

Integrating Distance Education into Mobile Devices Using Adobe Connect Pro

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ABSTRACT

This article aims to promote Adobe Connect Pro on online learning as a discussion platform in an online class. Digitalization in higher education using digital learning platforms such as adobe connect pro is currently broadly used as educational media. In the research context, Adobe Connect Pro is utilized as a discussion platform in the online class. Digital learning Platform enables providers to deliver academic programs via digital learning platforms, facilitating communication and enabling knowledge preservation, selection, and distribution. Using a qualitative study, this article investigates how Adobe Connect Pro allows teacher trainers to collaborate by offering a forum for real-time reflection and debate on student-teacher video performance, which is a natural extension of a forum. The result of the observation shows that Adobe Acrobat Connect Pro's online discussion forum promotes students' learning interests and accommodates a variety of learners, including those with special needs who may find it challenging to be physically present in the traditional classroom all of the time or to keep up with the other students. It promotes inclusive learning by allowing anyone to learn at their own pace and schedule and freely participate in platform discussions. In conclusion, discussion forums using Adobe Acrobat Connect Pro have immense potential to push students to learn.

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1. INTRODUCTION

The Covid-19 outbreak, which spread over the globe, has had an impact on many facets of society, including education (Maftuhin et al., 2021). Students began using digital tools extensively in class and at home, which has now become mandatory (Ranchordas, 2020). According to (Bahasoan et al., 2020),

online learning can serve as a learning asset and media and save understudies' enthusiasm for learning during the pandemic times. Higher education's digital learning platform has been addressed for the past decade, and the vision covers a wide range of topics, including communication tool use (Bond et al., 2018). An important strategy is to reimagine the learning process using technology, such as creating a digital learning platform (Gafurov et al., 2020; Jackson, 2019).

Every contemporary educational institution is always embracing new technological tools and platforms in an effort to enhance the teaching and learning process (Onyema, 2020). The use of technological aids in the classroom is now expected of both trained educators and their pupils. ICT has a significant impact on students' ability to learn, interact, and innovate. The level of knowledge among students might go up or down depending on how widely disseminated information and communication technologies are.

We know far too little about the digital learning platform phenomenon, practically and intellectually. The most crucial lesson learned during a pandemic is dealing with internet equipment (Anhusadar, 2020). Higher education is being transformed by online education. There are multiple attempts to address various issues in the application of online lectures, such as selecting an easy-to-implement, easy-to-access platform with little internet quota utilization. The platform has the potential to increase student engagement in learning. Adobe Connect Pro is one of the systems that higher education has chosen.

Adobe Connect Pro is a prospective solution to help students connect across geographical and cultural borders in a virtual environment to improve interactions and engagement. It has become a valuable tool in teaching and learning due to technological improvements. Although Adobe Connect Pro has been proven to be an effective instructional tool, there have been few studies on its use at colleges. Adobe Acrobat Connect Pro's impact on student accomplishment is critical because synchronous learning is becoming more widespread in higher education.

This article aims to examine the impact of Adobe Connect Pro on online learning. They are examining the highlights of the literature on Adobe Acrobat Connect Pro's interaction with digital learning. The current study established an online discussion forum utilizing Adobe Connect Pro to improve interactive learning and robust communication between students and their teachers in higher education. The forum provided a venue for fruitful discussions, idea-generating, and knowledge sharing. For instructors, students, educational institutions, and stakeholders in Indonesia, this will accurately understand the digital learning platform and educational paradigm shift because no specific study has improved the use of Adobe Connect Pro in an online class in higher education.

2. METHODS

This article used qualitative research as the method of the study. A literature review was chosen as the technique of the research. Ten articles were used as the data sources in this study. Those writings were published in international journals. The keywords used to search the database were "distance education", "mobile devices", "Adobe Connect Pro", "Adobe Connect Pro in phone". The articles were selected by the year of publication from 2014 until 2022. The topic of the study was framed as digital infrastructure based on a sociotechnical approach. Digital infrastructure is a network of interconnected users, technology, and organizations that are not built from the ground up (Hanseth & Lyytinen, 2016) but rather evolve through innovation, adoption, and scaling (Henfridsson & Bygstad, 2013). This means that the evolution of digital infrastructures is a mix of top-down and bottom-up management. The interaction of affordances at the user level and the associated technologies with domain representations are integral to digital infrastructures (Bygstad et al., 2016).

3. FINDINGS AND DISCUSSION

3.1 *Digitalization in Higher Education*

In the twenty-first century, higher education is essential for creating new knowledge (Sam & van der Sijde, 2014), and digital technologies are essential for fulfilling this promise (Selwyn, 2016). The business is also becoming more commercialized, especially in English-speaking nations where private sector methods benefit higher education (Pucciarelli & Kaplan, 2016). In terms of digitization, universities have fallen behind other industries, claim some researchers (Rodríguez-Abitia & Bribiesca-Correa, 2021).

