



High-Impact Teaching Practices and Their Role in Enhancing Student Engagement in Physical Education Lessons

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ABSTRACT

This study aimed to examine the extent to which high-impact teaching practices are implemented in physical education lessons and to assess the level of effective student engagement during these lessons, as well as to analyze the relationship between these practices and student participation. The research employed a descriptive method using survey and correlational approaches. The population consisted of physical education teachers in middle schools under the Nineveh Education Directorate, totaling 495 teachers across 324 schools. A sample of 217 teachers was selected and divided into three groups: an exploratory sample of 7 teachers, a preparation sample of 126 teachers, and a final application sample of 84 teachers. Data were collected using two questionnaires developed by the researcher, each consisting of 15 items. The first questionnaire measured the level of implementation of high-impact teaching practices in physical education lessons, while the second assessed the effectiveness of student engagement during the lessons. The collected data were analyzed using appropriate statistical techniques. The results indicated that the implementation of high-impact teaching practices in physical education lessons was at a moderate level. Similarly, the level of student engagement during physical education lessons was also found to be moderate according to teachers' perspectives. In conclusion, the study highlights the need to improve the application of high-impact teaching practices to enhance effective student participation in physical education learning.

Key words: *High Impact Teaching Practices, Effective Student Engagement.*



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INTRODUCTION

Teaching is a complex and dynamic process that involves not only the transfer of knowledge but also the development of students' skills, attitudes, and values. In the educational process, teaching is understood as an interaction between teachers and students where both parties play active roles in achieving learning objectives.

Effective teaching requires careful planning, the formulation of clear learning goals, and the selection of appropriate instructional strategies that accommodate diverse student characteristics and learning styles. Through the use of varied approaches such as discussions, collaborative learning, and practical activities, teachers can foster deeper understanding and improve the quality of learning experiences (Hattie, 2012).

Effective teaching practices must be supported by instructional strategies that promote active learning and meaningful student engagement. Active learning encourages students to participate directly in the learning process through discussions, problem-solving activities, group collaboration, and hands-on experiences. These approaches help students construct knowledge more effectively and develop higher-order thinking skills. Learning environments that emphasize participation and interaction have been shown to significantly enhance student motivation and academic achievement (Freeman et al., 2014).

Another important factor in improving the effectiveness of teaching practices is the use of formative assessment and constructive feedback. Continuous assessment allows teachers to monitor students' learning progress and adjust instructional strategies accordingly. Feedback helps students recognize their strengths and weaknesses while encouraging them to take responsibility for their learning process. In addition, the integration of technology into teaching practices can create more interactive and engaging learning environments that are relevant to modern educational contexts (Black & Wiliam, 2009).

In recent years, the concept of high-impact teaching practices has gained increasing attention in educational research. These practices refer to a set of instructional strategies that have been empirically proven to significantly improve student learning outcomes. High-impact teaching practices emphasize meaningful interaction between teachers and students, active participation, collaborative learning, and continuous assessment to support student development. Such practices create supportive learning environments where students feel confident in expressing ideas and engaging in meaningful learning activities (Smith & Baik, 2021).

Active student participation is one of the core principles of effective learning. Students who actively engage in the learning process are more likely to develop deeper understanding, critical thinking abilities, and stronger motivation to learn. Instructional strategies that promote interaction, discussion, and collaborative activities enable students to become active contributors to their learning rather than passive recipients of information. This type of engagement not only improves knowledge acquisition but also develops essential skills such as communication, teamwork, and problem solving (Bardorfer, 2024).

Despite the recognized importance of high-impact teaching practices, their implementation in physical education learning remains a challenge. Physical education plays a crucial role in developing students' physical fitness, social interaction, teamwork, and overall well-being. However, many physical education classes still rely on traditional instructional approaches that emphasize competition and technical skills rather than student engagement and inclusive participation. As a result, some students may feel less motivated to participate, particularly those who have lower levels of physical ability or lack interest in competitive sports (Kirk, 2010).

