

ADR EduCentre: Unlocking the Secrets of Learning Alternative Dispute Resolution

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Abstract: *adopting technology while learning Alternative Dispute Resolution (ADR), students are encouraged to embrace new tools and platforms that facilitate the resolution process. This includes learning how to effectively use online platforms through the introduction of a website known as ADR EduCentre as the ultimate hub for them. ADR EduCentre provides students with a comprehensive range of resources and interactive learning materials to enhance their understanding of ADR. This webpage can also be a platform to exchange ideas for research collaboration with other researchers, for professional networking, and as a valuable resource for accessing relevant research materials and references to support their work. By using doctrinal library-based research, this article aims to explore the various ways in which the website can benefit students in their pursuit of mastering their academic journey. The research found that ADR EduCentre offers students access to a vast collection of case studies, articles, and scholarly publications related to ADR. This wealth of information allows students to deepen their knowledge and gain insights from real-life examples and expert opinions. Overall, ADR*

EduCentre serves as an invaluable resource for students looking to excel in their studies and other skills. By combining theoretical knowledge with practical application, it is hoped that ADR EduCentre may equip students with a well-rounded understanding of ADR methods, preparing them for success in their future careers.

Keywords: *Alternative Dispute Resolution, Educational Website, Technology, University Student, Malaysia.*

1. INTRODUCTION

Learning subjects that require more concentration in memorising, such as law subjects, by way of traditional teaching methods is known to be dull and lame. In motivating the students, the use of information and communication technologies should be implemented (Becerra & Escobar, 2023). One of the subjects is ADR, or Alternative Dispute Resolution Law, in which students must learn to comprehend the various methods of resolving disputes outside of the conventional court system. This subject is very important as it equips students with the skills necessary to effectively navigate and resolve conflicts in a more efficient and cost-effective manner. It encourages the development of critical thinking and scientific abilities, communication skills, social skills, teamwork and responsibilities, values, ethics, and professionalism in the field of ADR. Nevertheless, understanding the fundamental concepts, philosophies, and general principles of alternative dispute resolution techniques in a typical learning session always makes the students feel bored and uninterested in the subject matter.

The integration of digital learning tools and platforms may have brought a new level of excitement and engagement to the subject. Using technology in the learning process is very common in today's education system. The usage of the technology has increased since the COVID-19 pandemic and has continued until today. With the advancement of internet technology in all fields, the traditional learning process of face-to-face teaching also needs to

transform into a digital learning environment. While Rihatno et al. (2023) discovered that using Google Sites had a good impact on the educational learning experiences of elementary school students, university students should also have the same impact.

This shift has led to the widespread adoption of Alternative Dispute Resolution (ADR) methods in online education. Over the last three decades, websites have become one of the most important platforms on the internet for disseminating information and providing services to society (Morales-Vargas et al., 2023). Websites also play an important role for universities current and prospective students (Macakoğlu et al., 2023). ADR is one of the law subjects that can be effectively taught through digital platforms. With the ability to provide faster, cheaper, and easier access to up-to-date academic information, it can be said that websites are now among the most comprehensive information platforms available on the web (Gharibe Niazi et al., 2020). This shift towards digital learning has not only made studying law more enjoyable but also more accessible to a wider range of students who may not have had the opportunity to pursue legal education in the past.

Through the introduction of the ADR Educentre website, ADR offers a refreshing and engaging approach to learning law subjects. It has revolutionised the way students acquire knowledge and has made learning more interactive and engaging with the creation and use of Open Educational Resources (OER), which started in 2002 (Altunay, 2013). The objectives of designing an ADR website for students are to offer extensive resources and assistance to university students with an interest in ADR. This website also aims to provide every possible support to ensure that students have access to the necessary tools and information to succeed in their ADR academic journey. Thirdly, this platform aims to provide a user-friendly interface and up-to-date content, facilitating their access to the most current information and tools required for success in the field of ADR. Having said that, the website hopes that it may promote awareness and a better understanding of ADR among students. Figure 1 below provides an overview of the ADR EduCentre home page and its main features.

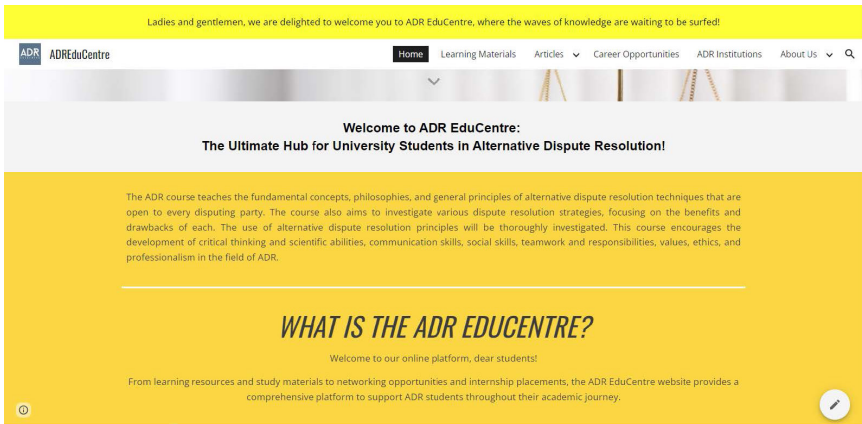


Fig. 1: The frontpage design of the ADR EduCentre website, accessible through the <https://sites.google.com/uitm.edu.my/adreducentre/home>

