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CHAPTER II

REVIEW OF RELATED LITERATURE AND METHODS

Review of Related Literature

With the introduction of the cost smartphones, mobile computing is more diverse the *Philippine market*. A recent paper release by the International Data Corporation showed the *Philippine's smartphone penetration is at 11.91%* (Chen, 2014). This figure is expected to rise in line in three years. A figure like that is a clear sign for app developers in developing and roll apps in the country. Smartphones are cellular phones that perform many of the functions of a computer, typically having a touchscreen interface, Internet access, and an operating system capable of running downloaded applications. *These mobile phones are now "tablets" or "tablets" as it is most important when used in the go rather than on the office or at home*. The current mobile operating systems popular today are *Android™, iOS, and Windows Phone* among others.

*Android™* is an open-source software made for a wide range of mobile devices and a corresponding open source project led by Google (Google, 2013) and has dominated the smartphone (Smartphone) with 78.9% market share (Statista.com) from Cupertino, Inc's iOS again comes second and its large part of the market share (Statista.com) is more potential users for app developers. On the other hand, iOS is a mobile operating system developed for the ability to use by *iPhone and iPad* devices by Apple Inc. Applications or apps developed for the *Android Platform* must not run in Google through Google Play, the official app store of the *Android Platform* owned and developed by Google.

But long ago, phones are dumb. Their only purpose is to receive and send text messages also to connect and receive phone calls. With the introduction of smartphones, their aims are not only able to increase user experience and productivity through apps. Phones are now portable computers. This also gives tremendous opportunities for developers, designers, and even educators. *Mobile learning (also "m-learning") is an e-learning tool, but also devices with enhanced capabilities have dramatically increased the content level, including moving language education* (Khan, 2010).

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CHAPTER II

REVIEW OF RELATED STUDIES AND LITERATURE

Local Related Literature

Social networks give a big help to everyone, especially among the students. In business and other members of the society. Social networks has different benefits that may enjoy by the people all around the world, what the problem is, people have their own will control in using them.

Facebook is the most popular social networking site today, where people may share and upload photos, pictures, messages and chat. It seems to also feature so many people now allow whenever people can share their feelings, thoughts and ideas. Through instant, they can easily be connected to their favorite celebrities and they can also be updated on what is going on all around the world, aside from their own. Twitter, MySpace, and Blog also become a popular sites to visit.

Social networking communities will definitely stay due to its millions of users. In addition, students today may use these communities if information they may get on social networks. Social network may help them in getting knowledge in their and journals that will negative effects of this will outweighs negatively about having their own content.

Social networks bring a big benefit about communication because through this we can freely communicate and found each despite of the geographic distance. Social network may also help children to be more connected to their families because through them they can easily find what are the events happening about them. Through social networks we can be updated in every happening not just in our lives but also the events happen in our country and also in the whole world.

Social networking sites can be a good way to make connections with people who has similar interests and goals. Communication is one of the main things why social networking had their rise. Social networking sites are the huge place to gather information on what is trending.

Chapter 2 - Literature Review

2.1 - Introduction

A review of existing literature was performed to support the study undertaken in this thesis. A general survey was then performed to determine past research efforts in developing traffic surveillance technologies used for ATIS purposes. Next, the potential advantages of ATIS technology versus long detection and IFF technologies are discussed. Lastly, a discussion of literature associated with ATIS will include a reference along with a summarized ATIS issues to be addressed in this thesis.

2.2 - Survey of Research in Traffic Surveillance Technology

In the recent past, researchers have tested a wide array of technologies as an attempt to fully support methods of monitoring traffic conditions. This research in traffic surveillance has ranged from studies of traditional long detection methods to the use of artificial intelligence (AI) techniques. AVI systems are not the only of the ways of current research. A great array of technologies required during the past decade and a half is given below to provide an understanding of the level of research interest in traffic surveillance technologies.

Reinisch and Muecke (2011) investigated a need for more reliable traffic data acquisition that included data collection generated by traditional long detection (LSD). They also introduced a pattern recognition algorithm which could reduce sensor vehicle presence algorithms generated by automatic video of detection long detection. By identifying and validating presence of vehicle tracking across data provided by long detection equipment, which is used to be used in the future.

