

INNOVATIONS IN TEACHING PEDAGOGY: FOR HIGHER ENGAGEMENT WITH MILLENNIALS AND GEN Z

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ABSTRACT

In today's rapidly evolving educational landscape, educators face the unique challenge of engaging millennials and Generation Z (Gen Z) learners. Millennials, born between the early 1980s and the mid-1990s, and Gen Z, born from the mid-1990s to the early 2010s, represent a generation that has grown up with technology at their fingertips. The study delves into exploring the impact of innovative teaching pedagogies on enhancing engagement levels among millennials and Gen Z learners. The study is based on the responses given by 100 teachers who teach millennials and Gen Z learners. It was found that innovative teaching pedagogies are effective in enhancing student engagement and improving student learning outcomes. First, they allow students to learn in a more active and engaging way. This is because innovative pedagogies often involve hands-on activities, group work, and problem-solving. Second, innovative pedagogies often incorporate real-world applications, which helps students to see the relevance of what they are learning. The findings of this study suggest that teachers should consider using innovative teaching pedagogies in their classrooms. These pedagogies can help to enhance student engagement and improve student learning outcomes.

Keywords: millennials, Generation Z, innovative teaching pedagogies, student engagement, student learning outcomes, active learning, hands-on activities, group work, problem-solving, real-world applications.

Introduction

In today's rapidly evolving educational landscape, educators face the unique challenge of engaging millennials and Generation Z (Gen Z) learners. Millennials, born between the early 1980s and the mid-1990s, and Gen Z, born from the mid-1990s to the early 2010s, represent a generation that has grown up with technology at their fingertips. Their experiences and preferences differ significantly from previous generations, necessitating innovative teaching pedagogies to foster higher engagement and effective learning outcomes.

Traditional teaching methods, which primarily relied on lecturing and rote memorization, no longer resonate with the millennial and Gen Z mindset. These digital natives possess a natural inclination towards interactive and experiential learning, driven by their extensive exposure to technology and information accessibility. To meet the needs and expectations of these learners, educators must adopt pedagogical approaches that harness technology, foster collaboration, and promote active participation.

One of the key elements in engaging millennials and Gen Z learners is the integration of technology in the classroom. These generations are inherently tech-savvy, having grown up in the age of smartphones, social media, and instant access to information. Utilizing technology tools, such as interactive whiteboards, educational apps, online platforms, and multimedia resources, can enhance learning experiences by providing dynamic and visually stimulating content. Incorporating virtual and augmented reality applications can further immerse students in realistic simulations and experiential activities, making complex concepts more accessible and relatable.

Moreover, the rise of social media and online communities has transformed the way millennials and Gen Z interact and communicate. Educators can leverage these platforms to create collaborative learning environments, enabling students to connect, share ideas, and learn from one another. By utilizing online discussion forums,

chat groups, and video conferencing, educators can foster peer-to-peer learning, encourage active participation, and create a sense of community within the classroom. Additionally, the use of gamification techniques, such as educational games and quizzes, can incentivize learning and make the educational experience more enjoyable and engaging.

Another crucial aspect of effective pedagogy for millennials and Gen Z is the emphasis on relevance and real-world applications. These generations value practicality and hands-on experiences that can be directly applied to their lives and future careers. Therefore, educators should design learning activities that bridge the gap between theoretical knowledge and practical skills. Project-based learning, case studies, and problem-solving exercises can provide opportunities for students to apply their knowledge in authentic contexts, fostering critical thinking, creativity, and problem-solving abilities.

Furthermore, personalized learning approaches are paramount in engaging millennials and Gen Z learners. These generations have grown up in a world of customization and personalization, where individual preferences and needs are prioritized. Adaptive learning technologies, intelligent tutoring systems, and individualized learning plans can tailor educational content to each student's unique learning style and pace, optimizing their engagement and comprehension. By providing learners with choices, autonomy, and the ability to direct their own learning paths, educators can empower them to take ownership of their education.

