Let's Tute

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Abstract

Teachers do not only teach in the classroom. They also make presentations, prepare questions, create assignments, and keep records of students' studies. Doing all these tasks in different files and apps makes the work difficult to manage. Let's Tute is a digital workspace that aims to bring all these daily tasks into one place.

This platform will have four main tasks: making presentations, preparing question papers, creating assignments, and keeping records of student progress. Artificial Intelligence (AI) can help create initial drafts, but checking the content and making necessary changes will be the teacher's responsibility. This idea is made by keeping the practical needs of classrooms in mind so that daily work can become easier. At present, Let's Tute is only a proposal (plan), not a fully developed or tested system. This paper explains what problem the system will solve, what features it will have, and how it will be tested after development.

1. Introduction

Preparing for a class does not only involve teaching, but also many other tasks. A teacher may need to make a presentation, prepare questions for revision, create an assignment, and update marks records. Although these tasks are different, they are connected to each other. When all the information is stored in different places, managing the work takes a lot of time.

There are already apps in the market that help with these tasks. There is separate software for presentations, Word documents for assignments, and Excel spreadsheets for marks. Let's Tute does not aim to replace all these existing tools. This project only wants to find out whether bringing all these tasks into one place can make teachers' work easier or not.

AI is also one way to help teachers. For example, a teacher can simply give a topic, and AI can prepare a draft presentation or questions. However, AI-generated content may contain mistakes, may be outside the syllabus, or may not be suitable for the students' level. Earlier research has also discussed both the benefits and disadvantages of AI (Zawacki-Richter et al., 2019; Kasneci et al., 2023).

Therefore, Let's Tute is only meant to help teachers, not to make decisions in their place. Checking whether the content is correct will remain the teacher's responsibility. This paper explains the system's features and testing plan. Since the system has not yet been fully developed and tested, no major claims are being made about its actual performance.

2. Problem Statement

Creating study materials and keeping student records are daily tasks in teaching. When all these tasks are done in different apps, teachers have to write the same information again and again or switch between apps repeatedly. This makes it difficult to manage the work properly.

Care is also needed when using AI-generated content. Sometimes, AI gives a wrong answer in good language, or it creates content that is too difficult for the class level or is not even part of the syllabus.

Let's Tute proposes a common workspace where teaching materials can be created and student records can also be managed. The main challenge is to make the platform easy to use, give teachers a chance to review the content, and keep students' data safe. Whether this approach is

truly useful will only be known after the system is developed and tested.

3. Aim and Objectives

The main aim of this project is to create and test a digital workspace that brings teaching preparation and student records together in one place.

The main objectives are:

1. To create a feature that makes presentations according to the topic, class level, and instructions given by the teacher.

2. To provide a feature that prepares question papers according to the subject, topic, number of questions required, and difficulty level.

3. To help prepare assignments by creating draft questions or activities for the teacher to review.

4. To organize student data such as marks, attendance, and topics taught.

5. To give teachers the option to check and edit AI-generated content before using it.

6. To test the developed features and record their results.

7. To identify system problems and ways to improve it through testing and user feedback.

4. Research Questions

This project will try to find answers to the following questions:

1. Can the proposed features be brought into one workspace that teachers can easily understand and use?

2. How accurately does the system follow the topic, class level, and instructions given by the teacher?

3. What types of mistakes or changes do teachers notice when they review AI-generated content?

4. Can student records be saved, viewed, and updated correctly?

5. Does this new workflow save teachers' time and make their work easier?

6. What security, reliability, and privacy issues must be solved before using the system on a larger scale?

5. Background and Rationale

AI has been studied for use in different areas of education, such as conducting tests, helping students, and learning analytics. Zawacki-Richter et al. (2019) explained in their research how important it is to consider the role of teachers when using AI in education.

With the arrival of large language models (LLMs), writing explanations, generating ideas, and preparing drafts of study materials have become easier. However, these systems can also provide incorrect information. Kasneci et al. (2023) and Tlili et al. (2023) discussed the benefits and disadvantages of tools like ChatGPT in education.

These points are very important for Let's Tute. An AI-generated presentation or question paper cannot be judged only by its good English or Hindi. It is important to check whether it is correct, related to the syllabus, and suitable for students.

UNESCO has also highlighted the responsible use of generative AI, data protection, and human supervision (Miao & Holmes, 2023). Therefore, Let's Tute gives teachers full control to change the content and keep students' data safe.

The new idea behind Let's Tute is simply to combine different daily teaching tasks in one place. This paper does not claim that these separate features do not already exist. Its actual value will only become clear after comparing it with other tools.

6. Proposed System

The proposed system has four main parts, with options for teachers to review and edit the content.

6.1 Presentation Preparation

In this feature, the teacher will enter the subject, topic, class level, and how deeply the topic needs to be taught. Based on this information, the system will create a draft outline or slide content.

The teacher will check it and make necessary changes before using it in class. A presentation should not be considered correct just because it looks good. Its accuracy and relevance must also be checked.

6.2 Question-Paper Drafting

This feature will help create draft questions. The teacher will provide the subject, topic, number of questions required, and how difficult the paper should be.