In and their performance evaluation on traffic detection strategies using the PROSAFE resolution model (2010). Their research evaluated a comparison of modern detection strategies using pattern based versus the use of vehicle cell based or IFF as opening. The statistical analysis found the benefits of the modern traffic surveillance and control system (MTC). The MTC (patented) benefits to cost reduction of 1.00 as a general benefit from their data reduction and reduced fuel consumption. Their benefits were thought about by reduced fuel consumption and reduced fuel consumption. Their benefits were thought about by reduced fuel consumption and reduced fuel consumption.

ATIS implemented with the use of cellular network and digital signal processing technology to produce a cellular traffic surveillance system (Kueppersch, 2010). I added the functions Traffic Surveillance System (Kueppersch, 2010) to the project was created by ATIS to replace their long range long

## REVIEW OF THE RELATED LITERATURE

## 2.1 Introduction

In this chapter the concept of learning style is explained. Different learning style models along with special focus on Kolb's learning style model are discussed. Their differences/philosophies of psychologists who have given the same idea in their works are also discussed. Ideas of people whose works are consistent are of the view that learning is not the collection of information, or transmission of information from the expert to the learner, learning is that which is based on experience of the learners. They believe that each individual learns with different past experience with him. Some past experience provides the opportunity to the learner to interact with the environment according to his own way. In this way, every individual learns in his/her own way that shows his/her performance that way. Experiential learning theory is explained next in the theory. Inverse Kolb's Learning Style Model is based on experiential learning theory. Constructivist and Social theories are also discussed briefly. Also discussing their theories relationship of learning styles with grade achievement or students' performance are discussed. In the end different theories have been discussed which are based on learning styles.

## 2.2 Learning Styles

Here, in this section of the chapter the concept of learning styles is discussed in detail. Different definitions have been given. Their difference between learning styles and cognitive styles is also discussed. Also the different ways of presenting learning styles are given. Then different dimensions of learning styles are discussed, and in the last a list of different learning style models is given which gives a logical base work that how the learners learn best.