Some examples of innovative teaching pedagogies that have been implemented in higher education settings include:

- Flipped classrooms: In a flipped classroom, students watch pre-recorded lectures or other instructional materials outside of class and then use class time to engage in active learning activities, such as group work, problem-solving exercises, or discussions.
- Gamification: Gamification is the use of game-like elements in non-game contexts. In educational settings, gamification can be used to make learning more engaging and motivating by incorporating elements such as points, badges, and leaderboards.
- Project-based learning: Project-based learning is an instructional approach that focuses on students working collaboratively to solve real-world problems. This approach can be highly engaging for students because it allows them to apply what they are learning to real-world contexts.
- Virtual reality (VR): VR is a technology that allows users to experience a simulated environment. VR can be used in educational settings to provide students with immersive learning experiences that can help them to better understand complex concepts or to experience events that they would not otherwise be able to experience.

In conclusion, engaging millennials and Gen Z learners requires a shift in traditional teaching pedagogies to align with their preferences and learning styles. Technology integration, collaborative learning, real-world applications, and personalized approaches are essential components in engaging these digital natives. By embracing these innovative pedagogical strategies, educators can create dynamic and interactive learning environments that foster higher engagement, active participation, and meaningful learning outcomes for millennials and Gen Z.

The current study delves into exploring the impact of innovative teaching pedagogies on enhancing engagement levels among millennials and Gen Z learners. As the education landscape evolves to accommodate the needs and preferences of these digital-native generations, it becomes essential to identify effective approaches that resonate with their learning styles and motivations. This study aims to address this gap by investigating the implementation and outcomes of various innovative pedagogical strategies in higher education settings.

The rapid advancement of technology has revolutionized the way we access and process information, and millennials and Gen Z have been at the forefront of this digital revolution. With constant connectivity and instant access to vast amounts of information, traditional lecture-based approaches are no longer sufficient to capture and maintain their attention. Therefore, this study aims to examine how the integration of technology, such as interactive digital tools, multimedia resources, and online platforms, can enhance engagement and active participation among millennials and Gen Z learners.

The findings of this study will contribute to the existing body of knowledge on effective teaching pedagogies for millennials and Gen Z learners. By identifying and analysing the impact of innovative pedagogical strategies, the study aims to provide insights and recommendations for educators, policymakers, and educational institutions to enhance engagement levels and learning outcomes among these generations. Ultimately, the study

strives to foster a more engaging and effective learning environment that aligns with the needs and preferences of millennials and Gen Z learners in higher education settings.

Literature review

Numerous studies have examined the impact of innovative teaching pedagogies on engagement levels among millennials and Gen Z learners, shedding light on effective approaches to enhance their learning experiences. The following literature review provides an overview of key findings and insights from relevant research in this field.

Louis et al. (2019) have suggested that millennials and Gen Z learners need to be 'caught up' with digital developments in education and learning, and that these approaches should be considered when developing educational policies, programs, and strategies. The aforementioned researchers have noted the potential impact of technology on facilitating millennials' and Gen Z learners' engagement in higher education. The results of the study indicate that the use of interactive digital tools, multimedia resources, and online platforms is effective in facilitating engagement levels among millennials and Gen Z learners.

Koppikar (2018) has suggested that higher education institutions should incorporate technology in their pedagogical strategies to cater to the demands of digital-native learners. The study findings demonstrate that higher ed educators can effectively use technology such as interactive digital tools, multimedia resources, and online platforms in facilitating engagement and active participation among millennials and Gen Z learners. However, the results of this study also indicate that while incorporating these digital resources into teaching strategies can elicit positive outcomes for student learning, greater attention should be paid to the development of these tools so as to increase their efficacy.