One of the main roles of OER in education is that they serve the aim of education for all (Altunay, 2013). Therefore, this research aims to explore the benefits of using the ADR Educentre website as the ultimate hub for the university's students to learn and understand the subjects using technology-based platforms. In line with the SDGs, which emphasise inclusive and equitable quality education for all, this research highlights the novelty of interactive learning media based on websites, which allow students to learn at their own pace and from anywhere with an internet connection. Interestingly, the website has recently been awarded the Gold Award in the Open Educational Resources (OER) category.

This esteemed acknowledgment serves as evidence of the website's dedication to offering educational resources of superior quality that are readily available to not just university learners but also to individuals across the globe seeking knowledge. The Gold Award recognises the significant influence of the website in revolutionising the field of education and enabling everyone to acquire knowledge irrespective of their geographical location or financial limitations. Figure 2 demonstrates the most recent accomplishments attained by the ADR EduCentre website for the current year.



Fig. 2: A certificate of achievement for outstanding performance in the International E-Content Development Competition 2023 (eCONDEV 2023)

Additionally, the research will also examine the role of technology in enhancing the learning experience and understanding of these methods among students. Since it offers accessibility and convenience, this research would like to see the practicability and usefulness of enriching the student's understanding of alternative dispute resolution methods.

2. METHOD

This research adopts a qualitative approach under the doctrinal-based research methodology in exploring the research area. By using the online library database and keywords such as “educational website”, “alternative dispute resolution”, “technology”, “university student” and “Malaysia”, the authors collect secondary data through relevant journal articles, newspapers, reports, and textbooks.

The collected data is then analysed and interpreted to identify patterns, themes, and relationships related to the research area. This comprehensive approach allows for a deeper understanding of the educational website's

role in alternative dispute resolution for university students in Malaysia. The discussion of the research data findings highlighted several key trends and patterns that emerged from the analysis, particularly in utilising the role of technology for students who are embarking on their own ADR learning journey.

3. RESULTS AND DISCUSSION

Becerra and Escobar (2023) contended that the educational process needs to keep changing in order to restore values and improve the way students interact with each other both in and out of the classroom.

This will make learning more meaningful. ADR EduCentre is a website that provides a one-stop centre of educational resources and services to help law students, especially in ADR subjects. From learning resources and study materials to networking opportunities and internship placements, the ADR EduCentre website provides a comprehensive platform for students to achieve their academic goals and excel in their studies. The website offers a wide range of interactive tools and multimedia resources that cater to different learning styles, making it easier for students to grasp complex concepts and techniques.

Additionally, the platform allows students to connect with experienced practitioners and experts in the field, providing valuable insights and guidance for their future careers in alternative dispute resolution.

There are several advantages and benefits to learning ADR through websites:

1. Accessibility of Online Resources

As educational institutions in Malaysia encourage online sessions nowadays (Sani, 2019), there are many innovations in learning, including the development of websites. With just a few clicks, the students can access a vast library of materials anytime and anywhere from the comfort of their computers, eliminating the need for physical textbooks or limited access to resources (Haleem et al., 2022). This not only saves time and money but also ensures that students have equal opportunities to excel in their studies regardless of their location or circumstances. With the information from the

ADR EduCentre, Figure 3 shows a number of important and trustworthy examples of resources that can be used for studying and learning. These resources include peer-reviewed journals, relevant statutes, and textbooks.

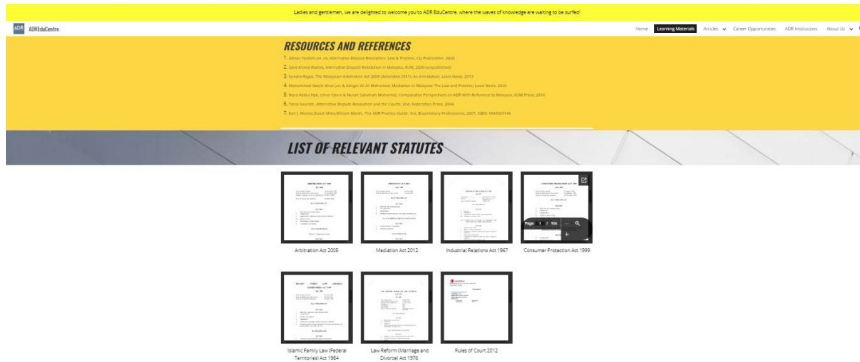


Fig. 3: The list of pertinent and trustworthy resources available on the ADR EduCentre website.