Another issue frequently observed in physical education learning is the limited variety of instructional strategies and assessment methods used by teachers. Traditional teaching approaches often fail to accommodate diverse student needs, leading to reduced engagement and participation. Moreover, assessment practices in

physical education sometimes focus primarily on performance outcomes rather than students' efforts, progress, and participation. These conditions highlight the need for more innovative and inclusive teaching practices that can enhance student engagement and promote meaningful learning experiences (Casey & Goodyear, 2015).

Based on these conditions, there remains a research gap regarding how high-impact teaching practices are implemented in physical education lessons and how these practices influence effective student participation. Previous studies have emphasized the importance of active learning and student engagement; however, limited research has examined the relationship between high-impact teaching practices and student participation specifically in the context of physical education. Therefore, this study aims to analyze the implementation of high-impact teaching practices in physical education lessons and examine their role in enhancing effective student participation.

The novelty of this study lies in examining the relationship between high-impact teaching practices and student participation from the perspective of physical education teachers within the school context. The findings are expected to contribute to the development of more effective teaching strategies in physical education by providing empirical evidence on how high-impact practices can enhance student engagement, improve participation, and create more inclusive and meaningful learning experiences.

METHODS

This study employed a descriptive research design using both survey and correlational approaches to align with the research objectives. The descriptive method was chosen to describe the level of implementation of high-impact teaching practices and the effectiveness of student participation in physical education lessons, while the correlational approach was used to examine the relationship between these two variables.

The research population consisted of physical education teachers working in preparatory schools under the Nineveh Education Directorate during the academic year 2024–2025. The population included 324 preparatory schools with a total of 495 physical education teachers. From this population, a random sample of 217 teachers was selected using Thomas Thomson's formula for determining sample size with a 95% confidence level and a 5% margin of error.

The selected sample was divided into several sub-samples according to the stages of the research, as presented in Table 1.

Table 1. Distribution of the Main Research Sample

Sample type	Number of teachers	Percentage (%)
Exploratory	7	3.3
Preparation	126	58
Application	84	38.7
Main research sample	217	100

In descriptive scientific research, research instruments are used to collect the necessary data to achieve the research objectives. In this study, the questionnaire technique was used as the primary data collection instrument. Two questionnaires were developed by the researcher to measure the study variables.

The first questionnaire aimed to measure the level of implementation of high-impact teaching practices in physical education lessons, while the second questionnaire measured the level of effective student participation during these lessons. Each questionnaire consisted of 15 items. The construction of the questionnaires followed systematic scientific procedures to ensure their validity and reliability.

The formulation of the questionnaire items was based on an extensive review of relevant scientific literature.

1. Sources on High-Impact Teaching Practices

To construct items related to high-impact teaching practices, the researcher reviewed several recent scientific studies including Jarni & Gurr (2024), Awaji et al. (2024), Llangari et al. (2024), VanWyngaarden et al. (2024), Zaghoul (2024), Ali (2023), Deiparine et al. (2023), Reding et al. (2022), Raheem Hajji & Areej Khudr Hassan (2022), and Smith & Baik (2021).

2. Sources on Active Student Participation

To develop questionnaire items related to effective student participation, the researcher examined several recent studies including Bardorfer (2024), Sahara et al. (2024), Fatima et al. (2024), Li et al. (2024), Aminah & Regina (2024), Richardson & Ompoc (2024), Xiao (2023), Berti et al. (2023), Azhar Muhammad (2023), Degwale Tegegne et al. (2022), Sağlam et al. (2022), Alias et al. (2021), and Tesema et al. (2020).

3. Response Scale

The questionnaire items used a five-point Likert scale to measure respondents' perceptions. The response alternatives and their corresponding weights are shown in Table 2.

Table 2. Likert Scale Response Alternatives

Alternatives	Strongly Applies	Applies	Moderately Applies	Does Not Apply	Strongly Does Not Apply
Weights	5	4	3	2	1

An exploratory study was conducted using 7 physical education teachers selected randomly from the main sample. The purpose of this stage was to identify potential problems related to the clarity of questionnaire items, sequence of questions, and suitability of the instrument. Based on participants' feedback, necessary adjustments were made. The average time required to complete the questionnaires was approximately 23 minutes.