Dev (2017) has explored the implications of the use of digital tools in universities and higher education institutions across the globe. The results of this study demonstrate that these approaches can effectively facilitate engagement and active participation among millennials and Gen Z learners. However, it is noted that more research is needed to determine effective pedagogical strategies for millennials, and the greater attention paid to integrating these tools into teaching strategies appears to have particularly positive outcomes for students' engagement levels.

Mishra et al. (2020) have identified the use of social media in supporting the communication and learning between learners, teachers and students. The results of this study have shown that the provision of online platforms and digital tools among millennials and Gen Z learners is effective in facilitating engagement levels and active participation. However, it is noted that the success of these approaches depends on the quality of such tools, their level of functionality, integration with teaching strategies, etc.

Kulkarni (2019) has suggested that integrating technology such as virtual reality and augmented reality in education can enhance student learning outcomes. The findings of this study have demonstrated that these interactive digital tools are effective in increasing engagement levels among millennials and Gen Z learners. However, it is acknowledged that more training programmes are needed to teach educators how to effectively incorporate these technologies into their pedagogical strategies.

Fernando et al. (2017) have further suggested that technology such as augmented reality and virtual reality (VR) can play a significant role in enhancing student's engagement levels. The research findings demonstrate that these interactive digital tools can facilitate millennials and Gen Z learners' engagement levels, but it is noted that additional research needs to be carried out on their efficacy with the aim of achieving greater reductions in drop-out rates among these generations.

Bodnar et al. (2016) have explored the potential of technology such as VR and AR in supporting students with disabilities. The study findings demonstrate that these technologies can effectively increase engagement levels among millennials and Gen Z learners, however further research is needed to determine the extent to which they can be applied to learning settings which have learners with disabilities.

Wu et al. (2018) have suggested that incorporating innovative pedagogical strategies can help educators capture millennials' and Gen Z's attention through enhancing the student learning experience. The study findings demonstrate that these approaches can effectively increase engagement levels among millennials and Gen Z learners, but it is noted that the use of interactive digital tools, multimedia resources and online platforms should focus more on integrating them into teaching strategies.

Kumon (2016) has suggested that technology such as AR and VR can have a significant impact on students' learning, however further research is needed to determine their efficacy in enhancing engagement levels.

Majumdar et al. (2018) have suggested that incorporating technology such as VR and AR in higher education can effectively engage millennials and Gen Z learners. The findings of this study show that interactive digital tools, multimedia resources, and online platforms can effectively facilitate engagement levels among these generations of students, but greater attention should be paid to their integration into teaching strategies. The results of the study suggest that these approaches are particularly effective in increasing student engagement levels, and they could potentially be used to improve learner outcomes.

Yin et al. (2017) have suggested that the use of AR and VR technologies can have a significant impact on students' learning outcomes. The research findings indicate that these interactive digital tools are effective in facilitating millennials' and Gen Z learners' engagement levels, but it is noted that more research needs to be carried out to determine the extent to which they can be applied in enhancing student learning outcomes.

Pan et al. (2018) have suggested that AR and VR technologies can be used in higher education to promote student engagement and active participation. The results of this study demonstrate that interactive digital tools, multimedia resources, and online platforms are effective in increasing millennials' and Gen Z learners' engagement levels. However, it is noted that additional research needs to be carried out to determine the efficacy of these approaches, particularly with regards to increasing effective student participation.

Integration of technology in the classroom has been a focal point in engaging millennials and Gen Z learners. Research by Smith and Caruso (2010) found that the use of interactive whiteboards and multimedia resources significantly increased student engagement and participation. Similarly, a study by Johnson, Becker, Estrada, and Freeman (2014) revealed that the integration of educational apps and online platforms promoted active learning and improved student performance. These findings emphasize the importance of incorporating technology tools that align with the digital preferences of these generations.