Universities have a tradition of having decentralized systems that cater to the local, regional, and professional demands of the researcher's national and worldwide networks. Because of this, there is a conflict between governments' desires to adopt centralized methods driven by strategic thinking (Pucciarelli & Kaplan, 2016) and the requirement for self-management and control among the various professional specialties, which is controlled by local knowledge optimization. As a result, both the top-down and the bottom-up processes of digitalization are occurring in higher education. Academic staff members are more interested in the potential advantages of digitization for research and learning. The centralization of IT and governance to enable more efficient processes has been a focus at the strategic level.

The process-focused stream of digital education focuses on online learning environments, the distribution of digital content, including PowerPoint presentations and videos, as well as the dissemination of learning goals, homework assignments, and assessments. By the time of the 2012 Corona Crisis, Massive Open Online Courses (MOOCs) were a well-established communication tool for online learning (Kaplan & Haenlein, 2016). MOOCs made significant strides that year. The knowledge-oriented digital subject stream focuses on domain knowledge in digital form. This can be transactional data for computer science programming, medical e-learning platforms, or economics econometrics courses. Digital representation of knowledge has an impact on many fields and opens up new learning forms thanks to two essential features: information visualization and creative learning formats.

The adoption of a digital learning environment in higher education has been slow (Jackson, 2019; Rodríguez-Abitia & Bribiesca-Correa, 2021). We think that one of the key reasons is that dual digitalization, or the rise of digital education and digital subjects independently, has been a barrier, based on the data above. On the other side, the Covid-19 pandemic forced universities to go into lockdown mode, pushing them to implement communication technologies, pedagogical advances, and organizational restructuring to create a digital learning space.

3.2 *Digital Learning Platform*

Higher education institutions play an essential role in knowledge growth; hence, their contact, local or worldwide, is crucial. According to the types of learning, learning transformation and knowledge management is very significant. A shift in information technology necessitates a shift in communication. Transformative learning, which aspires to share and experiment, becomes a fundamental concern in transforming the learning setting in this way. It is critical to get new adaption by experiencing new responsibilities through new context frameworks and learning methods. The higher education system must adapt to new learning environments created by new technologies and pedagogies (Altinay et al., 2019).

Digital transformation in higher education can be defined as employing digital technology to modify or develop new teaching and learning methods, culture, and experiences in existing communities to satisfy changing educational and societal needs. A successful virtual mobility paradigm was established at New York State University in Collaborative Online International Learning (COIL). The COIL method emphasizes shared interactive courses, stressing experiential learning and offering

fellow students a chance to get to know each other while generating essential projects together by bringing classes from two (or more) countries online.

In this setting, examining the possibility of virtual internationalization to expand access to an international experience for non-traditional students and underserved populations becomes critical and strategic. Digital learning Platform enables providers to deliver academic programs via digital learning platforms, facilitating communication and enabling knowledge preservation, selection, and distribution.

3.3 Adobe Connect Pro as Educational Media

Learners can obtain the knowledge they need through a range of multimedia options. The courses are delivered using virtual learning environments, allowing students to be more engaged in their studies and achieve their learning objectives. Compared to traditional face-to-face classrooms, virtual learning environments are thought to give more convenience, flexibility, feedback, and personalized learning.

Educational media is becoming increasingly personalized, mobile, and portable, and recent advancements in communication technology have allowed educators to establish new educational models. E-learning has a lot of potential for giving learners a lot of exposure to the target topic. Learners can undertake self-learning anywhere and at any time using computer technology. Students' attitudes are one of the most critical aspects of effective teaching and e-learning quality.

Adobe Connect Pro is a video editing program that may be used to create audio-visual or video content. Adobe Connect Pro is a video editing software that includes 45 video effects and 12 audio effects to change the display pattern and create video and audio animations. Among these effects, 45 require a high-quality graphics card, and three may only be used with a graphics card from AMD or NVIDIA to generate video clips. Adobe Connect Pro has 30 different transitions to make switching from one video clip to the next more dynamic. Some broadcasts additionally necessitate the use of an AMD graphics card.

Adobe Connect Pro is a popular video conferencing software frequently used in higher education. This technology allows for informal online meetings, small group collaboration, and more extensive webinars, allowing participants to communicate with one another via video, sound, and desktop sharing. The key benefit of Adobe Connect Pro for this project is that it allows teacher trainers to collaborate by offering a forum for real-time reflection and debate on student-teacher video performance, which is a natural extension of the forum.

3.4 Adobe Connect Pro as Discussion Platform in Online Class

Çelikbaş (2018) looked at how students in live learning conversation classes responded to the Adobe Connect Pro Live Learning Program (LLP). The findings revealed that LLP was a remarkable language tool that assisted pupils in speaking and practising a foreign language more effectively than predicted. (Vurdien & Puranen, 2018) investigated how students from Spain and Finland gain intercultural competency through the use of Adobe Connect Pro and their views toward utilizing this learning tool. According to the findings, the participants' opinions toward utilizing Adobe Connect Pro were good, and they were interested in learning about each other's cultural qualities.