After the exploratory stage, the initial versions of the two questionnaires were administered to the preparation sample consisting of 126 teachers randomly selected from the main sample. This stage was conducted between 10 November and 12 November 2024 and aimed to evaluate the psychometric properties of the instruments.

The validity of the two questionnaires was determined using internal consistency validity, which measures the correlation between each item and the total score of the questionnaire. This method ensures that each item contributes effectively to measuring the intended construct. The results of the internal consistency analysis are presented in Table 3.

Table 3. Internal Consistency Validity of the Research Questionnaires

	Item	Correlation with the total score	Significance level		Item	Correlation with the total score	Significance level
High-Impact Teaching Practices Questionnaire	1	0.397	0.000	Effective Student Participation Questionnaire	1	0.337	0.000
	2	0.257	0.000		2	0.362	0.000
	3	0.712	0.000		3	0.705	0.000
	4	0.639	0.000		4	0.645	0.000
	5	0.768	0.000		5	0.764	0.000
	6	0.750	0.000		6	0.739	0.000
	7	0.366	0.000		7	0.448	0.000
	8	0.770	0.000		8	0.763	0.000
	9	0.704	0.000		9	0.703	0.000
	10	0.644	0.000		10	0.646	0.000
	11	0.698	0.000		11	0.706	0.000
	12	0.758	0.000		12	0.750	0.000
	13	0.757	0.000		13	0.764	0.000
	14	0.413	0.000		14	0.360	0.000
	15	0.483	0.000		15	0.423	0.000

The reliability of the questionnaires was assessed using the split-half method, where the questionnaire items were divided into two equal halves and the correlation between the two sets of scores was calculated. The reliability coefficient was then adjusted using the Getman formula to obtain the total reliability value. The reliability results are presented in Table 4.

Table 4. Reliability of the Research Questionnaires

Questionnaires	Half reliability	Total reliability	Processing
High-Impact Teaching Practices	0.864	0.924	Getman Formula
Effective Student Participation	0.842	0.912	Getman Formula

After confirming the validity and reliability of the instruments, the questionnaires were finalized. Each questionnaire consisted of 15 items, with a maximum score of 75 and a minimum score of 15.

The final versions of the questionnaires were administered to the application sample consisting of 84 teachers representing the final research group. The data collection process was carried out from 15 December to 17 December 2024.

After completing the data collection process, the data were analyzed using Statistical Package for the Social Sciences (SPSS). Several statistical techniques were employed, including percentages, arithmetic means, standard deviations, simple correlation coefficients, the Getman formula, the split-half method, the t-test for one independent sample, and the hypothetical mean. These statistical procedures were used to determine the levels reflected by the research questionnaires and to analyze the relationship between the study variables.

RESULTS AND DISCUSSION

To determine the levels of the items in the High-Impact Teaching Practices Measurement Tool and the Effective Student Participation Measurement Tool, the levels were calculated based on the range of distances between the weights assigned to the response options for each item. Table 5 presents the levels of the items in both measurement tools.

Table 5: Estimated scale according to the five-point Likert scale.

Alternatives	Class length	Level
Strongly does not apply	1.79-1.00	Low
Does not apply	2.59-1.80	
Moderately applies	3.39-2.60	Medium
Applies	4.19-3.40	
Strongly applies	5.00-4.20	High