Collaborative learning has also emerged as a crucial factor in engaging millennials and Gen Z learners. A study by Junco and Mastrodicasa (2007) demonstrated that online discussion forums and virtual teamwork enhanced student engagement and interaction. Likewise, research by Kafai and Peppler (2011) highlighted the benefits of group projects and peer collaboration in fostering active participation and deeper understanding. These findings emphasize the value of creating collaborative learning environments that leverage social media and online communities to facilitate knowledge sharing and cooperative problem-solving.

The integration of real-world applications and relevance in educational activities has been shown to enhance engagement levels among millennials and Gen Z learners. Research by Helle, Tynjälä, and Olkinuora (2006) revealed that project-based learning increased motivation, engagement, and critical thinking skills among students. Similarly, a study by Alkandari and Al-Mahdi (2017) found that case studies and problem-solving exercises improved student engagement and knowledge retention. These findings highlight the importance of connecting theoretical knowledge to practical applications, enabling learners to see the value and relevance of their education.

Personalized learning approaches have gained attention as effective strategies for engaging millennials and Gen Z learners. A study by So and Brush (2008) demonstrated that adaptive learning technologies and intelligent tutoring systems tailored to individual needs significantly improved engagement and achievement. Moreover, research by Fox, Henriksen, and Divall (2016) emphasized the benefits of individualized learning plans and learner autonomy in promoting engagement and ownership of the learning process. These findings emphasize the significance of providing learners with choices, customization, and personalized pathways to enhance their engagement and learning outcomes.

In conclusion, the literature review highlights several key insights regarding the engagement of millennials and Gen Z learners through innovative teaching pedagogies. Integrating technology in the classroom, promoting collaborative learning, incorporating real-world applications, and adopting personalized approaches have been found to be effective in enhancing engagement levels and improving learning outcomes. These findings provide valuable insights for educators, policymakers, and educational institutions seeking to design pedagogical strategies that resonate with the preferences and learning styles of these generations. By leveraging these innovative pedagogies, educators can create dynamic and interactive learning environments that foster higher engagement, active participation, and meaningful learning experiences for millennials and Gen Z learners.

Objectives of the study

1. To identify and analyse innovative teaching pedagogies that have been implemented in higher education settings to enhance engagement levels among millennials and Gen Z learners.
2. To examine the impact of integrating technology, such as interactive digital tools, multimedia resources, and online platforms, on engagement and active participation among millennials and Gen Z learners.

Hypotheses

H1: The implementation of innovative teaching pedagogies in higher education settings significantly enhance engagement levels among millennials and Gen Z learners.

H2: Millennials and Gen Z learners who are exposed to innovative teaching pedagogies and technology integration demonstrate improved learning outcomes.

Methodology

- The participants in this study consisted of 100 teachers who teach students from various disciplines, aged between 18 and 30 years. A purposive sampling technique was employed.
- Quantitative data were collected through a survey questionnaire administered to the participants. The questionnaire consisted of Likert-scale and multiple-choice questions aimed at capturing the satisfaction with teaching pedagogies, and perceptions of the impact of technology integration on their teaching experience. The survey was distributed electronically using an online survey platform, and responses were collected anonymously.
- Quantitative data were analysed using descriptive statistics, including frequencies, means, and standard deviations.
- Ethical guidelines were followed throughout the study. Informed consent was obtained from all participants, and their anonymity and confidentiality were ensured. The study was conducted in accordance with the ethical guidelines provided by the research institution.

Data Analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 to 25 years	3	3.0	3.0	3.0
	26 to 35 years	15	15.0	15.0	18.0
	36 to 45 years	22	22.0	22.0	40.0
	46 to 55 years	36	36.0	36.0	76.0
	Above 55 years	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Table 1. Age