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So far, we've covered three critical steps to writing a master's thesis in this series: picking a topic, selecting an advisory committee, and utilizing your classes. In this post, I'll offer advice for gathering literature for your thesis. When starting a review of scholarly literature, a comment from my media theory professor always comes to mind: "I want you to be swimming in it." Of course, once you plunge into the volumes of literature on a topic, it becomes easy to extend the metaphor to "drowning" in it. If you're starting a literature review for your master's thesis, consider this post to be a life preserver. The "literature" refers to all scholarly articles, books, and other publications on a topic. Chances are, researchers and scholars have published work on your thesis topic. Remember, a good study builds upon past research, so you need to know what's out there on your topic before you conduct your own research. Wading through the sea of articles can be a daunting task, so here are some tips for making the process go more smoothly. Start With What You Have If you've managed to pick a topic early and utilize your classes to develop your thesis, then you already have a body of literature on your topic. Look through past papers to see what's still relevant and useful. Avoid the temptation to simply plug in big sections of old papers unless they truly fit, but at the very least, you have partial sections written and a firm grasp of theories and concepts that relate to your topic. Talk to Your Advisory Committee These individuals should know a lot about your topic. If you ever feel awash in information, ask them to help you sort through it. They are likely familiar with scholars in your field whose work you should read, if you haven't already. For example, my outside committee member in natural resources recommended a study that has become crucial for my research. Since my topic is often buried in seemingly irrelevant articles, I may not have found this critical study if not for her knowledge of the literature. Utilize Library Resources As an online or distance student, you have access to CSU Libraries. Check out the homepage for distance users and don't be afraid to contact the librarians for help. They are masters at searching databases and can save you from wasting hours - even days - sifting through articles and books. Refer to Reference Sections A professor once told me that pilfering the reference sections of scholarly articles is a "dirty little secret" of academic research. In other words, let others do the work for you. While you can't rely on reference sections to reveal all of the relevant literature on your topic, they can be handy resources for guiding you toward useful articles or the names of other scholars. Besides, reading the work that spawned studies that inform your own only helps you understand and build upon past research. But you must always, always take the time to find and read articles cited by others and then cite sources appropriately in your own work. Know When to Say When This is much easier said than done. At a certain point, you have to be satisfied with the literature you have and make peace with what you don't. With your thesis, you're joining a conversation among scholars about your topic, and there can be only so many voices in the room. When to call it good is up to you ... and hopefully this post helps you get to that point more quickly. If you'd like to read more about gathering literature, many universities and colleges have posted guides for this. After a review of literature reviews, I'd start with these two resources: If you have tips for gathering literature, leave a comment below. Good luck on your review! What is a Literature Review? A literature review is a survey and discussion of the literature in a given area of study. It is a concise overview of what has been studied, argued, and established about a topic, and it is usually organized chronologically or thematically. A literature review is written in essay format. It is not an annotated bibliography, because it groups related works together and discusses trends and developments rather than focusing on one item at a time. It is not a summary; rather, it evaluates previous and current research in regard to how relevant and/or useful it is and how it relates to your own research. A Literature Review is more than an Annotated Bibliography or a summary, because you are organizing and presenting your sources in terms of their overall relationship to your own project. Purpose A literature review is written to highlight specific arguments and ideas in a field of study. By highlighting these arguments, the writer attempts to show what has been studied in the field, and also where the weaknesses, gaps, or areas needing further study are. The review should therefore also demonstrate to the reader why the writer's research is useful, necessary, important, and valid. Audience Literature reviews can have different types of audiences, so consider why and for whom you are writing your review. For example, a lot of literature reviews are written as a chapter for a thesis or dissertation, so the audience will want to know in what way your research is important and original. Highlighting the gap in knowledge which your research aims to fill is particularly important in this instance because you need to convince the reader that there is an opening in the area of study. A literature review in a proposal will similarly try to convince the audience of the significance and worthiness of the proposed project. In contrast, when you are writing a literature review for a course, your professor may want you to show that you understand what research has been done, giving you a base of knowledge. In this case, you may not need to focus as much on proving where the gaps in knowledge lie, but rather, that you know what the major areas of study and key ideas are. Questions a Literature Review Should Answer: Asking questions such as the following will help you sift through your sources and organize your literature review. Remember, the literature review organizes the previous research in the light of what you are planning to do in your own project. What's been done in this topic area to date? What are the significant discoveries, key concepts, arguments, and/or theories that scholars have put forward? Which are the important works? On which particular areas of the topic has previous research concentrated? Have there been developments over time? What methodologies have been used? Are there any gaps in the research? Are there areas that haven't been looked at closely yet, but which should be? Are there new ways of looking at the topic? Are there improved methodologies for researching this subject? What future directions should research in this subject take? How will your research build on or depart from current and previous research on the topic? What contribution will your research make to the field? Length The length of a literature review varies depending on its purpose and audience. In a thesis or dissertation, the review is usually a full chapter (at least 20 pages), but for an assignment it may only be a few pages. Structure There are several ways to organize and structure a literature review. Two common ways are chronologically and thematically. Chronological: In a chronological review, you will group and discuss your sources in order of their appearance (usually publication), highlighting the changes in research in the field and your specific topic over time. This method is useful for papers focusing on research methodology, historiographical papers, and other writing where time becomes an important element. For example, a literature review on theories of mental illness might present how the understanding of mental illness has changed through the centuries, by giving a series of examples of key developments and ending with current theories and the direction your research will take. Thematic: In a thematic review, you will group and discuss your sources in terms of the themes or topics they cover. This method is often a stronger one organizationally, and it can help you resist the urge to summarize your sources. By grouping themes or topics of research together, you will be able to demonstrate the types of topics that are important to your research. For example, if the topic of the literature review is changes in popular music, then there might be separate sections on research involving the production of music, research on the dissemination of music, research on the interpretation of music, and historical studies of popular music. No matter which method you choose, remember: Within each section of a literature review, it is important to discuss how the research relates to other studies (how is it similar or different, what other studies have been done, etc.) as well as to demonstrate how it relates to your own work. This is what the review is for: don't leave this connection out!

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