Table 6. High-impact teaching practices questionnaire items levels

Item	Content	AM	SD	Level
1	The lesson includes activities that actively engage all students throughout	2.90	0.318	Medium
2	The lessons consider modifying sports activities to meet students' different skill levels and learning styles	2.92	0.308	Medium
3	Students are given opportunities to make choices in their activities and lesson plans	2.81	0.531	Medium
4	The lessons promote teamwork and collaboration among students	2.94	0.254	Medium
5	The teacher regularly assesses students' performance and understanding throughout the lesson	2.84	0.494	Medium
6	The teacher works to integrate culturally relevant activities that are consistent with the diverse backgrounds of my students	2.71	0.641	Medium
7	The teacher encourages students to take risks and try new activities in a supportive environment	2.90	0.399	Medium
8	The teacher uses technology to enhance the learning experience such as fitness apps and skills analysis	3.51	0.502	High
9	The teacher emphasizes the development of social and communication skills through the application of group activities	2.70	0.665	Medium
10	The teacher encourages students to reflect on their performance and set personal goals for improvement	3.58	0.632	High
11	The physical education lessons provided are fun and entertaining for all students	2.85	0.445	Medium
12	The teacher uses positive reinforcement to encourage student efforts and participation	3.42	0.509	High
13	The lessons contain a variety of instructional strategies based on the lesson objectives	3.12	0.362	Medium
14	The lessons include linking sports activities to real-life situations and fitness opportunities outside of school	2.85	0.423	Medium
15	The lessons prioritize the development of physical culture and enable students to engage in a wide range of physical activities	3.25	0.590	Medium
Questionnaire		3.02	0.438	Medium

AM: Arithmetic means; SD: Standard deviations

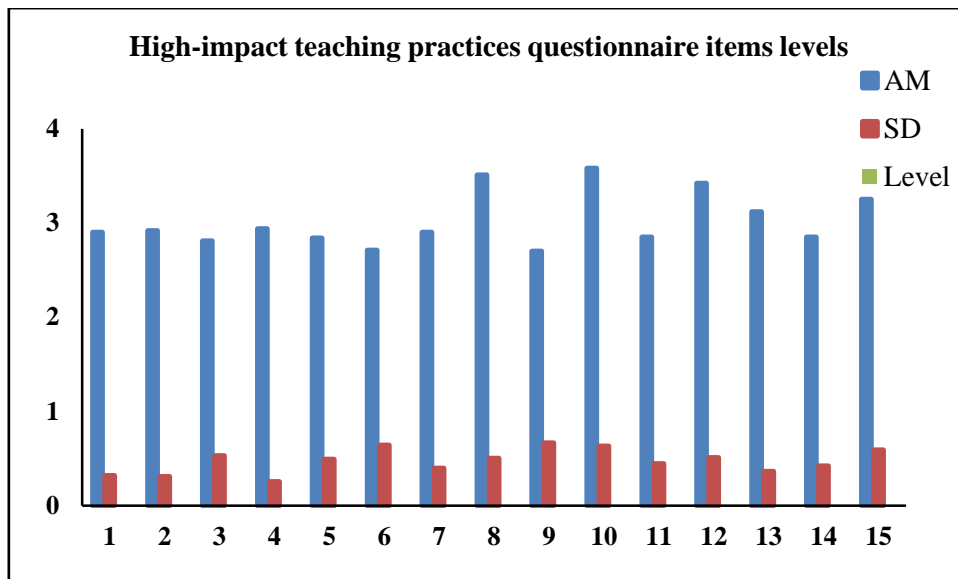


Figure 1. Shows the mean, standard deviation, and level of high-impact teaching practice.

Table 7. Effective student participation questionnaire items levels.

Item	Content	AM	SD	Level
1	All students actively participate in physical activities during the lesson	3.03	0.539	Medium
2	Students interact and cooperate with their peers during lessons	3.24	0.308	Medium
3	Students exert high levels of physical effort during all physical activities	3.42	0.531	High
4	Students use time effectively during physical activities with minimal downtime	3.06	0.254	Medium
5	Students encourage their classmates to participate and do their best	3.28	0.449	Medium
6	Students take the initiative to initiate or suggest activities during lessons	3.29	0.641	Medium
7	Students demonstrate a positive attitude towards participation in physical education lessons	3.43	0.467	High
8	Students involve their peers of different abilities in physical activities	4.05	0.502	High
9	Students actively seek and respond to feedback from teachers and peers	3.30	0.665	Medium
10	Students ask questions or ask for clarification about sports activities	3.34	0.632	Medium
11	Students consistently follow the rules and guidelines set for carrying out activities	3.15	0.445	Medium
12	Students willingly participate in individual and group activities	3.63	0.509	High
13	Students work together to solve problems or challenges that arise during games and activities	3.07	0.362	Medium
14	Students demonstrate team spirit, celebrate successes, and support each other	3.15	0.423	Medium
15	Students express enjoyment and enthusiasm for the activities presented during the lesson	4.19	0.607	High
Questionnaire		3.37	0.597	Medium