The website is also a centralised platform where it can facilitate student-professional connections, enhancing networking and growth opportunities in conflict resolution. Even though there is no direct guidance from the educators, which makes the students struggle to effectively apply their knowledge, the websites give the students opportunities to engage in online forums and discussions with experts and peers. Actively engaging in online forums and discussion boards can help students exchange ideas and perspectives, enhancing their understanding of ADR concepts.

2. Flexibility in Self-Paced Learning

Besides, the website offers highly practical resources in addition to educational events, so students can learn at their own pace, allowing them to delve deeper into topics they find challenging or move quickly through material they grasp easily. This personalised approach to learning promotes a deeper understanding and retention of the subject matter. They can also access the website from any location with an internet connection, making it convenient for users on the go. There was research by Gellischet al. (2023) that shows the good effects of online learning and teaching strategies may make students more psychologically aroused by lowering parasympathetic activity, increasing sympathetic activation, and raising cortisol levels in

those who participated. Additionally, the website is compatible with various devices, such as smartphones, tablets, and laptops, ensuring accessibility across different platforms and subsequently upholding the concept of BYOD (Bring Your Own Device) (Sani, 2019). Similarly to ADR EduCentre, it is available on any device and enables students to access the materials and services from any location, making it a versatile and user-friendly platform. As shown in Figure 4, the seamless compatibility across several devices offers a smooth and consistent user experience for people with varying technological preferences.

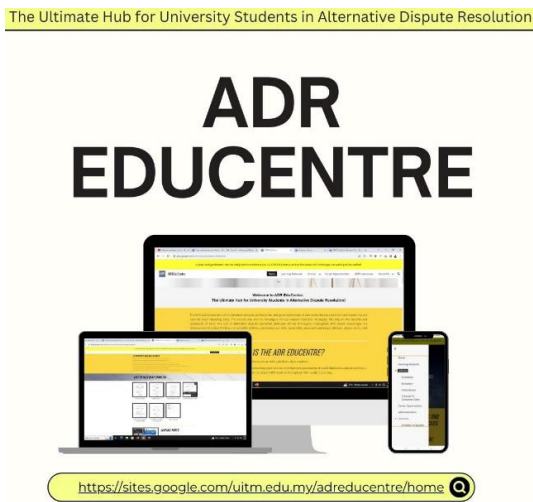


Fig. 4: ADR EduCentre is accessible on any device, including a computer, laptop, or smartphone.

3. Availability of Wide Learning Materials

Aiming to be the one stop centre for ADR students, the website provides access to a wide range of learning materials, including interactive videos, online materials, and notes. This abundance of resources allows students to explore different perspectives and engage with diverse content, enhancing their overall learning experience. Additionally, the websites often offer supplementary materials, such as recent general articles on ADR in Malaysia, further enriching the learning process. This can avoid any potential drawbacks of online learning, such as misinformation or unreliable sources. The educators themselves will regularly review and revisit the

materials and resources provided by the websites to reinforce and enhance the learning experience. By providing access to recent general articles on ADR in Malaysia, students can stay updated with the latest developments and trends in the field, as presented in Figure 5. This not only enhances their knowledge but also helps them understand how ADR is being applied in real-world situations, making their learning experience more practical and relevant.

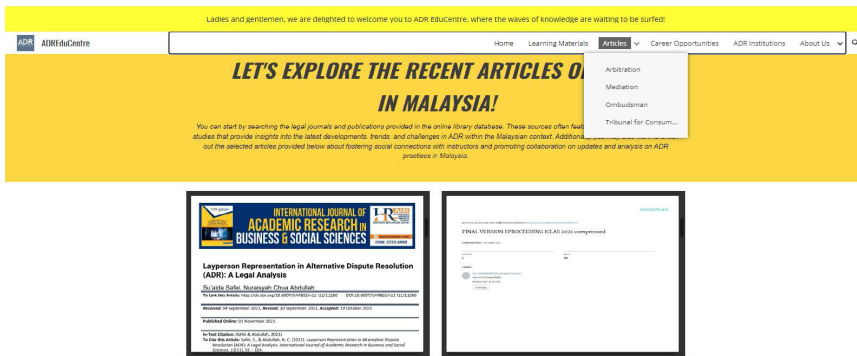


Fig. 5: One of the exclusive features on the ADR EduCentre websites.

