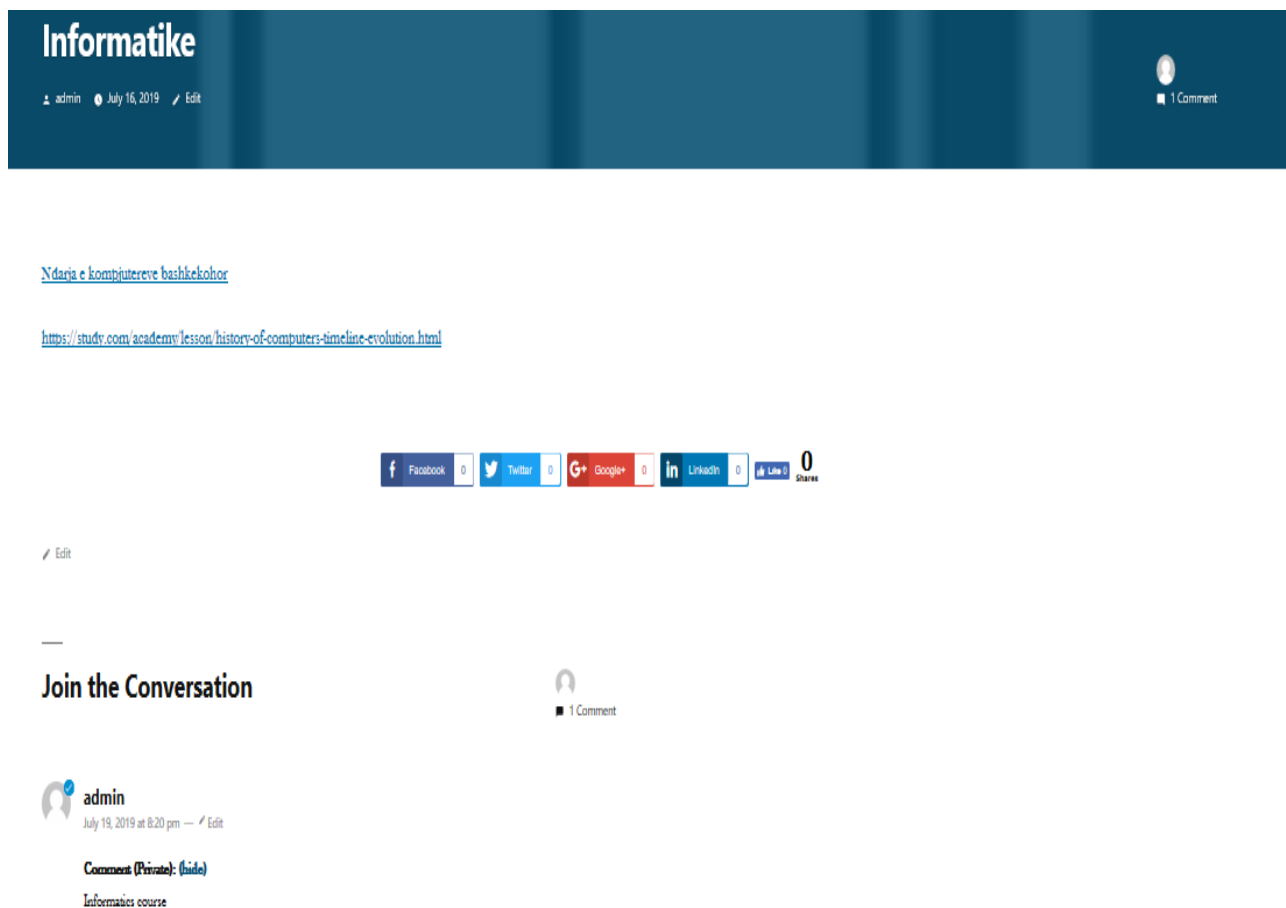


Figure 100. Course view of Informatics

On the figure 100, shows the appearance of a consultation, meaning that a pupil has passed the course. Grade book presents a chart of pupil grades. The final assessment includes the pupil's name and the entire assessment process for a chapter, including tests for each unit and the final test that must be completed to complete the course. Grading:

Gradebook				
Select course: Informatike				
Grades of the students in Informatike				
Student	Lessons Grades (Shows also grades from assignments)			Final grade for the course
	Agnesa Rexhepi	Raporti notes per test individual te cdo mesimi	Testi	
admin	Final: v	Final: v	Final: v v
agnesa-rexhepi	Final: 5 v	Final: 5 v	Final: 5 v	5 v
njomza-beadini	Final: 5 v	Final: 5 v	Final: 5 v	5 v
student	Lesson not started	Lesson not started	Lesson not started v

Figure 101. Grade Book view of Informatics course

On the figure 101, shows the list of pupils who passed the Informatics course, and the tests that passed the course along with the grades. After the pupil completes the course we have:

elitaasani –

Informatike

Teacher
Category

Informatike

Description
Teachers
Attendees
Reviews

COURSE COMPLETED

Price : Free

Figure 102. View of a course completed by the pupil

On the figure 102, shows the view of completing the Informatics course.

Testing, a quiz and socializing or sharing the quiz with pupils from other schools.

Informatike

admin July 18, 2019 2 Comments Edit

1)Kompjuteri është pajisje elektronike tek i cili mund t'i jepen instruksione për pranim, për përpunim, për ruajtje, për të paraqitur të dhëna dhe informatave.



2. Si ndahen kompjuterët bashkëkohor sipas madhësisë dhe mundësiave?

☐ Sipas kësaj ndarjeje, kompjuterët ndahen në:

- superkompjuterë,
- Tableta (mainframe),
- minikompjuterë dhe
- laptop (kompjuterë personal).

☐ Sipas kësaj ndarjeje, kompjuterët ndahen në:

- superkompjuterë,
- kompjuterë të mëdhenj (mainframe),
- minikompjuterë dhe
- mikrokompjuterë (kompjuterë personal).

☐ Sipas kësaj ndarjeje, kompjuterët ndahen në:

- superkompjuterë,
- kompjuterë të mëdhenj (mainframe),
- minikompjuterë dhe
- Kompjuter te integruar (kompjuterë personal)

Figure 103, quiz type view giving ready question and only pupil should circle the correct answer.

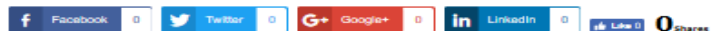
On the figure 103, shows the appearance of a quiz where the correct answer is given by clicking.

☐ Sipas kësaj ndarjeje, kompjuterët ndahen në:

- superkompjuterë,
- kompjuterë të mëdhenj (mainframe),
- minikompjuterë dhe
- Kompjuter te integruar (kompjuterë personal).

☐ Sipas kësaj ndarjeje, kompjuterët ndahen në:

- superkompjuterë,
- kompjuterë të folezuar (mainframe),
- minikompjuterë dhe
- mikrokompjuterë (kompjuterë personal).



Submit

Figure 104.View of quiz sharing or socialization

On the figure 104, shows the appearance of a quiz handing over and socializing.

Friendship, social media make up a private and public profile. Communities, people gather in communities to use the Internet based on common interests (Hill, Steve. Bradshaw P., [11]). This can often lead to participants to collaborate on projects together. You my haven took part in a Facebook Group - where online users meet to work on a specific project.

Watu Social Sharing

[Back to Watu Options](#)

You can use the shortcode `[watushare-buttons]` to display Facebook share button on the "Final screen" on your quiz.

The social media buttons are provided by Arbeniting. Feel free to replace them with other icons by replacing the files in img/share folder of the plugin.

Facebook Sharing

Your Facebook App ID: [Get one here](#)

If you leave it empty, no Facebook share button will be generated.

Title:

Text:

You can use the variables {{{quiz-name}}}, {{{url}}}, {{{grade-title}}} and {{{grade-description}}}.

If you leave title and text empty, grade title and grade description will be used respectively.

IMPORTANT: Facebook needs to be able to access your site to retrieve the social sharing data. If the site is on localhost or behind a htaccess login box sharing will not work proper

Twitter Sharing Options:

If you leave "Tweet text" empty the tweet text will be extracted from the grade description. If it is empty, the grade title will be used.

☐ Show Tweet button

More social sharing options like Google Plus, LinkedIn, and Email are available in [WatuPRO](#)

Figure 105. View a quiz breakdown via Facebook socialization network

On the figure 105, shows a quiz view and distribution via Facebook.

Following the completion of the course, the Certificate Management phase follows:

Manage Certificates

Certificate saved

Certificates can optionally be assigned to users upon completion of courses.

[Create new certificate](#)

Certificate title	Students earned it	Edit
Agnesa Rexhepi	View students	Edit
Meriton Ibrahim	View students	Edit

You can use the shortcode `[namaste-earned-certificates]` to display links to the certificates earned by the currently logged user in the course. The shortcode also accepts arguments "course_id" and "text" to conditionally display some text before the links, when certificates are earned. Check the [Help page](#) for more details.

☒ I have installed the free [PDF Bridge](#) plugin and I want the certificates to be generated as PDF

Figure 106.Certificate Management View

The the figure 106, shows the appearance of a framework where certificates are executed, maintained and stored.

Creating a certificate from interactive digital web platforms, after creation I will present the format saved in the archive: file:///C:/Users/user/Downloads/Informatikë%202020.pdf

Submission of a certificate after completing the Informatics course for the pupil Agnes Reshape:



Figure 107. View a certificate from the Informatics course

The the figure 107, shows the completion of the Informatics course by Agnesa Rexhepi.

Completion of the course in computing or testing implementation. Distributing the Certificate through social networks where we once again demonstrate the interactivity of the platform:



Figure 108. View a certificate distribution on Twitter

On the figure 108 shows the distribution of the certificate on social media twitter(Miller, Robert., Johnson, George., Wright, Curtis., [46]). Reflect a smile by sharing your Graduate Certificate on social media as well as add a smile to society.

2. Second course - English

English Language Course Implementation and Assessment

For the second course, the English language is chosen where we used active distance learning application, using an innovative form of interaction using active screens for reading, writing, listening, social media use, browsers to improve learning and communication through socialization. The distance through the www.elitaasani.com digital platform also demonstrates the inclusion of general artificial intelligence that we develop to teach pupils how to behave through the use of

technology for collaborative learning and the development of control over their ethical behavior online. Pupil Registration:

Student Enrollments

Select courses: Gjuhe Angleze

Enroll student in the courses: Enroll

Filter by student/course status: Any status

The below table shows all students enrolled in this course along with the status for every lesson in it :

Student	Ajla Zenuni	Dieliza Fetahi	Dieliza Fetahu	Edukate Muzikore	Hulumtime ne muzike!	Status
admin	In progress	Not started	In progress	Not started	Not started	Enrolled (Cleanup)

Figure 109. Pupil enrollment picture from the second course

On the figure 109, shows the pupil's enrollment in the Informatics course and their progress. When the pupil completes the course (Westerberg R., T., [40]), he / she is saved in the gradebook and looks like this:

Gradebook

Select courses: Gjuhe Angleze

Grades of the students in Edukate Muzikore

Student	Lessons Grades (Shows also grades from assignments)	
Ajla Zenuni		Dieliza Fetahu
admin	Final: 5	Final: 5

Figure 110. View of Grade Book, English language course.