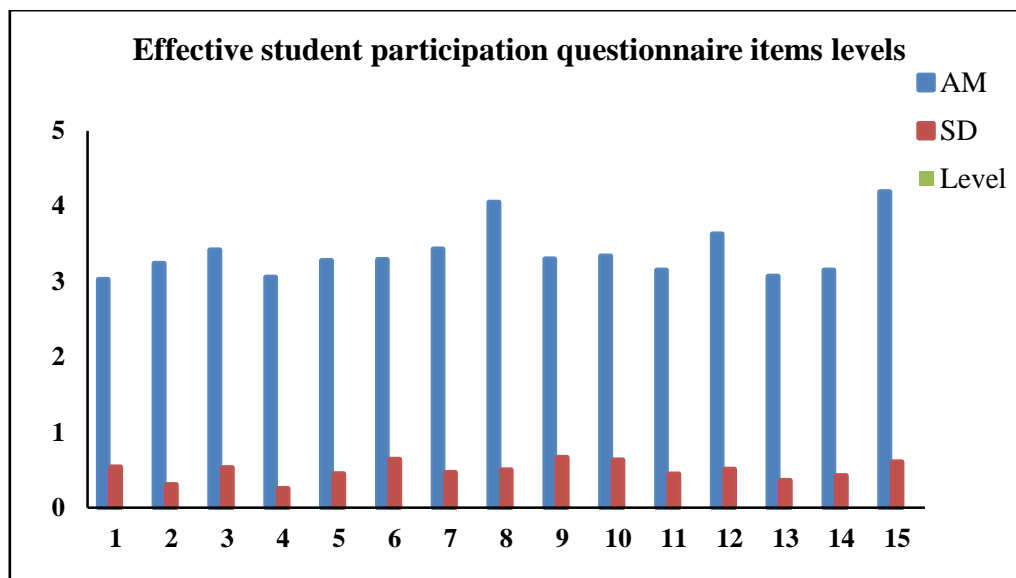


Figure 2. Shows the mean, standard deviation, and level of effective student participation.

Table 8. Role of high-impact teaching practices in effective student participation.

Research Variables		Correlation coefficient (r)	Contribution ratio (r ²)	F value	Significance level (SIG)
High-impact teaching practices	Effective student participation	0.723	0.523	225.828	0.000

Table (8) indicates a significant positive correlation between high-impact teaching practices and effective student participation in physical education lessons, with a correlation coefficient of 0.723. Additionally, high-impact teaching practices contributed significantly to effective student participation, accounting for 52.3% of the variance, as reflected by an F-value of 225.828 and a significance level of 0.000. This suggests that approximately 52% of the changes in student participation during lessons can be attributed to the implementation of high-impact teaching practices, while the remaining variation is influenced by other factors.

The researcher attributes the average results obtained from the questionnaire on high-impact teaching practices during physical education lessons, as shown in Table (6), to several key factors. One major reason is the lack of active student participation during the allocated lesson time. Additionally, lesson plans often fail to incorporate flexibility in designing sports activities that accommodate students' varying skill levels, learning styles, and needs. These lessons also provide minimal connections between sports activities and students' real-life experiences while neglecting to integrate elements of their cultural and social backgrounds. As a result, opportunities for physical development both inside and outside school are diminished.

Another contributing factor, according to the researcher, is the limited decision-making opportunities given to students regarding lesson plans and educational activities. This restriction negatively impacts the development of social skills and peer communication during lessons. Consequently, physical education classes lack an engaging and enjoyable environment, reducing their overall effectiveness in middle schools and becoming medium impact.