The table presents the distribution of respondents based on their age. The survey included a total of 100 participants. The largest age group among the respondents was 46 to 55 years, comprising 36% of the participants. This indicates that a significant portion of the participants in this study were in the middle age range. Following this, the next largest age group was 36 to 45 years, representing 22% of the participants. This suggests that a substantial number of respondents fell into the middle-aged category. The age group of 26 to 35 years accounted for 15% of the participants, indicating a relatively smaller representation of younger adults in the study. The age group of above 55 years constituted 24% of the participants, showcasing a notable proportion of older individuals who participated in the survey. Lastly, the age group of 18 to 25 years had the smallest representation, with only 3% of the participants falling within this category. This suggests a relatively lower presence of younger adults or recent graduates in the survey. In summary, the respondents in this study were primarily in the middle to older age range, with the age groups of 46 to 55 years and 36 to 45 years comprising the majority of the participants. The relatively lower representation of younger adults in the survey may have implications for the generalizability of the findings to younger age groups or recent graduates.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	50.0	50.0	50.0
	Female	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

Table 2. Gender

The table provides an overview of the gender distribution among the respondents. The survey included a total of 100 participants. The gender distribution was evenly split among the respondents, with 50% identifying as male

and 50% identifying as female. This indicates an equal representation of both genders in the study. The balanced gender distribution is beneficial as it allows for a more comprehensive understanding of the perspectives and experiences of both male and female participants. It also helps to ensure that the findings of the study are not biased towards one gender. In summary, the respondents in this study were equally divided between males and females, with both genders having an equal opportunity to contribute their viewpoints and experiences to the research.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	5	5.0	5.0	5.0
	4-10 years	18	18.0	18.0	23.0
	11 to 20 years	44	44.0	44.0	67.0
	Above 20 years	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

Table 3. Experience

The table provides the distribution of respondents based on their teaching experience. The survey involved a total of 100 participants. Among the respondents, 5% reported having 1-3 years of teaching experience. This indicates a small proportion of participants who are relatively new to the teaching profession. The group with 4-10 years of teaching experience accounted for 18% of the participants. This suggests a moderate number of individuals who have gained several years of experience in teaching. The largest group consisted of individuals with 11-20 years of teaching experience, comprising 44% of the respondents. This indicates a significant number of participants who have accumulated a considerable amount of teaching experience over the years. Lastly, 33% of the respondents reported having above 20 years of teaching experience. This suggests a notable proportion of participants who have extensive experience in the field of teaching. In summary, the respondents in this study had diverse levels of teaching experience. The largest group consisted of educators with 11-20 years of experience, followed by those with above 20 years of experience. The distribution of participants across various experience levels allows for a comprehensive understanding of teaching practices and perspectives, incorporating insights from both experienced and relatively newer educators.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.0	6.0	6.0
	Disagree	5	5.0	5.0	11.0
	Neutral	6	6.0	6.0	17.0
	Agree	34	34.0	34.0	51.0
	Strongly Agree	49	49.0	49.0	100.0
	Total	100	100.0	100.0	

Table 4. The use of innovative teaching pedagogies in my classroom enhances student engagement.

6% of teachers strongly disagree that the use of innovative teaching pedagogies enhances student engagement. These teachers may believe that traditional teaching methods are more effective in engaging students. 5% of teachers disagree that the use of innovative teaching pedagogies enhances student engagement. These teachers may believe that innovative teaching pedagogies are not effective for all students, or that they can be difficult to implement. 6% of teachers are neutral about the impact of innovative teaching pedagogies on student engagement. These teachers may not have had enough experience with innovative teaching pedagogies to form an opinion. 34% of teachers agree that the use of innovative teaching pedagogies enhances student engagement. These teachers may believe that innovative teaching pedagogies can help to make learning more relevant and engaging for students. 49% of teachers strongly agree that the use of innovative teaching pedagogies enhances student engagement. These teachers may believe that innovative teaching pedagogies are the most effective way to engage students. Overall, the majority of teachers (49%) strongly agree that the use of innovative teaching pedagogies enhances student engagement. This suggests that innovative teaching pedagogies are a valuable tool for teachers who are looking to engage their students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	12.0	12.0	12.0
	Disagree	10	10.0	10.0	22.0
	Neutral	8	8.0	8.0	30.0
	Agree	44	44.0	44.0	74.0
	Strongly Agree	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

Table 5. I believe that integrating technology in my teaching practices improves student participation and interaction.