On the figure 110, shows pupils' grades in the completed English language course.

Course Completion:

Gjuhe angleze

Teacher: Gjuhe angleze Category:

Description Teachers Attendees Reviews

COURSE COMPLETED

Price : Free

Figure 111. View the Completion of the English Language Course

On the figure 111, shows the picture from the description of completing a course in English.

Obtain the certificate:



Figure 112. View the Certificate in English Language

Figure 112, shows the picture of Ajla Zenuni, a pupil certificate for a successfully completed English language course.

3. Third course

Implementation and Evaluation of the Music Education Course

The interactive learning platform for the music education course includes multimedia elements, using audio for listening, a microphone for singing, and an interactive digital tablet for performing music exercises.

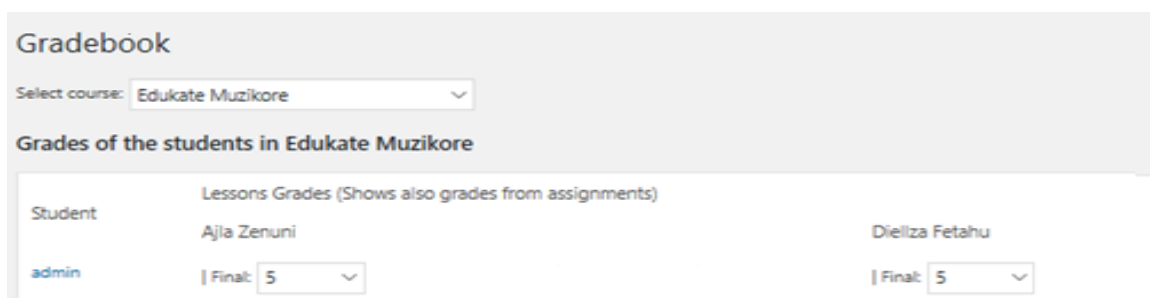


Figure 113. View of a Grade Book of Music Education course

On the figure 113, shows enrollment of the pupil Diellza Fetai in the Music Education course.

Course Completion:

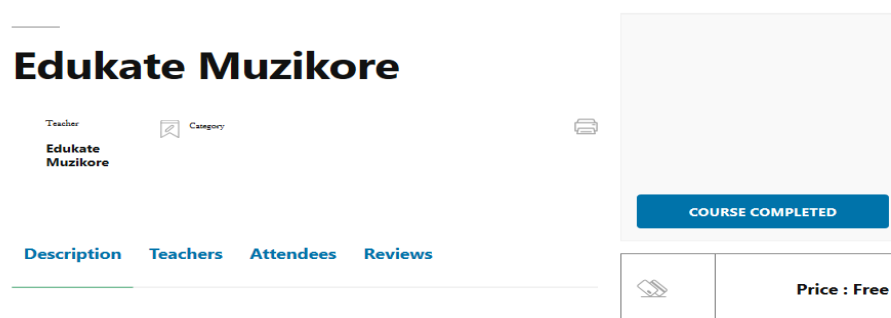


Figure 114. View from completing the Music course

On the figure 114, shows the completion of the pupil course Diellza Fetai in the subject of Music. Certificate Management:

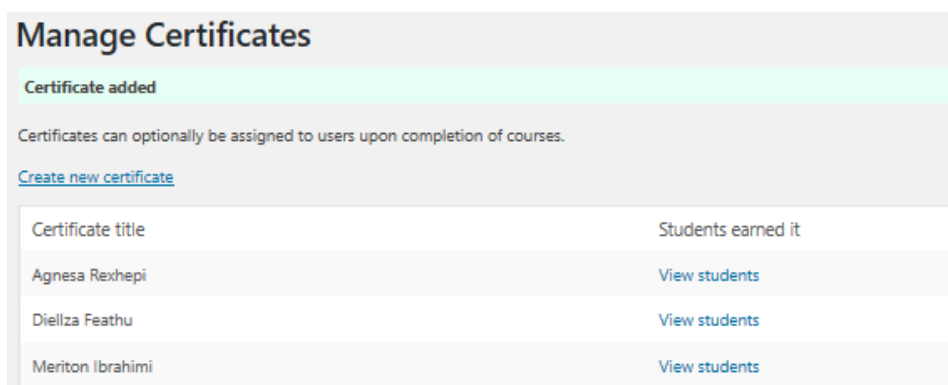


Figure 115. View from Certificate Management in Music course.

On the figure 115, shows the list of pupils who have completed the course and administered certificates for them. Creating a Certificate for Pupil Diellza Fetai.

Obtain the certificate:



Figure 116. View a Certificate for the Graduate Course in Music Education.

On the figure 116, shows the certificate of pupil Diellza Fetai for the success he showed in the Music course.

4. The fourth course

Implementation and evaluation of the Physics course

For applying the physics course is used automated learning to enhance learning, videos, apps software and interactive applications along with links. Course description completed in Physics:

The screenshot shows a 'Gradebook' interface. At the top, there's a 'Select course:' dropdown menu with 'Fizike' selected. Below this, the title 'Grades of the students in Fizike' is displayed. A table lists students and their grades. The first student is 'Elira Abduramani' with a grade of '5'. The second student is 'admin' with a grade of 'Lesson not started'. A dropdown menu is open over the 'Fizike' column, showing a list of grades from 1 to 5, with '5' selected. To the right of the table, there's a 'Final grade for the course' dropdown menu showing '5'. Below the table, there's a shortcode to display the final course grade for a student: `[namaste-grade course_id=9 userlogin="" whenempty='N/A']`. A note explains that when userlogin is left empty, it will display the grade of the current user. If you pass username, it will display the grade of that user. The 'whenempty' parameter lets you define text to show when there is no grade assigned yet.

Figure 117. View of Grade Book from the Physics course

On the figure 117, shows the Physics course selection to see who has successfully completed the course. From the Grade book we select the course and see the grade for the pupil chosen. After seeing that she has successfully completed the course, we begin the management of the certificate.

elitaasani —

The screenshot shows a course completion page. On the left, the course title 'Fizike' is displayed. Below it, the teacher's name 'Fizike' is shown. There are tabs for 'Description', 'Teachers', 'Attendees', and 'Reviews'. On the right, there's a large blue button that says 'COURSE COMPLETED'. Below this, there's a box with a certificate icon and the text 'Price : Free'.

Figure 118. View of course completed in Physics

On the figure 118, shows the completion of the course in Physics. Obtain the certificate:



Figure 119. View from Elira Abduramani's certificate for the completed Physics course.

On the figure 119, shows Elira Abduramani's certificate successfully completed the Physics course.

5. Fifth course

Implementation and evaluation of the Programming Language Course

To improve the programming language learning in the course are used multimedia elements for theory, external links, interactive editor to learn programming language through writing and execution on the web without any software loads, software applications and innovative videos. Let's first look at the pupil who passed the course from Grade Book:

Gradebook

Select course: Gjuhe Programore

Grades of the students in Gjuhe Programore

Student	Lessons Grades (Shows also grades from assignments)	Final grade for the course
Meriton Ibrahim	Gjuhe Programore1	5

Figure 120. View from Grade Book Resolved Course

On the figure 120, shows the selected Programming Language course and the pupil enrolled in the course Meriton Ibrahim. Seen Grade:

Gradebook

Select course: Gjuhe Programore

Grades of the students in Informatike

Student	Lessons Grades (Shows also grades from assignments)	Raport: notes per test individual te cdo mesimi	Testi	Final grade for the course
admin	Final: -----	Final: -----	Final: -----	-----
agnesha-rexhepi	Final: 5	Final: 5	Final: 5	5
njomza-beadini	Final: 5	Final: 5	Final: 5	5

Figure 121. Grade Book Pupil View in Programming Languages

On the figure 121, shows pupils and grades achieved in the Programming Language course. See who has completed the course:

Gjuhe Programore

Teacher: Gjuhe Programore Category:

COURSE COMPLETED

Price : Free

Figure 122. View from the course completion in Programming Language

On the figure 122, shows completion of the course in Pupil Language Programming Meriton Ibrahim.

Certificate Received:

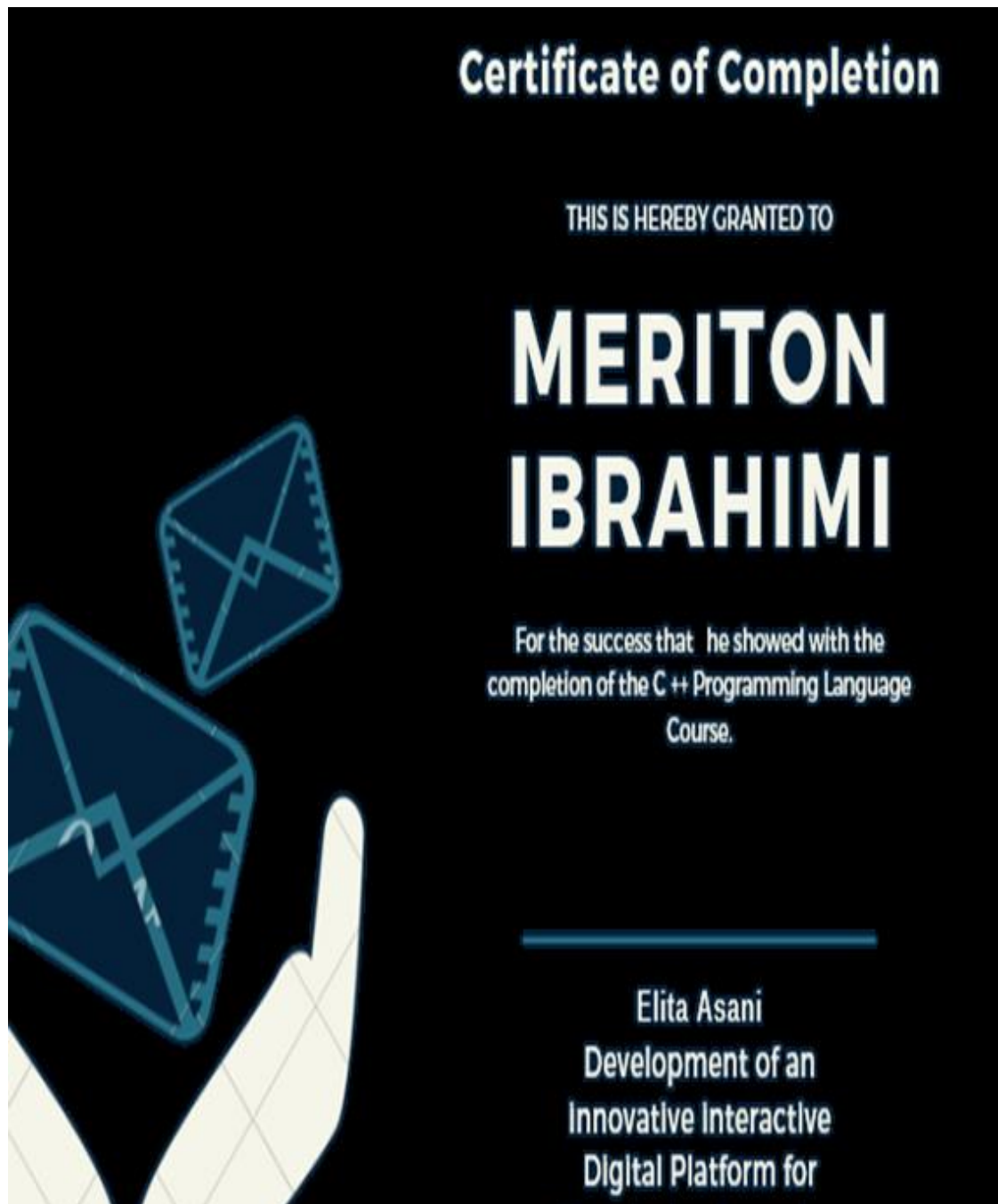


Figure 123. View Certificate of Meriton Ibrahim Completed Programming Language Course

On the figure 123, shows Meriton Ibrahim's certificate of success with the completion of the course.

Chapter VI. Data Analysis

The data analysis of the innovative interactive digital learning platform focuses on realizing the use of data collected for teaching, learning that will bring positive results to North Macedonian gymnasium. We have improved efficiency in teaching and learning by analyzing data obtained, updated, processed by my experiment using interactive lessons through descriptive analysis, dissemination and social media. Provide content modeling from multiple sources that meet the individual and collective needs of pupils to achieve a quality course. The digital platform is a system that is used anywhere and anytime.

The digital platform is a system that is used anywhere and anytime. For data analysis I used the eclectic course delivery method, category selection level, lesson content, lesson list, assignments, technological breakthrough, multimedia links, where we can say that over time we can see our content as well as the business benefits if we seek the services provided. From research done on incorporating interactive learning into a high school, been realized that we need collaborators who will build inter-school collaborations to gain new teaching admissions and inclinations, lucrative social collaborations and help increase the number of pupils at school. Through research, learning can be personalized by focusing on the manager's curriculum. The study can be tracked and monitored by course level performance and pupil enrollment. Assessment and recommendations are provided to help users find the right content for a successful training program. In analyzing the evaluation dimensions, follows the specific methodology to analyze the evaluation dimensions taken according to the three steps shown:

- ✚ Comparison of studied outcomes.
- ✚ Personal position relative to the outcomes.
- ✚ Analysis and results (choose criteria and tools suitable for evaluation of the platforms) the contribution given is judged and rewarded upon completion of the social learning degree (M. Ouadoud, MY. Chkouri, A. Nejari, KE. EL Kadiri, [14]). Adaptive systems help automate curriculum content by changing responses to contextual inputs and circumstances. The efficiency of adaptive systems is measured by the ability of the system to optimize the results that affect these changes. Such powerful systems are designed to analyze and formulate decisions and optimize the learning experience. This chapter discusses the data collected in the previous two chapters: Chapter 4. Data Collection and Chapter 5. Creating an innovative digital platform through innovative prototypes of interactive learning. The results obtained from the theoretical analysis, interviews and questionnaires collected all come from prototype analysis and prototype testing results.

6.1 Empirical Analysis

In this section, we will show the results of the interviews and the data collection from the questionnaires carried out through additional advanced options on the digital platform regarding the effectiveness of e-learning. Empirical analysis of courses conducted by www.elitaasani.com, an innovative digital platform based on real data, focuses on adopting the use of the platform as an alternative ELearning in Tetovo Gymnasium by showing them research data through form and graphs. Platforms on the one hand, are considered a current field in Software Engineering and Pedagogical

Engineering, and on the other hand, the application of these platforms in ELearningreaches a wide clientele through distribution (Oquadoud, M. Yassin Chkouri, M., Nejari, A., [13]). Moreover, academically, it seems that it is interesting to apply for the first time an inspired approach of software engineering to evaluate the ELearningplatforms quality. Data is analyzed in terms of search by content shown by the user:

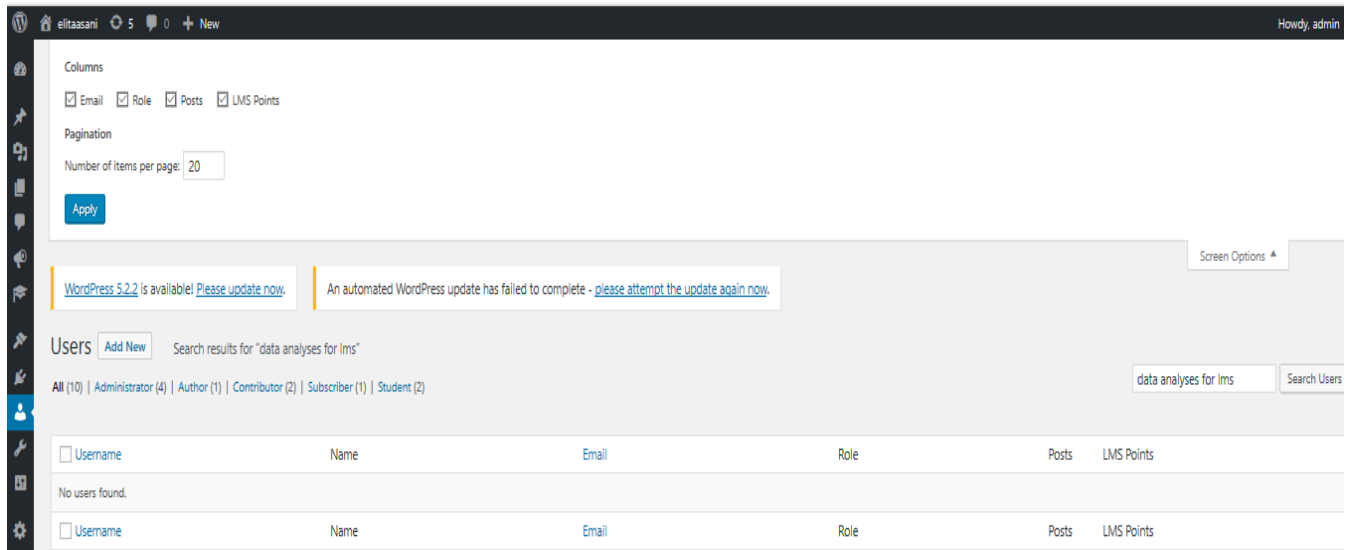


Figure 124. Analyzing the data from the courses

On the figure 124, shows the analysis of data obtained from the web platform in relation to the LMS.

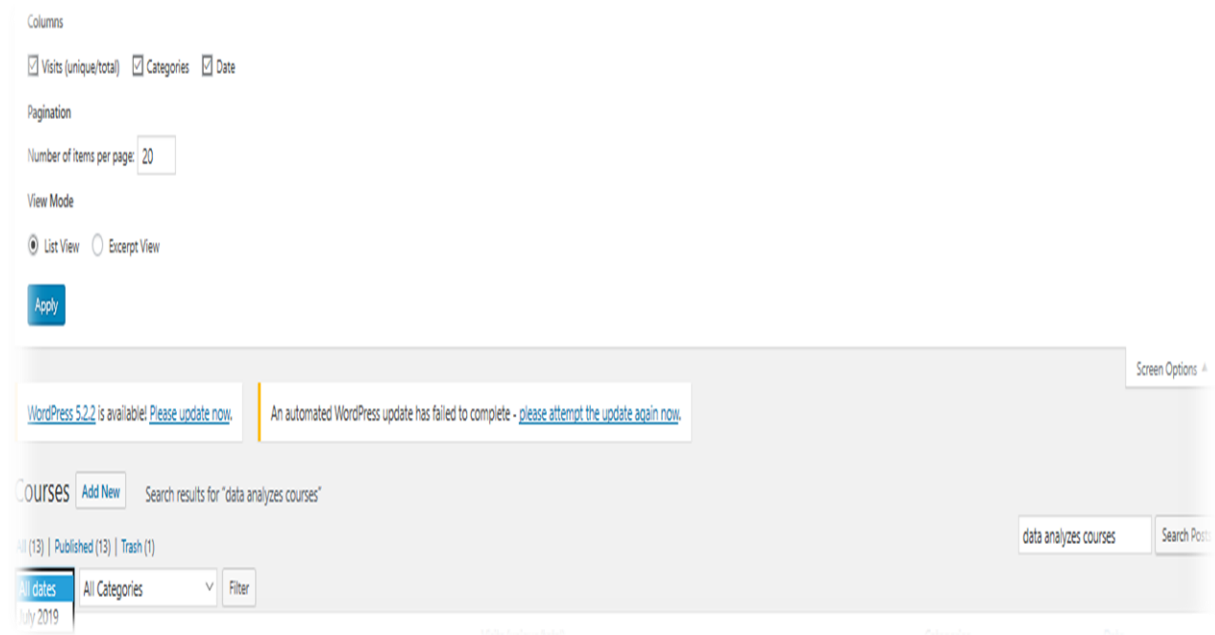


Figure 125. Analyzing the data from the activity of LMS Platform

On the figure 125. Shows analysis of web platform data related to course activity by date and year.

