Answer Input System

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Problem Definition

- Statement:
 - Teacher and Student Communication during class
- Scope:
- Have a working software output display and possibly have working hardware inputs as well
- Schedule:
- Have a working software output display by June 12th and if the code is finished for that before June 12th start on creating a working hardware input
- Resources:
- Java for the output, Engineering lab equipment for input devices, and an arduino chip for communication via usb or Bluetooth
- Specific Solutions:
- Student input devices will have four inputs, three for how much they understand the question asked and one for if they have a question
- Software output will have four colored lights for each desk corresponding to the buttons on the input
- Software output will also display total of each button pushed and it will have a clock as well

Proposed Solution

- Single hardware input for each desk
- Four buttons per input
- Light to indicate low battery on each input
- Light to indicate power on the input
- Single software output for the instructor
- Clock in the top left of the output display for the instructor
- Three counters being displayed on the output to show totals of each button pressed on the inputs
- Output will give a message when each device is connected and disconnected
- Four lights per desk on the output to show which button has been pressed
- Reset button on the output to clear all current information
- Possible wireless input devices for future designs

Research/Analysis

 Different types of connections for the hardware input: Bluetooth, RF, wired connection. Separate input device for each desk. One output that runs on the teachers computer

Potential Applications

 To incorporate this into classrooms to help with teacher and student communication during class. This will help with students that don't want to say if they don't understand a question because they fell like they are the only one. It will allow the teacher to know who doesn't understand but not any of the other students.