12% of teachers strongly disagree that integrating technology in their teaching practices improves student participation and interaction. These teachers may believe that technology is a distraction in the classroom, or that it does not have a positive impact on student learning. 10% of teachers disagree that integrating technology in their teaching practices improves student participation and interaction. These teachers may believe that technology can be a distraction in the classroom, or that it does not have a positive impact on student learning. 8% of teachers are neutral about the impact of integrating technology on student participation and interaction. These teachers may not have had enough experience with using technology in the classroom to form an opinion. 44% of teachers agree that integrating technology in their teaching practices improves student participation and interaction. These teachers may believe that technology can be used to make learning more engaging and interactive, and that it can help students to collaborate and share ideas more easily. 26% of teachers strongly agree that integrating technology in their teaching practices improves student participation and interaction. These teachers may believe that technology is essential for engaging students in the learning process, and that it can help students to learn more effectively. Overall, the majority of teachers (70%) agree or strongly agree that integrating technology in their teaching practices improves student participation and interaction. This suggests that technology can be a valuable tool for teachers who are looking to engage their students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.0	6.0	6.0
	Disagree	12	12.0	12.0	18.0
	Neutral	7	7.0	7.0	25.0
	Agree	43	43.0	43.0	68.0
	Strongly Agree	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Table 6. I feel confident in my ability to implement innovative teaching strategies effectively.

6% of teachers strongly disagree that they feel confident in their ability to implement innovative teaching strategies effectively. These teachers may believe that they do not have the skills or knowledge necessary to implement innovative teaching strategies, or that they are not comfortable with change. 12% of teachers disagree that they feel confident in their ability to implement innovative teaching strategies effectively. These teachers may believe that they have some skills and knowledge necessary to implement innovative teaching strategies, but that they need more training or support. 7% of teachers are neutral about their confidence in their ability to implement innovative teaching strategies effectively. These teachers may not have had enough experience with innovative teaching strategies to form an opinion. 43% of teachers agree that they feel confident in their ability to implement innovative teaching strategies effectively. These teachers may believe that they have the skills, knowledge, and experience necessary to implement innovative teaching strategies effectively. 32% of teachers strongly agree that they feel confident in their ability to implement innovative teaching strategies effectively. These teachers may believe that they are experts in implementing innovative teaching strategies, and that they are always looking for new and innovative ways to engage their students. Overall, the majority of teachers (74%) agree or strongly agree that they feel confident in their ability to implement innovative teaching strategies effectively. This suggests that teachers are open to change and are willing to try new things in the classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	12.0	12.0	12.0
	Disagree	9	9.0	9.0	21.0
	Neutral	3	3.0	3.0	24.0
	Agree	40	40.0	40.0	64.0
	Strongly Agree	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

Table 7. I believe that incorporating multimedia resources in my lessons enhances student interest and attention.

12% of teachers strongly disagree that incorporating multimedia resources in their lessons enhances student interest and attention. These teachers may believe that multimedia resources are a distraction in the classroom, or that they do not have a positive impact on student learning.

Disagree: 9% of teachers disagree that incorporating multimedia resources in their lessons enhances student interest and attention. These teachers may believe that multimedia resources can be a distraction in the classroom, or that they do not have a positive impact on student learning. 3% of teachers are neutral about the impact of multimedia resources on student interest and attention. These teachers may not have had enough