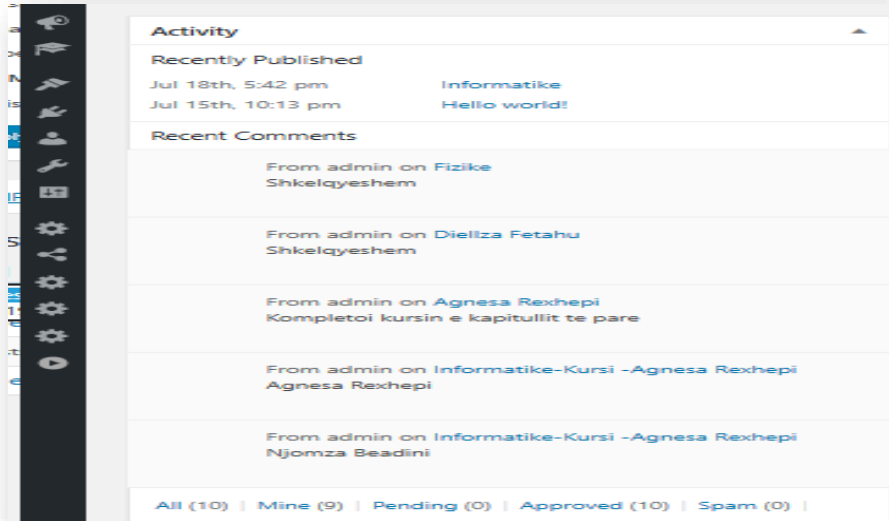


Figure 126. View from the activity of the innovative interactive digital web platform

On the figure 126, shows the analysis of the data received from the web platform in relation to the general activity. Total access to the Digital Innovative Digital ELearningPlatform, www.elitaasani.com at North Macedonia Gymnasium:

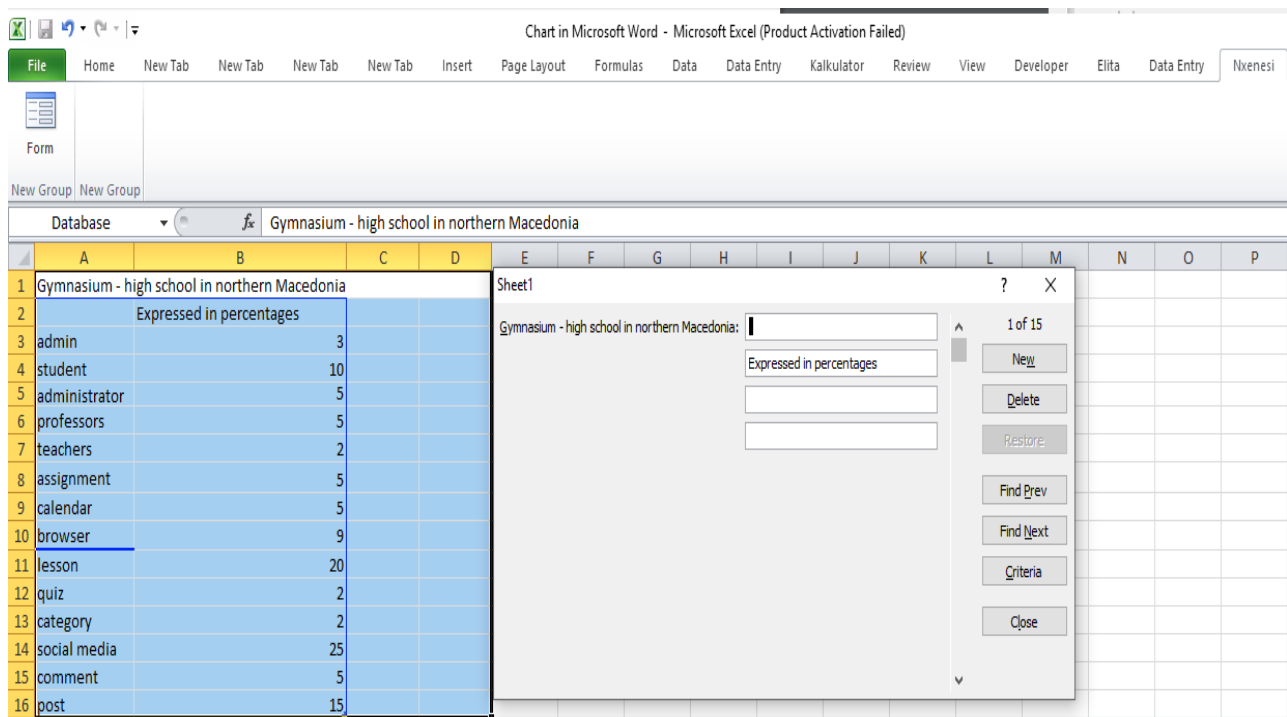


Figure 127. View of a form

On the figure 127, shows the form created for the evaluation of the web platform evaluation by the Gymnasium High School in Tetovo. How much the administrator has been active on the platform?

Figure 128. View of admin work on digital web platforms expressed as a percentage

On the figure 128, shows the form of data entry related to the analysis made for the adoption of the web platform and its use in schools expressed as a percentage.

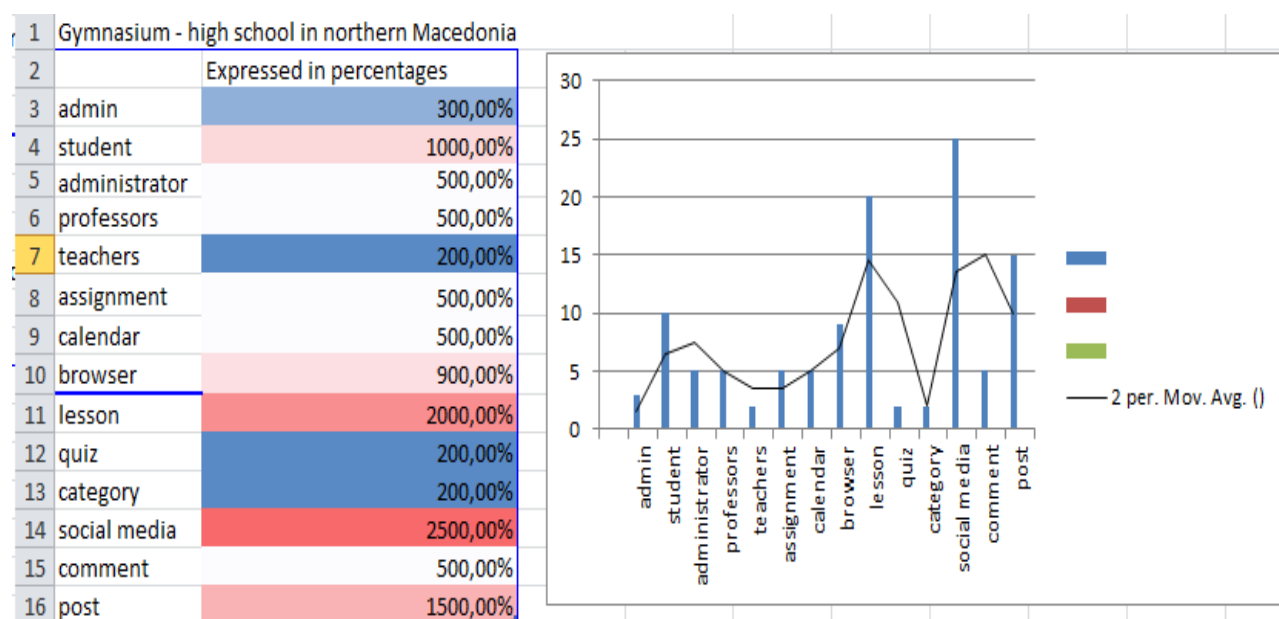


Figure 129. Graphical representation of adoption and using web platform in school

On the figure 129, shows the data from the created form expressed in the graph through a sinusoidal. Adoption of the digital platform by the high school gymnasium in Tetovo relies on innovative alternative learning. From the rapid deployment of the web platform to the digital board in the IT cabinet, we left important paths around 2018-2019. Empirical analyzes of school data on platform use outcomes focus on the need to enable pupils to improve the use of their technology

through a platform that allows pupils to interact with the system and at the same time improve learning and socialization. The importance of the impact that empirical data has on education is expected by school pupils to promote many social interactions by both professors and pupils to facilitate the teaching and learning method with the analysis provided to provide relevant site usage data in the Internet.

6.1.1 Interview Analysis

The overall learning experience is a set of clicks, navigation and interaction on the innovative digital interactive online learning platform. Based on Research Analytics, it is possible to separate pupil activities and view them in forms more comprehensible to others. Analysis of the interview at the educational institution will be conducted towards the adoption of the web-platform as a whole by professors who have facilitated teaching, how it has influenced the increase in the number of pupils and how they have continued to use it, and whether the pupils were satisfied with this teaching of what improvement has brought and if we have increased success as a result. Interviews for this research were conducted to understand the general outlook of pupils and professors in five different classes in the Tetovo Gymnasium.

From the Office of Pupils and Professors I have developed questionnaires for the development of innovative learning that has been effective for school, pupils and professors. The webmaster deals with management systems for developing interactive ELearning methods, such as pupil enrollment, professors, categorization, course scheduling, study modes, technological strategy development, digitization, internal document acquisition, and outsourcing, resources, miscellaneous materials, creating activities and managing bloggers as needed, managing news with all the latest innovations, helping to showcase and submit certificates. High school pupils and professors are aware of the use of the site by the admin of www.elitaasani.com.

The main purpose of using the innovative web platform is to incorporate the development of a new technical strategy into the local teaching structure to achieve the global standard of learning through social or global interaction. It is an alternative way to renew the path of design study design for pupils and professors, integrating the use of a new, digital learning innovation platform. www.elitaasani.com does not require much money and time to spend (Kim, J., Maloney, Edward., [49]) The webmaster presents a modern luxury of innovative learning through commentary and interaction, as well as pupil renewal requirements not only for high school but also for other pupils in other schools. I can freely say that the innovative platform created is not a static search system where it requires high costs.

The main purpose of delivering the use of an innovative interactive digital online platform lies in planting a hassle-free, long-term learning system that allows social interactive learning to provide a better quality experience for high school pupils and a foundation secure data. The platform not only focused on the needs of local pupils, but also sought to integrate new collaborations so that local pupils can benefit from the global pupil experience and thus improve the quality of education in our country as well.

But given that digitalization of study through alternative courses and interactive learning has already entered the business world today, it is increasingly being treated as a business service. The online platform can also be used by different companies through social interaction, allowing the exchange of ideas to solve different problems and advance the learner through rewards or job creation. The digital platform allows you to minimize time and space without having to spend money on camps and spend money and time.

6.1.2 Questionnaire analysis

The questionnaire was designed to collect information on completed courses through several features that influence pupil and teacher advancement. Adopting an interactive learning strategy through the innovative platform, this dynamic way of learning in Tetovo High School classrooms, the data gathered from the questionnaires reflected the adoption of five courses by pupils and professors. Although pupils of different ethnicities are Albanian, Roma and Macedonian, through the use of the innovative digital platform of interactive teaching, we are able to affirm the use of new technology in teaching, implementation, which ensures educational and educational improvement in the school and Wider. The web platform provides the development and maintenance of further studies within Macedonia or beyond. This is an achievement not only for pupils but also for the school that aims to create potential learners in a sustainable social future.