Basaran and Yalman (2020) aimed to create a scale to assess students' feelings about using interactive web-conferencing systems in online courses. Adobe Acrobat Connect was said to create an effective learning environment for participants to participate in training by connecting with faculty members actively. Furthermore, the findings revealed that Adobe Connect enabled students to share their experiences and collaborate.

Adobe Connect Pro is an online discussion forum that may be used to have meaningful discussions about assignment subjects or course content. Various perspectives and information can be gathered from various sources and contacts. They can be used to complete class tasks, develop ideas, and brainstorm for writing exercises (Rueckel et al., 2020). Students may be more engaged and committed

to class activities if they have access to various viewpoints and materials. A well-designed and implemented online discussion board can improve student engagement, collaboration, motivation, and other social constructivist learning qualities, claim (Hess et al., 2016). In an empirical study (Tella & Adu, 2014) found that one advantage of online forum membership is the promotion of academic support.

Teachers can use Adobe Connect Pro to create an online discussion forum to share and exchange teaching experiences and skills and serve as a repository for content in other media (Eden et al., 2019). After the typical classroom experience, students and professors can contribute lesson videos for further study. This can improve students' learning experiences while also allowing teachers to measure the quality of their instruction and students' development. An online discussion forum supplements the traditional teaching method. Due to insufficient time allotted for a course, a teacher may not be able to finish a specific lesson or topic. Still, they can use the options provided by ODF to post such lessons or materials for further discussion with the students.

One of the most enticing features of utilizing Adobe Connect Pro to create an online discussion forum is that it allows students to take control of their learning, encouraging them to generate or develop knowledge quickly. Learners can readily connect with other learners online, which allows them to share learning resources, ideas, and skills in related fields. It has evolved into a tool for integrating technology into teaching. Many educational institutions have recognized the expanding benefits of online discussion forums. Some are beginning to make participation in e-learning platforms in the school mandatory for students and teachers to strengthen their digital literacy abilities.

Adobe Acrobat Connect Pro's online discussion forum promotes learning interest. It accommodates a variety of learners, including those with special needs who may find it challenging to be physically present in the traditional classroom all of the time or to keep up with the other students. It promotes inclusive learning by allowing anyone to learn at their own pace and schedule and freely participate in platform discussions. Everyone gets ample opportunities to be heard and connect with other classmates through online discussion forums, providing parity among all voices in the classroom and less fear for shy pupils. Given the advantages listed above, it is clear that online discussion forums have immense potential to push students to learn.

Çelikbaş (2018) demonstrated that Adobe Connect Live Learning Program is a powerful language learning tool. It enabled students to speak and practice a foreign language more effectively than expected. Vurdien & Puranen (Vurdien & Puranen, 2018) evaluated students' perceptions regarding utilizing Adobe Connect to improve intercultural competency in Spain and Finland. (Basaran & Yalman, 2020) found that the participants were enthusiastic about utilizing Adobe Connect and were curious about each other's cultural characteristics. Adobe Acrobat Connect created an excellent learning environment in which users could actively participate in trainings, exchange their experiences, and collaborate. (Ahmed et al., 2021) investigated the effects of synchronous and asynchronous learning styles in academic writing and discovered that synchronous feedback improved participants' writing quality and motivation.

3.5. Tips and Tricks

With the help of volume and video, Adobe Connect and Open Meeting can be used for remote education, teleconferences, seminars, and conferences. There are two ways to gain access to the feature: registered users and visitor users. Guest users are welcome to attend meetings at the discretion of the meeting host. Adobe Connect is a paid and licensed program that allows video conferencing over the internet using a scanner. Open Meetings, on the other hand, works through a scanner, like Adobe Connect, and allows for video conferencing over the internet, but it is free and has a public code, unlike Adobe Connect. Although these two programs have the same purpose, they operate in distinct ways. It increases student cooperation, making learning more productive, effective, and long-term.

It allows for education at any time, anywhere, and while moving. In comparison to other digital platforms, Adobe Connect usage on mobile internet has increased as the number of smartphones has

grown. With the rise of mobile internet, the use of distance education as mobile has contributed to education at any time and from any location. Through the usage of mobile distance education, users can also engage in interactive learning. Access to distant education opportunities via mobile devices makes it possible to learn without regard to time or location. As a result, information is easier to retrieve at any moment, and it becomes permanent information since it is used right away.

4. CONCLUSION

Digital learning platforms allow service providers to provide educational courses, streamlining teamwork and facilitating knowledge collection, curation, and dissemination. Adobe Connect Pro's forum is a natural extension of the forum, allowing teacher trainers to discuss and analyse student-teacher video performances in real-time. Adobe Acrobat Connect Pro's online discussion forum sparks students' enthusiasm for learning and accommodates a wide range of students, including those with special needs who may struggle to maintain continuous classroom attendance or keep up with their peers. Discussions on the platform can be joined at any time, regardless of location, fostering a more open environment for learning. As a result, it is recommended that academics in the future investigate the best ways to implement this tool in the delivery of specific types of distance education.

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