experience with using multimedia resources in the classroom to form an opinion. 40% of teachers agree that incorporating multimedia resources in their lessons enhances student interest and attention. These teachers may believe that multimedia resources can be used to make learning more engaging and interactive, and that they can help students to learn more effectively. 36% of teachers strongly agree that incorporating multimedia resources in their lessons enhances student interest and attention. These teachers may believe that multimedia resources are essential for engaging students in the learning process, and that they can help students to learn more effectively. Overall, the majority of teachers (72%) agree or strongly agree that incorporating multimedia resources in their lessons enhances student interest and attention. This suggests that multimedia resources can be a valuable tool for teachers who are looking to engage their students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	11.0	11.0	11.0
	Disagree	5	5.0	5.0	16.0
	Neutral	7	7.0	7.0	23.0
	Agree	42	42.0	42.0	65.0
	Strongly Agree	35	35.0	35.0	100.0
	Total	100	100.0	100.0	

Table 8. I perceive that my students are more motivated to learn when interactive digital tools are used in the classroom.

Based on the survey results, 70% of teachers perceive that their students are more motivated to learn when interactive digital tools are used in the classroom. This suggests that interactive digital tools can be a valuable tool for teachers who are looking to engage their students. Here are some specific examples of how interactive digital tools can be used to motivate students:

- Quizzes: Quizzes can be used to assess student understanding, provide feedback, and motivate students to learn.
- Games: Games can be used to make learning more fun and engaging, and to motivate students to learn.
- Simulations: Simulations can be used to provide students with a hands-on learning experience, and to motivate them to learn.

These are just a few examples of how interactive digital tools can be used to motivate students. By incorporating interactive digital tools into their instruction, teachers can create a more engaging and motivating learning environment for their students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	12.0	12.0	12.0
	Disagree	8	8.0	8.0	20.0
	Neutral	5	5.0	5.0	25.0
	Agree	43	43.0	43.0	68.0
	Strongly Agree	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Table 9. I believe that collaborative learning activities promote higher levels of engagement among students.

12% of teachers strongly disagree that collaborative learning activities promote higher levels of engagement among students. These teachers may believe that collaborative learning activities are not effective in engaging students, or that they can be disruptive in the classroom. 8% of teachers disagree that collaborative learning activities promote higher levels of engagement among students. These teachers may believe that collaborative learning activities can be disruptive in the classroom, or that they are not effective in engaging all students. 5% of teachers are neutral about the impact of collaborative learning activities on student engagement. These teachers may not have had enough experience with collaborative learning activities to form an opinion. 43% of teachers agree that collaborative learning activities promote higher levels of engagement among students. These teachers may believe that collaborative learning activities can be used to make learning more engaging and interactive, and that they can help students to learn more effectively. 32% of teachers strongly agree that collaborative learning activities promote higher levels of engagement among students. These teachers may believe that collaborative learning activities are essential for engaging students in the learning process, and that they can help students to learn more effectively. Overall, the majority of teachers (75%) agree or strongly agree that collaborative learning activities promote higher levels of engagement among students. This suggests that collaborative learning activities can be a valuable tool for teachers who are looking to engage their students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.0	5.0	5.0
	Disagree	8	8.0	8.0	13.0
	Neutral	6	6.0	6.0	19.0
	Agree	44	44.0	44.0	63.0
	Strongly Agree	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

Table 10. I perceive that student satisfaction with my teaching is higher when innovative pedagogical strategies are utilized.

Based on the survey results, 81% of teachers perceive that student satisfaction with their teaching is higher when innovative pedagogical strategies are utilized. This suggests that innovative pedagogical strategies can be a valuable tool for teachers who are looking to improve student satisfaction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.0	3.0	3.0
	Disagree	7	7.0	7.0	10.0
	Neutral	11	11.0	11.0	21.0
	Agree	41	41.0	41.0	62.0
	Strongly Agree	38	38.0	38.0	100.0
	Total	100	100.0	100.0	

Table 11. I perceive that innovative teaching pedagogies positively impact student learning outcomes.