National and international pupil qualifications are made with a predetermined criterion, which each pupil must meet in order to enroll in the desired course. This provides a quality school eager to learn, active learners anytime and anywhere. The school should also be considered as a partner enabling pupils to exchange alternatives with specific programs for pupils with global inclinations, while also measuring cultural diversity among them. There are two ways to apply to the site platform. The administrator registers the user via email, and then creates a profile and password for further access to the website. Local pupils register directly, but we also have pupils enrolled through social networks. These application modes are mostly pupil supported and are in search. Based on the data from the questionnaire, the pupils and professors were satisfied and also they found their support throughout the questionnaire implementation procedure. From the conclusion of the analysis we see that the questionnaires show that we have pupils and professors with different alternatives for course selection, innovation and application. Some pupils think that ELearning is the easiest way to pass a course. Some don't.

First, the pupils' interests in a particular subject are explored, then the content of the lesson is prepared according to the pupil's requirements, then the course is delivered. Communication is done through the www.elitaasani.com website, without wasting time and attitude. After attending courses through innovative technology they express their satisfaction at the end of receiving the certificate. Pupils adopted technology support and quickly learned how to use it for adoption at school. When they saw the high-level use results, the pupils began to look to the platform for further course development for specific needs. Thus, social interaction was created through the web platform as a communication channel to facilitate learning and learning. From the use of interactive digital learning - Most pupils were aware of what the digital platform system offers, except for a handful that were not yet able to adopt a new digital system. Based on the questionnaire, pupils were eager to use the new innovative LMS interactive digital learning platform to improve learning and certification, or

their ability to communicate ethically and sustainably in teaching, and also allow for personalization of online courses, to create pupils for the use of new innovative digital technology for course modernization. Each pupil has different preferences. And each branch requires a modern collaborative performance school or a modern web interface that matches their preferences. Using web platform www.elitaasani.com, the school has a chance to customize and update users with a unique approach that meets the pupil's current educational preferences.

With the use of digital learning technology it is possible to adapt pupils and treat each pupil in a unique way, whereby the online platform creates a collaborative and interactive educational environment. By planting pupils' moods, we also see an increase in their numbers for a positive quality education process. As a result, the number of pupils is listed for online support, which also offers interest in getting into business.

6.2 Prototype Analysis

The prototype was created as an innovative, easy-to-use and sustainable online platform. Application, which aims to support pupils and professors of digital technology through MySQL based on e-learning. Also, the high school in Tetovo now has an innovative web-based education system that enables interaction between schools and pupils in one system. This enables automation, customization of individual courses either in group or through classes. Course participation is available anywhere and anytime. In this way, the prototype not only complements the automation of the teaching courses, but also affects the interaction between pupils and professors, in a way that ensures that pupils complete their studies, complete the course, save and archive. This results in pupil satisfaction. The testers confirmed the flexibility and effectiveness of the above courses mentioned by the prototype. The data analyzed by prototype testing has resulted in a simple model and easily understood by most. The testers were able to navigate the courses and perform tasks with a single block. Based on the test results as a prototype, testers were generally happy with the prototype and wanted to use their creative innovations and preferences to learn in the future. Functionality of the Innovative Digital ELearningPlatform and its Use in High Schools. The advantages of this prototype are: Reduces development time, reduces development cost, requires user involvement, Developers receive quantitative interactive user feedback, Facilitates platform implementation as users know what to expect, Results in high user satisfaction.

Chapter VII. Research Conclusions

This section describes the seventh research step on the completion of the research platform. Reflections and limitations for completing this research are included in the next section of the chapter. Future studies are the last part of this chapter and they include future opportunities for studies through alternative courses that support innovative technology in development.

7.1 Conclusion

Recently, we have focused on the ELearningmanagement system that is being adopted with the development of innovative technology in the school, as an alternative to quality improvement in the educational process and is considered a key success in the education system, and in the future . We are looking at the development of digital education in 2020 with great momentum, where we have just begun to be part of an emerging marketing that will be seen in the market in the future. Pupils want different things from their institutions and instructors, but one thing is clear from their open answers: Pupils want more use of technology that helps them in their pupils work and allows them to succeed in their academic lives.

The essence of what pupils want from their institutions is trustworthy, clear, and bold about using internet networks in and out of school. This means that we need to start engaging in networks to have sustainable profitable learning that also ensures future success. The success of an institution towards commercialization must necessarily be driven by a strong spirit (Shaolong, Y., [15]). It also demonstrates the support of the interactive ELearningplatform by pupils and high school professors and the adaptation of course performance to the needs of pupils, which guarantees the long-term interactive relationship between the school website and pupils. Tailoring courses based on your chosen preferences will create satisfied pupils and satisfied teachers who will also share ideas with other school pupils to collaborate between schools. Using the digital platform successfully draws pupils towards eclectic active learning that demonstrates motivation in pupils, leading to improved learning. The combination of analytical learning techniques with new processing paradigms will enable relevant information for educational authorities and professors to change and optimize current methods. These changes can be seen in awe of teachers who are unaware of the new pedagogical methods and are normal to us, which means they have a negative response or neglect. The Digital Web Platform is a flexible multi-choice system from the standpoint of pupils and professors who are ready to implement the innovative system in a fast, easy and archived or distributed way. Pupils want different things from their institutions and professors, but one thing is clear from their open answers: pupils want more use of digital technology, multimedia, and video or links that help them connect with their work and give them the opportunity to succeed in education and academic life in the future.

A positive finding of what pupils want their professors to give lectures and content in the first place, so that they can revise lectures, expand the study material group, and identify key instructor knowledge. Pupils recognize that posting lectures, recordings, and other didactic materials online will create a time-based facilitation, so that pupils' preferences always influence course creation in an innovative way. Furthermore, pupils want their professors to keep their grades updated in the LMS so they know where they are in the classroom. Again, it is worth noting the alignment of

pupils' preferences with research on the impact of frequent training evaluations to improve pupil learning outcomes. By categorizing the demands of pupils, the prototype follows the needs of high school pupils in Tetovo. This approach provides a faster response for learners and an effective and dynamic way of meeting their needs. The administrator of www.elitaasani.com manages the full range of users of the innovative interactive digital platform, which plays the key role of the alternative learning management system of all courses developed along with the professors. Admin controls the interactions between pupils and professors and the school administrators, collects. Administrators have the ability to create and add new prototype accounts, incorporate new working techniques, new technologies to control them, and minimize errors that may occur while using the prototype. The prototype provides mobility and is time efficient. It can be accessed from any device for all levels of users: administrators, users, contributors, editors, and learners.

Timely efficiency is achieved when the pupil successfully completes the course levels on time and provides a certificate which is a quick response that enables the creation of a consistent line of work interaction. Pupil participation in a particular subject takes time, before the platform is seen as an easier way of learning as it covers money and travel time where a learner has to make a material or interact with them to exchange material in the Internet. Introducing a user to the pupil role:

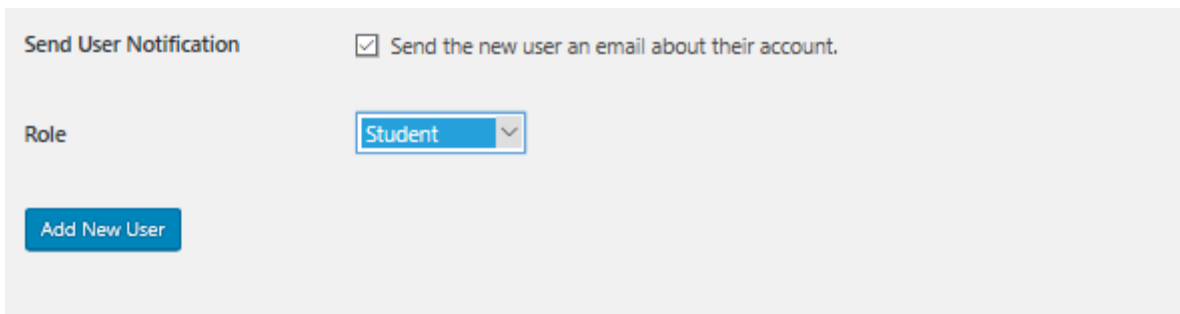


Figure 130. View of a new user

On the figure 129, shows the view of choosing the use role with a profile. Our picture shows the role of the user as a pupil.

The above conclusions were drawn as a result of interviews, questionnaires and tests the prototype conducted with high school pupils and teachers in Tetovo.

7.2 Limitations

This research aimed to take at least ten classes of "Kiril Pejcinović" Gymnasium to conduct questionnaires and interviews, however, due to lack of cooperation in some cases, the questionnaire was completed by 5 classes representing a very good proportion of pupils, by 20 pupils from each class. The other five classes did not meet the requirements for using the platform. As we look at the best ways to move forward in a project that undermines activity data stored by the Interactive Digital Learning Platform Management System, in order to identify aspects and behaviors that impact teaching and learning, take into account consider the limitations of our approach and the advantages.

Limitations of an LMS in a typical context include: The organizational and functional focus of the professor. They tend to meet the needs of organization and functioning more than the learner. NE Ethics - Internet Culture. Maintaining and controlling access to educational technology. Limited access to non-formal learning. Technique-based model and side course that limits community development.

7.3 Future Works Review

The LMS is an innovative alternative system for high school professors and pupils that are also considered a new branch in the business world. Becoming a part of the global market faster than expected requires using a new teaching model tailored for high school pupils and teachers in Northern Macedonia. Learning pathways have the potential to play an important role in the way teachers serve their pupils. Empirical research on learning paths is scarce, especially in a secondary education setting. The current quasi-experimental study was conducted in the context of a course in computing, programming, music and English, involving 100 high school pupils. The research model is realized as an individual and class factor. Pupils are engaged in interactive learning activities in alternative ways. These learning activities (different in content design as teaching) are individually constructed or jointly undertaken. Gender was considered a critical co-variable given the focus on innovative alternative learning through the digital platform. All learning paths were developed based on visual representations, but under experimental design conditions, pupils worked learning paths designed according to eclectic interactive multimedia instruction.

Multivariate analyzes were used to study the impact on learning outcomes by modeling learning paths, individual / collaborative environments, and co-variable gender and individual / group learning achievements. Determining the time the pupil is participating and how long he / she is staying in individual or group (collaborative vs. individual) courses that have a particular impact on learning outcomes. The effect lies in the interaction between the sexes. The results are useful alternatives to guide research in designing and implementing eclectic learning paths from recognizing pupils' requirements at school to supporting digital techniques such as the need for integrating modern updates and deploying innovative learning.

