A Laravel Website for Tracking Learner Progress at Vietkids

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***Abstract*—This undergraduate thesis investigates a website for managing and monitoring learner progress at the Vietkids language centre. A language centre needs organised learner records and a way to follow study progress. The student studies the centre workflow and develops a Laravel website for managing learner information and progress-related functions. The conclusion reports a working student website and familiarity with Laravel. It also acknowledges incomplete features and insufficient code design and optimization. The source does not provide a deployed centre usage record, verified learning outcomes, access-control assessment, or measured administrative savings. The contribution is a documented student study or prototype whose stated scope can guide further testing.**

***Index Terms*—learner progress, Laravel, language centre, Vietkids**

I. Introduction

A language centre needs organised learner records and a way to follow study progress. This thesis investigates a website for managing and monitoring learner progress at the Vietkids language centre. It begins from a practical engineering need and explains the technologies and workflow chosen for the case. The objective is to document a student implementation or comparative investigation, together with the evidence available in the manuscript. Broader operational or economic effects require separate measurements and are not assumed from the existence of a prototype [1]. Earlier ICTU student work on related designs is included here for context [2], [3], [4], [5]. Related published studies provide context for the subject and methods [6], [7], [8], [9], [10]. These contextual works were selected for this English summary; they are not asserted to appear in the original thesis bibliography.

II. Methods

The student studies the centre workflow and develops a Laravel website for managing learner information and progress-related functions. The source is summarized through its stated design, implementation material, examples, and conclusion. Features shown in the manuscript are distinguished from proposals for later development. This review does not add a new experiment, fill missing measurements with estimates, or treat a planned capability as an observed result. The source thesis remains the provenance for the reported work [1].

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III. Results

The conclusion reports a working student website and familiarity with Laravel. It also acknowledges incomplete features and insufficient code design and optimization. The report's screens, configurations, examples, or measurements constitute the evidence for this summary. A capability described only as a design intention is not counted as a validated operational outcome. No additional performance, adoption, financial, or safety figure has been introduced here. The result is interpreted within the scope of the student's documented setup [1].

IV. Discussion

The source does not provide a deployed centre usage record, verified learning outcomes, access-control assessment, or measured administrative savings. Further work could complete missing functions and test record correctness, permissions, and usability with representative staff and learner data. These limitations affect how the evidence should be read. The current manuscript can support understanding of the design and reported demonstration, while independent tests would be needed for stronger claims. Any later deployment should document its environment and separate observed outcomes from intended benefits [1].

V. Conclusion

The thesis documents a website for managing and monitoring learner progress at the Vietkids language centre. The conclusion reports a working student website and familiarity with Laravel. It also acknowledges incomplete features and insufficient code design and optimization. The source does not provide a deployed centre usage record, verified learning outcomes, access-control assessment, or measured administrative savings. Further work could complete missing functions and test record correctness, permissions, and usability with representative staff and learner data. Accordingly, the present contribution is a source-grounded account of the student work and its tested or illustrated scope. Claims about broader effectiveness should be assessed in later work using explicit evaluation conditions [1].

References

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