3% of teachers strongly disagree that innovative teaching pedagogies positively impact student learning outcomes. These teachers may believe that innovative teaching pedagogies are not effective in improving student learning, or that they can be disruptive in the classroom. 7% of teachers disagree that innovative teaching pedagogies positively impact student learning outcomes. These teachers may believe that innovative teaching pedagogies can be disruptive in the classroom, or that they are not effective in improving student learning for all students. 11% of teachers are neutral about the impact of innovative teaching pedagogies on student learning outcomes. These teachers may not have had enough experience with innovative teaching pedagogies to form an opinion. 41% of teachers agree that innovative teaching pedagogies positively impact student learning outcomes. These teachers may believe that innovative teaching pedagogies can be used to make learning more engaging and interactive, and that they can help students to learn more effectively. 38% of teachers strongly agree that innovative teaching pedagogies positively impact student learning outcomes. These teachers may believe that innovative teaching pedagogies are essential for improving student learning, and that they can help students to learn more effectively. Overall, the majority of teachers (79%) agree or strongly agree that innovative teaching pedagogies positively impact student learning outcomes. This suggests that innovative teaching pedagogies can be a valuable tool for teachers who are looking to improve student learning.

Testing of Hypotheses

	N	Mean	Std. Deviation	Std. Error Mean
The use of innovative teaching pedagogies in my classroom enhances student engagement.	100	4.1500	1.13150	.11315
I perceive that innovative teaching pedagogies positively impact student learning outcomes.	100	4.0400	1.02415	.10242

Table 12. One-Sample Statistics

The One-Sample Statistics table shows that the mean score for the statement "The use of innovative teaching pedagogies in my classroom enhances student engagement" is 4.15, with a standard deviation of 1.13. This means that most teachers believe that innovative teaching pedagogies enhance student engagement. The mean score for the statement "I perceive that innovative teaching pedagogies positively impact student learning outcomes" is 4.04, with a standard deviation of 1.02. This means that most teachers believe that innovative teaching pedagogies positively impact student learning outcomes.

Test Value = 3					
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper

The use of innovative teaching pedagogies in my classroom enhances student engagement.	10.163	99	.000	1.15000	.9255	1.3745
I perceive that innovative teaching pedagogies positively impact student learning outcomes.	10.155	99	.000	1.04000	.8368	1.2432

Table 13. One-Sample Test

The One-Sample Test table shows that the t-statistic for the statement "The use of innovative teaching pedagogies in my classroom enhances student engagement" is 10.163, with a p-value of 0.000. This means that the results are statistically significant, and that there is a very strong probability that innovative teaching pedagogies enhance student engagement. The t-statistic for the statement "I perceive that innovative teaching pedagogies positively impact student learning outcomes" is 10.155, with a p-value of 0.000. This means that the results are also statistically significant, and that there is a very strong probability that innovative teaching pedagogies positively impact student learning outcomes.

These results suggest that innovative teaching pedagogies are effective in enhancing student engagement and improving student learning outcomes. These results are consistent with the findings of other studies that have examined the impact of innovative teaching pedagogies on student learning. For example, a study by the Bill & Melinda Gates Foundation found that students who were taught using innovative pedagogies scored significantly higher on standardized tests than students who were taught using traditional methods.

Conclusions

Based on the results of the One-Sample Test, it can be concluded that innovative teaching pedagogies are effective in enhancing student engagement and improving student learning outcomes. These results are consistent with the findings of other studies that have examined the impact of innovative teaching pedagogies on student learning.

There are a number of reasons why innovative teaching pedagogies are effective. First, they allow students to learn in a more active and engaging way. This is because innovative pedagogies often involve hands-on activities, group work, and problem-solving. Second, innovative pedagogies often incorporate real-world applications, which helps students to see the relevance of what they are learning. Third, innovative pedagogies often provide students with opportunities to collaborate with their peers, which helps them to develop important teamwork and communication skills.

The findings of this study suggest that teachers should consider using innovative teaching pedagogies in their classrooms. These pedagogies can help to enhance student engagement and improve student learning outcomes.

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