7.4 Future works

Since learning is a must for promoting the human consciousness education system it evolves in the steps of technological innovation (D. Roblyer, E. Hughes, [34]). Social interaction is growing as the need for online time to create an interactive ELearningmanagement system is not only created as a support system for the high school in Tetovo, but also allows for the creation of interactions to exchange ideas for the dissemination of information and innovation. The purpose of the platform is ethical learning. From high school research in Tetovo is created an alternative prototype of interactive learning that would enable inter-school collaboration, which also provides comparisons of knowledge between different schools, extending research between schools inside and outside North Macedonia and beyond.

The penetration of the platform as a more widely used platform management system also goes on sale as a business system which also enters the global learning strategy as well as helps to make digital marketing platform learning through games an incentive to ethical learning and its sustained

use in the educational process which is strengthened and ranked, develops the idea of a better relationship between the professor and operates with an alternative advantage than conventional internet navigation and beyond. The next innovation of the interactive digital learning platform! The digital platform enables in the future:

1. Cooperation

Success paves the way for communication, setting the path of isolation, not only creating an innovative (Gustafson, Brad., 2016, [43]) way to navigate the growth of personal education, but also allowing the rebuilding of an educational process to find strong support where new works will inaugurated in the future. Networking is the collaboration between schools, where they also communicate through a market platform. The key factor is pupils leading professors and seeking interaction among other pupils, where the success of innovation is also the delivery of a completed course, verified by email whether it is logged on or through the platform, but without forgetting the financial resources. Good ideas are calculated to calm the smile within the integrated idea that modernizes educational ideas, where we translate pupils' thoughts as an idea and illumination in their real life.

2. Cloud interconnection

The Internet counts (Davis, N., 2019[45]) as a novelty with the ability to use a comprehensive global digital marketing distribution of e-courses or digital platforms. You can use social networks in the LMS, such as board messages to generate ideas and conversations. You can also use LMS to identify professors who choose a school subject with a system founder. So next time, when someone has a problem, question or just needs a laser pointer on the road, they will know who to suggest and help that colleague!

3. We are not always aware of our heritage!

Everything on paper may not always be available to the archives for different occasions and opportunities. A simple idea to promote and maintain a sustainable, affirmative education process through socialization, where work in education is shared with others to achieve, create collaboration and open the way to commercialization. My research was a necessary inspiration to nurture our pupils' ideas, development or career over time and inadvertently becoming "other "mentors without ever knowing! Let's explore an upcoming innovation ... that will be a revolution!

4. Add an Innovation ... Innovative digital interactive learning platform like www.elitaasani.com for future work! It presents a digital platform for learning through courses in an innovative way that allows courses to be developed with the ability to follow online and offline experiences and behaviors - wherever and whenever they occur! This means that www.elitaasani.com can track all official informal information that occurs when formal education ends, which help us, understand how our employees learn and use tools such as LMS eLearning. This allows us to create a course customization or automation that will fit each pupil's needs, interests, rules and habits!

Chapter VIII. References

NR	Material Type	In Text	Reference List
[1]	Book: Published	““...,if the learner just had the information, than they could perform” (Dirksen, 2015, p. 24)	Dirksen, J. (2015), et al. Design for How People Learn (Voices That Matter) 2nd Edition, Kindle Edition. s.l.: “New Riders, 2 editions, 2015”. ISBN 9780134211282.
[2]	Book: Published	“These types are based on instructor use, course time, and involvement with others.” (Elkins, 2015, p. 43)	Elkins, D. (2015), et al. ELearning Fundamentals: A Practical Guide, Kindle Edition. s.l.: “Association for Talent Development, 2015”. ISBN 1562869477.
[3]	Book: Published	“By educational discipline we mean the theory and technique that must be studied and mastered to be put into practice” (Dick, Carey, O’Casey 2014, p. 24).	Dick, Walter Lou, Carey James, O’Casey (2014), et al. Systematic Design of Instruction. s.l.: “Pearson; 8th edition”. ISBN 0133822893.
[4]	Book: Published	“Improving our social interaction with others is achieved through the recognition,” (Dee Fink, 2013, p. 109).	Dee Fink, L. (2013), et al. Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses 2nd Edition. s.l.: “Josser-Bass, 2 editions, 2013”. ISBN 1118124251.
[5]	Book: Published	“Not being able to draw the best out of your people or attract and ...” (Brown, 2019, p. 51).	Brown, J. (2015), et al. How to Be an Inclusive Leader: You’re Role in Creating Cultures of Belonging Where Everyone Can Thrive. s.l.: “Barrett-Koehler Publishers, 2019”. ISBN 1523085177.

[6]	Book: Published	<p>“ELearning is pushing teaching and learning design to evolve and reflect a more authentic...”</p> <p>(Randy Garrison, 2016, p. 109).</p>	<p>Randy Garrison, D. (2015), <i>et al.</i> ELearning in the 21st Century: A Community of Inquiry Framework for Research and Practice 3rd Edition. <i>s.l.</i>: “Rutledge, 3 editions, 2016”. ISBN 1138953555.</p>
[7]	Book: Published	<p>“Every precious ad dollar allocated to th wrong platform that reaches the wrong audience guarantees only one thing: that a rival institution, school will gain a client that should have been yours.”</p> <p>(Malherbe, 2018, p. 91).</p>	<p>Malherbe, J. (2015), <i>et al.</i> The Facebook Effect for Lawyers: Advertising For the Digital Age Hardcover – April 17, 2018. <i>s.l.</i>: “Advantage Media Group, 2018”. ISBN 1599328925.</p>
[8]	Book: Published	<p>“This potential increases the importance of having clarity in our goals and thinking more deeply about the values we want to achieve.”</p> <p>(Company, Norton, 2017, p. 103).</p>	<p>Company & Norton, W. (2015), <i>et al.</i> Machine, Platform, Crowd: Harnessing Our Digital Future Hardcover – June 27, 2017. <i>s.l.</i>: “W. W. Norton & Company, 1 edition, 2017”. ISBN 0393254291.</p>
[9]	Book: Published	<p>“I will describe a full course and four short courses in which I will apply the digital interactive method by integrating social media to create pupil-teacher interactions in a contentious way, as well as courses to comment.”</p> <p>(Williams, 2018, p. 110).</p>	<p>Williams, A., (2018), <i>et al.</i> WordPress for Beginners 2019: A Visual Step-by-Step Guide to Mastering WordPress (Webmaster Series), 2018. <i>s.l.</i>: “Independently published, 2018”. ISBN 1728906873.</p>

[10]	Web design Book: Published	<p>“With a shared hosting plan, your website shares not only the web site but also the server resources from the web platform.”</p> <p>(WP, 2016, p. 98).</p>	<p>WP, G. (2016), et al. WordPress: Build Your Own WordPress Website. WordPress for Small Business Kindle Edition. s.l.: “The WordPress Genie, 2016”. ASIN: B01HN3IYFY.</p>
[11]	Book: Published	<p>“Friendship, social media generate a private and public profile. Communities, people gather in communities to use the Internet based on common interests.”</p> <p>(Hill, Bradshaw 2018, p. 134).</p>	<p>Hill, Steve. Bradshaw P. (2018), et al. Mobile-First Journalism: Producing News for Social and Interactive Media 1st Edition. s.l.: “Rutledge, 1 edition, 2018”. ISBN 1138289302.</p>
[12]	Education Innovation and Research: Published	<p>“In general, they tend to open learning environments for both the digital world and the physical and social environment”</p> <p>(OECD 2016, p. 50).</p>	<p>OECD (2016), Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills. Centre for Educational Research and Innovation OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264265097-en</p>
[13]	Research: Published	<p>“Platforms on the one hand, are considered a current field in Software Engineering and Pedagogical Engineering, and on the other hand, the application of these platforms in ELearningreaches a wide clientele through distribution.”</p> <p>(OECD 2016, p. 146).</p>	<p>Ouadoud, M. Yassin Chkouri, M., Nejari, A. (2016).”Studying and comparing the free ELearningplatforms”. (Online Available). UAE, Faculty of Sciences, Laboratory of Informatics Research Operational and Statistic Applied, National School of Applied Sciences, Laboratory of the Information System and Software Engineering, Tetouan Morocco. https://www.researchgate.net/publication/312113861_studying_and_comparing_the_free_e-learning_platforms</p>

[14]	Resarch: Published	<p>“In analyzing the evaluation dimensions, I have followed a specific methodology to analyze the evaluation dimensions obtained according to the three steps shown,”</p> <p>(M. Ouadoud, MY. Chkouri, A. Nejari, KE. EL Kadiri, 2016, p. 145).</p>	<p>M. Ouadoud, MY. Chkouri, A. Nejari, KE. EL Kadiri, (2016). “Studying and Analyzing the Evaluation Dimensions of ELearning Platforms Relying on a Software Engineering Approach.” International Journal of Emerging Technologies in Learning (iJET). 2016, Vol. 11 no. 1, pp. 11- 20, 10p, Feb. 2016. http://dx.doi.org/10.3991/ijet.v11i1.4924</p>
[15]	Book: Published	<p>“The success of an institution towards commercialization must necessarily be driven by a strong spirit.”</p> <p>(Shaolong, 2016, p. 152).</p>	<p>Shaolong, Y. (2016), et al. The Huawei Way: Lessons from an International Tech Giant on Driving Growth by Focusing on Never-Ending Innovation. s.l.: “McGraw-Hill Education, 1 edition, 2016”. ISBN 1259643050.</p>
[16]	Book: Published	<p>“Innovative performance is rooted in a combination of organizational strategy systems, and a culture that is shaped by leadership and delivery.”</p> <p>(P. Pisano, 2019, p. 23).</p>	<p>Pisano, G. (2019), et al Creative Construction: The DNA of Sustained Innovation. s.l.: “Public Affairs, 2019”. ISBN 1610398777</p>
[17]	Book: Published	<p>“As people use the trainer they give an impression of the quality of advice that essentially provides instructor training so that they can give the best advice correctly.”</p> <p>(Dalio, 2017, p. 44).</p>	<p>Dali, R. (2017), et al Principles: Life and Work. Principles Ray Dalio. Kindle Edition. s.l. : “Simon & Schuster , 2017”. ISBN 1501124021</p>