Besides, in line with the SDG4, which emphasise inclusive and equitable quality education for all (Haleem et al., 2022), this research highlights the novelty of interactive learning media based on websites. The novelty of designing an ADR website for students lies in its focus on new viewpoints and creative methods for learning ADR subjects, which eventually cater specifically to the needs and interests of young individuals who are more into digital and technological learning processes. By presenting information in a relatable and engaging manner, the website can effectively capture the attention of students and encourage their active participation in learning about ADR. This includes the ability to access a broader range of viewers from different institutions (Kuppusamy & Balaji, 2023).

Furthermore, the inclusion of practical skills training sets this platform apart from traditional educational resources, providing students with valuable tools and the latest research in ADR through various educational activities such as workshops, seminars, and guest speaker events, which they can apply in their personal lives and future careers. The webpage can also be a

platform to exchange ideas for research collaboration with other researchers, including international ones utilising it for professional networking, and a valuable resource for accessing relevant research materials and references to support their work.



Fig. 6: A visit to Universitas Trisakti, Indonesia for international research collaboration purposes

In the end, digital technology can help improve the educational process by being more interactive, allowing easier sharing of knowledge, and increasing enthusiasm in learning sessions (Haleem et al.,2022). Utilising the role of technology in enhancing the learning experience can provide inspiration and motivation for students who are embarking on their own ADR learning journey. The effectiveness of web-based learning for ADR subject matter can also encourage students to explore and engage with online platforms and resources, leading to a more interactive and dynamic learning experience. Additionally, having an ADR website specifically designed for students has significant commercialization potential. By providing a platform for students to access alternative dispute resolution services, the website can attract a large user base and generate revenue through various means, such as advertisements, premium subscriptions, or partnerships with educational institutions. It can attract various businesses and organisations that cater to student needs, such as accommodation providers, textbook sellers, and tutoring services.

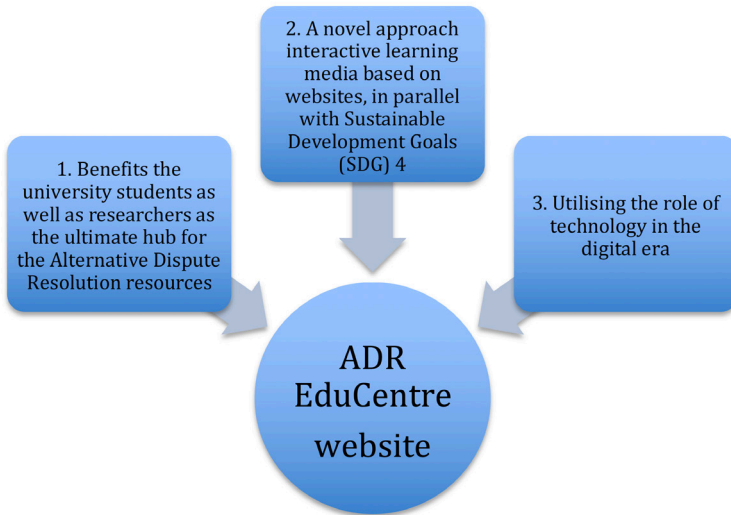


Diagram 1: The objective of designing and developing a one-stop centre of ADR EduCentre

4. CONCLUSION AND RECOMMENDATIONS

All in all, ADR EduCentre, as one of the creations of Open Educational Resources (OER), provides extensive assistance and benefits to university students in understanding alternative dispute resolution. In preparing a lifelong learning process, it is a valuable resource for university students looking to gain comprehensive and practical knowledge and equips them with the necessary skills to effectively learn the subject within the technological world. With its commitment to unlocking the secrets of learning ADR, ADR EduCentre is an excellent platform for anyone interested in enhancing their conflict resolution abilities, including international researchers who seek to explore the latest advancements of ADR in Malaysia. It is agreed that the role of technology for students is vital, as it enhances their learning experience and prepares them for the digital age. From the findings, the researchers agree that the ADR EduCentre website provides practicability and usefulness in enriching the students' understanding of alternative dispute resolution methods.

The research recommends continued research and development to further improve its effectiveness and applicability in various contexts. In addition, it shows that researchers, practitioners, and policymakers need to work together to create strategies based on evidence that encourage the use of the ADR EduCentre websites in all Malaysian institutions. For the new methods, future research can conduct surveys or interviews to gather feedback on the usability and effectiveness of the website in meeting the students' learning needs. Additionally, future research can also explore the impact of website design and interface on user satisfaction, as well as investigate any potential barriers or challenges that they may face while navigating the website.

5. CO-AUTHOR CONTRIBUTION

The authors affirmed that there is no conflict of interest in this article. Collaboratively, authors 1, 3, 4, 5, and 6 meticulously conducted the literature review and engaged in fruitful brainstorming sessions to shape the ideas presented. Meanwhile, author 2 took charge of meticulously crafting the research methodology and compiling all the findings into a comprehensive article.

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