Ali (2023) emphasizes that high-impact teaching practices are essential for enhancing learning effectiveness during lessons. These practices focus on designing educational activities tailored to students' needs, leading to meaningful learning outcomes. By incorporating collaborative learning and discussions, students can develop critical thinking and decision-making skills while fostering interaction between students and teachers. This approach helps create a learning environment that promotes participation, engagement, and a sense of belonging (Ali, 2023, p. 70).

The researcher attributes the average results obtained from the questionnaire on effective student participation during physical education lessons, as shown in Table (7), to several key factors. One primary reason is the limited interaction among students during lessons and the low level of cooperation with colleagues when performing sports tasks. This lack of teamwork has resulted in minimal mutual support and encouragement, reducing students' willingness to participate actively and exert the necessary effort during sports activities. Additionally, there is a weak commitment to the rules and regulations governing physical education lessons, leading to challenges that require collaborative problem-solving.

Another contributing factor is the inefficient use of lesson time, with a significant portion being wasted on inactive aspects and frequent pauses during the execution of sports duties and activities. Furthermore, students' reluctance to seek assistance from teachers and peers for timely feedback—such as asking questions about unclear topics or sports skills—may have also played a role in this outcome. Moreover, many physical education lessons lack an environment that celebrates individual and group achievements, which inevitably impacts team spirit. As a result of these combined factors, student participation during lessons remains medium in terms of effectiveness.

Alias et al. (2021) highlight that active student participation is a crucial component in enhancing the learning process, as it enhances a deep understanding of educational content while also fostering communication skills. Through participation, students learn to articulate their ideas clearly and listen to others. Additionally, it builds self-confidence, makes students more willing to express their opinions, and strengthens teamwork and cooperation, thereby creating a positive and engaging learning environment (Alias et al., 2021, pp. 68–69).

The researcher attributes the significant correlation and positive contribution of high-impact teaching practices to effective student engagement, as shown in Table (8), to several key factors. High-impact teaching practices prioritize active learning, encouraging students to participate meaningfully in their education rather than adopting a passive role. Cooperative learning strategies play a crucial role in this process by fostering collaboration, social interaction, and teamwork within lessons, allowing students to work together toward shared goals.

The design of high-impact teaching practices works to accommodate diverse learning styles and needs and offers a range of activities and varying levels of challenge. This personalized approach helps students feel that their individual needs are being met, making them more likely to engage deeply and invest effort in their learning. Additionally, the integration of formative assessments in physical education lessons provides students with continuous feedback, allowing teachers to adjust their instructional strategies accordingly.

By implementing effective high-impact teaching practices, educators not only enhance student engagement but also contribute to a more dynamic and supportive learning environment. When lessons foster participation, cooperation, and personal

investment, students are more motivated to engage actively, ultimately leading to improved learning outcomes in physical education.

CONCLUSIONS

In conclusion, the findings of this study indicate that the implementation of high-impact teaching practices in physical education lessons in middle schools under the Nineveh Governorate Education Directorate is at a moderate level based on the perspectives of physical education teachers. Similarly, the effectiveness of student participation during physical education lessons is also categorized as moderate. Despite this condition, the study reveals that the application of high-impact teaching practices contributes positively to improving students' active engagement in various learning activities. Therefore, strengthening the implementation of these teaching practices is important to enhance student participation and create more effective and engaging physical education learning environments

RECOMMENDATIONS

It is recommended that physical education teachers strengthen the implementation of teaching strategies that actively engage students and enrich their learning experiences. Teachers should foster collaborative learning environments through cooperative learning activities, apply differentiated instruction to address diverse student abilities, and utilize formative assessments to provide continuous feedback that supports student improvement. In addition, connecting physical activities with students' interests and real-life applications can enhance the relevance and meaningfulness of learning. Teachers are also encouraged to create inclusive learning environments that promote active participation for all students through team-based activities, peer collaboration, and varied instructional methods that accommodate different skill levels. Furthermore, educational authorities within the Ministry of Education and its directorates are advised to utilize the developed questionnaires as evaluation tools to assess the implementation of high-impact teaching practices and to monitor the effectiveness of student participation across different subjects and educational contexts.

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