[18]	Book: Published	<p>“Ethics exists to protect the integrity of research data, participants and users.”</p> <p>(Antona, Stephanidis, 2019, p. 110).</p>	<p>Antona, M. Stephanidis, S. R. (2017), et al Universal Access in Human-Computer Interaction. Theory, Methods and Tools: 13th International Conference, UAHCI 2019, Held as Part of the 21st HCI International .incl. Internet/Web, and HCI Book 11572) 1st Edition, Kindle Edition. s.l. : “Springer; 1 edition Simon & Schuster , 2019”. ISBN 3030235599.</p>
[19]	Book: Published	<p>“In advanced interface mode, Captivate offers even more flexibility through software demonstration, simulation software, branching scripts and random quizzes in small web formats.”</p> <p>(Jaisingh, Bruyndonck , 2019, p. 97).</p>	<p>Dali, R. (2019), et al Mastering Adobe Captivate 2019: Build cutting edge professional SCORM compliant and interactive eLearning content with Adobe Captivate, 5th Edition Kindle Edition. s.l.: “Packt Publishing; 5 editions, 2019”. ASIN: B07NGXKV1H.</p>
[20]	Book: Published	<p>“Gmail, an email Services provider that is directly linked and integrated with drive docs, sheets, and other G tools.”</p> <p>(Educator, 2017, p. 52).</p>	<p>Educator, M. (2017), et al Google Classroom: 101 Resources Teachers Should Know (Modern Educator - Google Classroom) Kindle Edition. s.l. : “Amazon Digital Services LLC, 2017”. ASIN: B07NGXKV1H.</p>
[21]	Book: Published	<p>“Discussion based activities are powerful means of engaging online learners and creating opportunities for interacting with content in meaningful ways.”</p> <p>(John, 2014, p. 25).</p>	<p>John , R . (2017), et al Canvas LMS Course Design Paperback. Design, build, and teach your very own online course using the powerful tools of the Canvas Learning Management System s.l. : “Design, build, and teach your very own online course using the powerful tools of the Canvas Learning Management System, 2014”. ISBN: 1782160647.</p>

[22]	Book: Published	<p>“On the elitaasani.com website, I've also integrated links that allow alternative searches through the mapping of minds or dynamic creative study models through MindMeister”</p> <p>(Burkov, A., 2019, p. 22).</p>	<p>Burkov, A. (2007), et al The Hundred-Page Machine Learning Book s.l.: “Andriy Burkov, 2019”. ISBN: 199957950X.</p>
	Web Link Research, Online link web	<p>(Hollauf M., Vollmer T., 2007,2019, p. 22)</p>	<p>Retrieved from: http://zapier.com/blog/best-mind-mapping-software, https://www.mindmeister.com/content/books</p>
[23]	Book: Published	<p>“LMS”</p> <p>(Foreman, 2017, p. 18)</p>	<p>Foreman, S. (2017), et al. The LMS Guidebook: Learning Management Systems Demystified. s.l.: “Association for Talent Development”, 2017”. ISBN 1607283093.</p>
[24]	Book: Published	<p>“Through the platform, I transformed traditional teaching into creative digital learning to form creative schools through digitalization in the future.”</p> <p>(C. Sheninger, 2017, p. 103)</p>	<p>C. Sheninger, E. (2017), et al. Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today. s.l.: “ASCD, 2017”. ISBN 1416623892.</p>
[25]	Book: Published	<p>“LMS as a platform allows you to create the course as an instructor or professor, manage and deliver of work.”</p> <p>(Marie Baker, 2018, p. 52)</p>	<p>Marie Baker, K., (2018), et al. LMS Success: A Step-by-Step Guide to Learning Management System Administration. s.l.: “Resources of Fun Learning; 2 editions, 2018”. ISBN 0986246921.</p>

[26]	Book: Published	<p>“Checklists are part of the evaluation of homework and teaching activities.”</p> <p>(Marie Baker, 2018, p. 40)</p>	<p>Marie Baker, K., (2018), et al. The LMS Selection Checklist. sl. : “Resources of Fun Learning, 2 edition, , 2018”. ISBN 0986246921.</p>
[27]	(PDF Available, Survey Paper) Research, Online link web	<p>(Dr. Patel, A., Gadhavi, M., Patel, Ch., p. 98)</p>	<p>Retrieved from: https://www.researchgate.net/publication/257948587_A_survey_paper_on_e-learning_based_learning_management_Systems_LMS</p>
[28]	Doctoral Published	<p>(Barajas, M., Frossard, Frédérique., 2017, p. 33)</p>	<p>Retrieved from: https://docent-project.eu/sites/default/files/2019-03/o1_-_framework_of_digital_creative_teaching_competences_-_v1.2.pdf</p>
[29]	Book: Published	<p>“..., for each individual learner through personalized learning,”</p> <p>(Ann Wolf, Bobst, Mangum, 2017, p. 25)</p>	<p>Ann Wolf, Bobst, E., Mangum, N., (2017), et al. Leading Personalized and Digital Learning: A Framework for Implementing School Change. sl.: “Harvard Education Press, 2 editions, 2017”. ISBN 1682530914.</p>
[30]	Book: Published	<p>“Enhancing the educational process can be realized by using the way of learning through interactivity, cooperation which shows much higher results than teaching.”</p> <p>(Ormiston, Fisher, Reilly, Orzel, Garrett, Bruebach, M.Griesbach, Fischer 2017, p. 20)</p>	<p>Ormiston, M., Fisher, C., Reilly, J., Orzel, C., Garrett, J., Bruebach, R. M. Griesbach, S., Fischer, B., (2017), et al. NOW Classrooms, Leader's Guide: Enhancing Teaching and Learning Through Technology (A School Improvement Plan for the 21st Century). sl.: “Solution Tree Press, 2017”. ISBN 1945349468.</p>
[31]	Book: Published	<p>“Effective ELearningstrategies can change this mindset by helping them develop deeper learning skills.”</p> <p>(Williamson, 2016, p. 70)</p>	<p>Williamson, J., (2016), et al. Effective Digital Learning Environments. sl.: “International Society for Technology in Education, 2018”. ISBN 156484367X.</p>

[32]	Book: Published	<p>“A key priority in ELearningresearch is to improve the existing strategy by integrating digital technology that completely changes the study system.”</p> <p>(Schrum, Sumerfield 2018, p. 64)</p>	<p>Schrum, L., Sumerfield, S., (2018), et al. Learning Supercharged: Digital Age Strategies and Insights from the EdTech Frontier. sl.: “International Society for Technology in Education, 2018”. ISBN 1564846865.</p>
[33]	Book: Published	<p>“A combination of the eclectic learning process towards innovative development through digital technology and mixed learning methods that has never happened before.”</p> <p>(Lnger, 2017, p. 26)</p>	<p>M. Langer, A., (2017), et al. Information Technology and Organizational Learning: Managing Behavioral Change in the Digital Age. sl.: “CRC Press, 3 editions, 2018”. ISBN 9781498775755.</p>
[34]	Book: Published	<p>“Since learning is a must for promoting the human consciousness education system it evolves in the steps of technological innovation.”</p> <p>(D. Roblyer, E. Hughes 2018, p. 154)</p>	<p>M. Langer, A., (2018), et al. Integrating Educational Technology into Teaching (8th Edition). sl.: “Pearson, 8 editions, 2018”. ISBN 0134746414.</p>
[35]	Book: Published	<p>“Interactive simulations that help pupils improve their ability or reassess their current strategy.”</p> <p>(Morrow J. Kenny. 2018, p. 21)</p>	<p>Morrow J. Kenny., (2018), et al. Swiftly Hook Up My Kindle Fire to a TV: Unique & Swift Guide on How to Hook Up Your Kindle Fire to a TV in less than 5 minutes; Includes Relevant Pictures that will Help You In the Process Kindle Edition. sl.: “Amazon Digital Services LLC, 2018”. ISIN B07JPCFV8V.</p>
[36]	Book: Published	<p>“the eLearning course by adding game mechanics, such as role-playing lesson planning, mind play, e-learning, and</p>	<p>Arshavskiy, M.,(2018), et al. Instructional Design for eLearning: Essential guide for designing successful eLearning courses. sl.: “CreateSpace Independent Publishing Platform 2 edition, 2018”. ISBN 1978217854.</p>

		rewards that promote pupil motivation online.” (Arshavskiy, M.2018, p. 22)	
[37]	Book: Published	“Since learning is a must for promoting the human consciousness education system it evolves in the steps of technological innovation.” (D. Roblyer, E. Hughes 2018, p. 154)	M. Langer , A., (2018), et al. Integrating Educational Technology into Teaching (8th Edition). sl.: “Pearson, 8 editions, 2018”. ISBN 0134746414.
[38]	Book: Published	“LMS is an innovative alternative system for high school innovation.” (Goller, M., Paloniemi,S. 2017, p. 26)	Goller, M., Paloniemi, S. , (2017), et al. Agency at Work: An Agentic Perspective on Professional Learning and Development (Professional and Practice-based Learning). sl.: “Springer, first editions, 2017”. ISBN 3319609424.
[39]	Book: Published	“Learning paths have the potential to play an important role in how teachers serve their pupils.” (Spencer, J., Juliani, J., A. 2017, p. 25)	Spencer, J., Juliani, J., A. , (2017), et al. Empower: What Happens When Students Own Their Learning Paperback. sl.: “IMPress, LP, 2017”. ISBN 194644443X.
[40]	Book: Published	“When the pupil completes the course, he / she is saved in the gradebook...” (Westerberg R., T. 2016, p. 141)	Westerberg R., T. , (2016), et al. Charting a Course to Standards-Based Grading: What to Stop, What to Start, and Why It Matters. sl.: “ASCD, 2016”. ISBN 1416622632.