The generated questions will need to be checked according to the syllabus and the teacher's instructions. Testing will also check whether the system creates the required number of questions and whether their language is correct.

6.3 Assignment Creation

This feature will suggest assignments, questions, or activities according to the teacher's requirements.

Teachers can change the suggestions according to their students' level. The aim is to give teachers an easier starting point for their work, not to finalize assignments on their behalf.

6.4 Student-Progress Records

This feature will allow basic records of students' marks, attendance, and topics taught to be kept properly in one place.

Only authorized people will be able to enter new data, view old data, or make changes to it. Testing will check whether the data remains correct when it is updated.

However, these records do not show a student's complete ability or needs. Therefore, major decisions about students should not be made only on the basis of stored data.

6.5 Teacher Review and Editing

Teacher review is the most important part of this system. AI-generated content may contain mistakes, or it may need to be changed into easier language.

The app screen should clearly show that AI-generated content is only a "draft" (an initial version). The teacher should be able to check and edit it properly before using it in class. This ensures that the final decision always remains in the teacher's hands.

7. Proposed Methodology

This project will be completed step by step. First, the requirements will be understood and the system will be designed. After that, implementation (coding) and testing will take place.

In the first step, the needs of users (teachers) will be understood. In the next step, it will be decided how the four parts will connect with each other. Once the technical details are finalized, they will be written in the report.

At present, the programming language, database, and framework have not been decided in the project report. These details will be added when coding begins.

7.1 Functional Testing

Every developed feature will be tested. The input given in each test case, the expected output, and the actual output will all be recorded.

For example, in the question-paper feature, a topic and the number of questions will be provided to check whether the output is correct. Similarly, an entry will be made for one student, then updated and retrieved to check the student-record feature.

Both correct and incorrect test results will be documented so that problems can be fixed.

7.2 Review of Generated Content

Some rules will be used to check AI-generated content: whether the content is related to the topic, correct, written in easy language, suitable for the class level, and according to the instructions.

If subject experts or teachers are available, they will be asked to review sample presentations and questions to check their quality.

This will help us understand how useful the content created by AI is and how much improvement is needed.

7.3 Usability and Workload Evaluation

One aim of this project is to find out whether a shared workspace saves teachers' time. For this, tasks done using the usual method will be compared with tasks done using Let's Tute.

The time taken by both methods, the number of corrections needed, and the problems faced will be measured.

If such a comparison is not carried out, the report will clearly state that there is no confirmed data about time savings.

7.4 Privacy and Responsible Use

If identifiable student data (names and details) is stored on the platform, security must be taken care of. Only authorized people should be able to access the app.

Testing will check whether someone can view or delete data without permission. The report will mention only those security features that have actually been tested.

8. Evaluation Plan and Reporting of Results

At present, this project has no numerical testing results (numbers or statistics) because the system still needs to be tested.

After implementation, the report will explain how many tests were conducted, how many passed, how many failed, and what feedback users gave. If user testing cannot be done, this will be mentioned as a limitation.

The results of each type of testing will be shown separately. Functional testing will show whether the app works or not. Content review will show whether the AI is generating correct content or not. Task testing will show how much time is saved.

These results will show the app's performance, but they will not mean that it directly improves teaching quality or students' marks. Separate research will be needed to prove that.

9. Discussion

Let's Tute is based on the idea that bringing all daily teaching tasks into one place will save teachers' time. Working in one workspace will reduce the need to move between different apps. However, working in one place does not necessarily mean that the experience will be better. If the app is difficult to use or the AI-generated content needs too many corrections, the benefits will be reduced.

How useful the system is will also depend on the subject and class. A question that is suitable for one class may be difficult for another. Therefore, teachers should have full control over changing the content.

It is also important to understand student data. Marks and attendance are only data; they do not show a student's complete abilities or needs. The platform should only help maintain records, not judge students only on the basis of data.

Many steps of the project are still remaining. The coding details need to be finalized, the modules need to be developed and tested, and comparisons with other apps need to be made. Therefore, the actual benefits of Let's Tute will only become clear through future work.

10. Conclusion

Let's Tute is a proposed digital workspace designed by keeping teachers' daily work in mind. Its aim is to bring presentations, question papers, assignments, and student-progress records into one place.

The project clearly accepts that AI-generated materials need human review (supervision by teachers). It is important that teachers can change the content and that student data remains safe.

This proposal explains the main features, working method, and testing plan. However, the results are still pending. Only after developing and testing the system will it be possible to know how useful it actually is.

11. Future Work

The next step will be to turn this proposal into a working system. The following tasks are planned:

1. Finalize the technical details and prepare the system design.

2. Develop (code) the features according to the project's scope.

3. Compare Let's Tute with educational apps already available in the market.

4. Create test cases for every feature and record the results.

5. Check the accuracy, clarity, and level of AI-generated study materials.

6. Collect feedback from teachers if user testing is possible.

7. Test security and access controls before storing student data.

8. Make claims about time savings only on the basis of data and avoid major claims without proof.

References / Sources

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