[41]	Book: Published	“ Selection of course development lies in integrating learning interactivity...” (Buchner, A., 2016, p. 55)	Rice, William., (2016), et al. Moodle 2.6 ELearning Course Development (update) 3rd Revised edition Edition, Kindle Edition. sl.: “Packt Publishing; 3rd Revised edition edition, 2016”. ISBN-10: 178 21 6 3 344.
[42]	Book: Published	“...monitor pupil progress and control of comprehension during teaching ...” (Smith Nash, S., 2016, p. 28)	Smith Nash, S., (2016), et al. Moodle 3.x Teaching Techniques - Third Edition 3rd Edition, Kindle Edition. sl.: “Packt Publishing; 3 edition, 2016”. ISBN ASIN: B01D1HI97E .
[43]	Book: Published	“Creating an innovative way to navigate the growth of personal education...” (Gustafson, Brad., 2016, p. 155)	Gustafson, Brad., (2016), et al. Renegade Leadership: Creating Innovative Schools for Digital-Age Students 1st Edition. sl.: “Corwin; 1 edition, 2016”. ISBN-10: 9781506334219. .
[44]	Book: Published	“Given that the pace of change in digital education technology is not likely to slow down, the need for relatively more consistent and theoretically interoperable interaction models is becoming increasingly important towards digital leadership.” (Casa-Todd, J., 2017, p. 20)	Casa-Todd, J., (2017), et al Social LEADia: Moving Students from Digital Citizenship to Digital LeadershipPaperback. sl.: “Dave Burgess Consulting Incorporated, 2017”. ISBN-10: 1946444111

[45]	Book: Published	<p>“The Internet counts as a novelty with the ability to use a comprehensive global digital marketing distribution of e-courses or digital platforms.”</p> <p>(Davis, N., 2019, p.155)</p>	<p>Davis, N., (2019), et al_AWS Certified Cloud Practitioner Training Notes 2019: Fast-track your exam success with the ultimate cheat sheet for the CLF-C01 exam. sl.: “Independently published, 2019”. ISBN-10: 1073015513.</p> <p>.</p>
[46]	Book: Published	<p>“...the distribution of the certificate on social media twitter ...”</p> <p>(Miller, Robert., Johnson, George., Wright, Curtis., 2019, p. 136)</p>	<p>Miller, Robert., Johnson, George., Wright, Curtis., (2019), et al. Social Media Marketing Mastery 2019: 3 Books in 1: How to Build a Brand and Become an Expert Influencer Using Facebook, Twitter, Youtube & Instagram - Top Digital Networking & Personal Branding Strategies Audible Audiobook – Unabridged. sl.: “Robert Miller, 2019”. ASIN: B07QQZM9KW</p>
[47]	Book: Published	<p>“Share also shows an online socialization even under traditional conditions, a right clicks of the mouse”</p> <p>(Donnelly, Kevon., 2019, p. 47)</p>	<p>Donnelly, Kevon., (2019), et al. Social Media Marketing 2019 Tips and Hacks: Promote Your Products, Gain New Customers and Create your Brand Through Facebook, Instagram Twitter,Pineterest, LinkedIn, Youtube and Snapchat Kindle Edition. sl.: “August 20, 2019”. ASIN: B07WSX49P</p>
[48]	Book: Published	<p>“Learn in the field of interferon, where you can even turn to ELearningusing specific methods.”</p> <p>(Heinzen, E., T., Goodfrien, W., 2018, p. 36)</p>	<p>Heinzen, E., T., Goodfrien, W., (2018), et al. Case Studies in Social Psychology: Critical Thinking and Application 1st Edition. sl.: “SAGE Publications Inc 1 edition , 2017”. ISBN-10: 1544308914</p> <p>.</p>
[49]	Book: Published	<p>“...digital learning innovation platform. www.elitaasani.com does not require much money and time to spend ...”</p> <p>(Kim, J., Maloney, Edward., 2020, p.149)</p>	<p>Kim, J., Maloney, Edward., (2020), et al. Learning Innovation and the Future of Higher Education (Tech.edu: A Hopkins Series on Education and Technology). sl.: “Johns Hopkins University Press; 1/1 edition, 2020”. ISBN-10: 1421436639</p>

[50]	Book: Published	<p>“...innovative learning experiences with modern learning techniques and trends, transcending conventional ways of learning, such as reading textbooks, watching multimedia lessons ...”</p> <p>(Bloom, E., 2019, p. 108)</p>	<p>Bloom, E., (2019), et al. Lesson Planner: Teacher Agenda For Class Organization and Planning Weekly and Monthly Academic Year. sl.: “Independently published, 2019”. ISBN-10: 107520061X</p>
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Appendix 1: Interview

1. What is your opinion on the inclusion of digital interactive learning in the Kiril Pejčinovi school and do you think this learning process opens the door to the digital marketing market?
2. What are the advantages of the digital platform in general for attracting other pupils home and abroad, how does socialization and interaction affect learning?
3. How will the overall goals of the technology for teaching and learning in school be described?
4. What are the specific maintenance actions of the platform?
5. How does socialization affect the course?
6. How do you deal with the school design process and how satisfied are you with the alternative platform www.elitaasani.com?
7. How can internet integration contribute to high school?

8. How have you expanded your understanding of digital principles and technologies as an interface for expanding your ultimate knowledge?

9. Are there any particular factors that may affect the quality of your education?

10. In your opinion, is there anything that needs to be changed with traditional lesson management strategies?

11. Do you know what a digital data platform is?

12. Do you think your school will benefit from using the www.elitaasani.com platform and why?

13. What do you think might be the negative impact of using a new management system from your school?

14. What are the advantages and disadvantages of using the platform?

15. How familiar are you with the innovative collaboration as a school?

Appendix 2: Questionnaire

1. **I. Course** Which of the following best describes the reasons for taking the course?
 - a) General education
 - b) High school / Secondary school
 - c) Elementary / Primary Course
 - d) University elective
2. What is the pupil status of this class in your program?
 - a) Minor
 - b) Major
 - c) Free elective
 - d) Other degree requirement
 - e) Uncertain
3. **Class Year?**
 - a) Secondary School
 - b) Primary school
 - c) Junior
 - d) Senior
 - e) Graduate
 - f) Post graduate
 - g) Part-time matriculated
4. Rate the amount of work of course you did in general?
 - a) Almost none

- b) What was assigned
- c) More than just what was assigned

5. Rate the level of your involvement in this course emotionally.

- a) Very uninvolved
- b) Somewhat involved
- c) Enthusiastically involved

6. Evaluate the level of your involvement in the content and technology of this course if it is available to you :

- a) Available and easy to adopt
- b) Adopt – Somewhat
- c) Adopt -Enthusiastically

7. How much knowledge did you gain from this digital learning platform course?

- a) A great deal
- b) Knowledge super enough
- c) Some practical knowledge
- d) None

II. General Evaluation of the Course

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Procedures, technology used course assignments realized quests projects support course objectives					
Interactive teaching was tailored to the course					
The writing or the engagement of the course you were asked to do was enough					

8. How much do you appreciate the course from the development of the digital eLearning platform?

- a) Excellent
- b) Good
- c) Average
- d) Poor
- e) Very Poor

9. What are the key points that influence the completion of a sustainable course how do you think?

10. What are the major strengths of this course?

11. What are the major weaknesses of this course?

12) What are the negative impacts that make you feel from the whole learning experience in general?
What are the strengths of this course?

III. <i>General Evaluation of the Professor</i>	Never	Sometimes	Usually	Most of the time	Always
Do you have a clear professor or teacher?					
Is the course teacher attentive to you?					

Do You Have an Effective Course Teaching?					
He was a creative teacher for the course?					

14. Give the general assessment in your own way?

- a) Excellent
- b) Good
- c) Average
- d) Poor
- e) Very poor

15. What would you recommend to improve the teaching performance on the course?

16. Give the general assessment in your own way?

- a) Excellent
- b) Good
- c) Average
- d) Poor
- e) Very poor

17. What would you recommend to improve the teaching performance on the course?

18. **School** - Tell us how satisfied you are with the interactive learning delivered through the digital platform at your school?

19. **School** -How satisfied are you with platform adoption in your school?

- a) *Excellent*
- b) *Good*
- c) *Average*
- d) *Poor*
- e) *Very poor*

Appendix 3: Database sample creation

A simple overview of the interactive web-platform interactive web-based database:

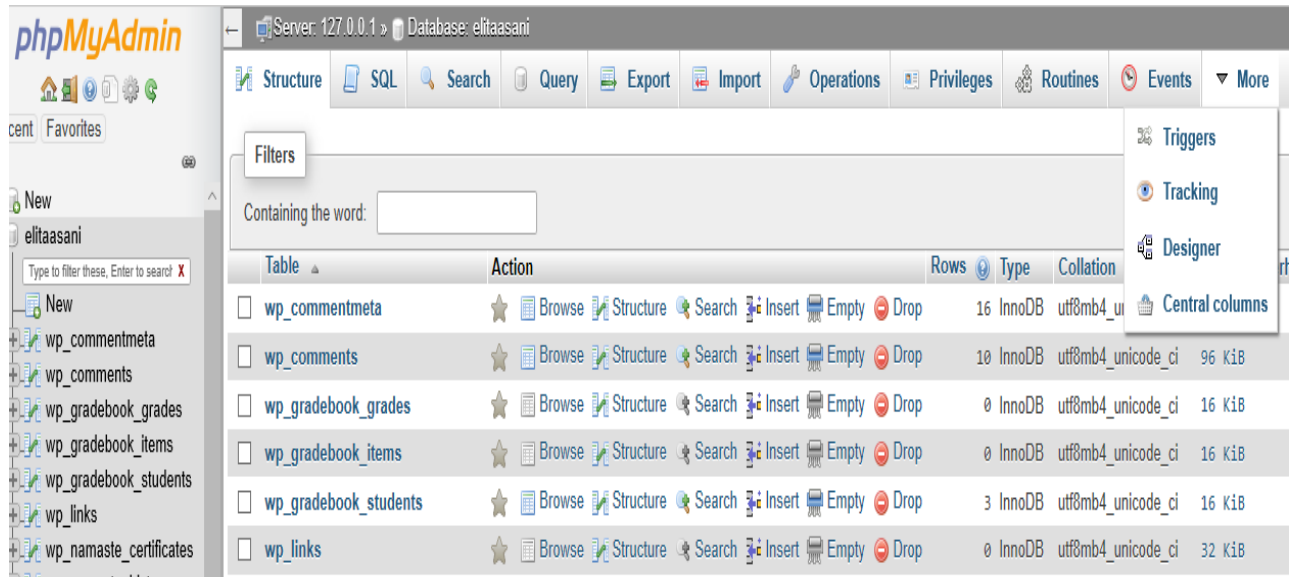


Figure 131. View of database creation of innovative interactive digital learning platform

Figure 130. Shows the look of the online database of the innovative interactive digital learning platform, the website link is: <https://www.elitaasani.com>

Appendix 4: Prototype

The prototype code base www.elitaasani.com is located in xampp –MYSQL and is on server in online for a period of one year 2017-2018.

Appendix 5: Prototype Interface Testing Questionnaire

Prototype Testing

1. Give the general assessment in your own way?
 - a) Excellent
 - b) Good
 - c) Average
 - d) Poor
 - e) Very poor
2. How easy was it to find the course on our www.elitaasani.com prototype created online?
 - a) Extremely easy
 - b) Much less time
 - c) A little less time
 - d) Concerning what I asserted
 - e) More time
 - f) Long time
3. How does the web platform respond as a digital visual platform to a prototype that delivers feedback and error messages if we encounter a problem?
 - a) Very fast feedback
 - b) No quick answer
 - c) Somewhat attractive
 - d) Not attractive at all
 - e) No reaction is wrong
4. How do you evaluate the website as a digital visual platform of a prototype that provides answers and error messages if we encounter a problem?
 - a) 1
 - b) 2
 - c) 3
 - d) 4
 - e) 5
5. Navigating the digital network prototype of the elective learning platform was easy or?

-
- a) YES
 - b) NOT
 - c) NO YES
 - d) SOMEHOW YES

6. The prototype interface of www.elitaasani.com is interactive and what are your recommendations for innovation?
