

Pedagogical Communication Strategies for Enhancing Generation Z's Learning Engagement: A Phenomenological Study

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Abstract

The rapid advancement of digital technology has reshaped pedagogical interactions in higher education, particularly for Generation Z learners who value autonomy, interactivity, and meaningful communication. This study explores how pedagogical communication strategies are experienced by Generation Z students and how these experiences shape their behavioral, emotional, and cognitive engagement in learning. Using a qualitative phenomenological approach, data were collected through semi-structured interviews with ten undergraduate students from various academic programs at a private university in West Java, Indonesia. Data of the research are the lived experiences of ten Generation Z undergraduate students obtained through in-depth semi-structured interviews. Data were analyzed using Colaizzi's seven-step descriptive phenomenological method. The findings identify three interconnected themes: pedagogical communication that encourages behavioral engagement through dialogic interaction, clear instructional guidance, and constructive feedback; pedagogical communication that fosters emotional engagement by promoting emotional safety, a sense of belonging, and positive learning atmospheres; and pedagogical communication that stimulates cognitive engagement through critical reflection, autonomy-supportive communication, and meaningful, contextualized learning. The results demonstrate that these dimensions of engagement operate dynamically and reinforce one another, with emotional engagement serving as a key mediator. This study contributes to student engagement theory by highlighting pedagogical communication as an integrative driver of engagement and offers practical insights for teaching Generation Z learners in contemporary higher education contexts.

Keywords: *Generation Z, higher education, pedagogical communication, phenomenology, student engagement*

Introduction

The rapid advancement of digital technology has significantly reshaped contemporary educational practices, particularly in the ways teachers and students interact within learning environments. Today's classrooms, both physical and virtual demand pedagogical approaches that extend beyond content delivery toward meaningful communication that actively fosters student engagement. This shift is especially critical for Generation Z learners (born between 1997 and 2012), who differ from previous generations in their strong familiarity with digital media, preference for interactive

learning environments, and heightened sensitivity to the quality of instructional communication (Presnky, 2005). Valuing autonomy, critical thinking, and meaningful digital engagement, Generation Z learners often experience tension with traditional hierarchical teaching approaches, presenting new challenges for educators in designing effective pedagogical communication strategies (Seemiller & Grace, 2016). Moreover, continuous exposure to digital media has shaped their learning preferences toward flexibility, interactivity, and reduced tolerance for rigid, one-way instruction (Binabise et al., 2024). In this context, pedagogical communication strategies play a crucial role in shaping how students perceive, interpret, and engage with learning experiences, making it essential to explore how such strategies are experienced by Generation Z learners in contemporary educational settings. As a result, the teacher's role in creating learning environments that maintain student motivation and engagement is inextricably linked to the efficacy of pedagogical communication strategies, especially for Generation Z students whose learning experiences are highly responsive to instructional interactions.

For many years, teacher leadership and student motivation have been recognized as central issues in education, particularly in relation to the learning environments teachers create and manage (Rukandana et al., 2025). Students are more likely to experience diminished motivation when they are placed in stressful or unsupportive learning environments, such as overcrowded classrooms or poorly organized physical spaces (Wahyuni et al., 2017). In response to these challenges, teachers are expected to function not merely as transmitters of knowledge but as facilitators of learning who provide both material and non-material support. Beyond supplying tangible resources, teachers play a critical role in guiding students through learning tasks, fostering active engagement, and supporting the development of essential life skills (Mubarok & Attalina, 2022). Consequently, educators continuously seek innovative pedagogical strategies to bridge the gap between theory and practice and to enhance students' learning outcomes through more engaging and responsive instructional approaches (Fauzan et al., 2025).

Consequently, in contemporary educational settings, traditional forms of teacher authority characterized by strict discipline and expectations of unquestioned compliance are increasingly ineffective when applied to Generation Z learners. Such approaches tend to limit dialogue and participation, which contrasts sharply with the characteristics of this generation, who are more critical, autonomous, and accustomed to interactive environments that encourage questioning and collaborative engagement. When instructional communication remains rigid and unidirectional, students are more likely to respond with resistance or disengagement, thereby weakening the pedagogical relationship between educators and learners. This condition increases the risk of communication gaps in the classroom and highlights the need for pedagogical communication strategies that are more dialogic and responsive to students' lived learning experiences (Twenge, 2017).

Given these difficulties, teachers play a crucial role as the primary facilitators of pedagogical communication and pedagogical competence in the learning process. As the central actors in educational practice, teachers give meaning and substance to learning experiences through their active involvement; regardless of how advanced a curriculum, institutional vision, or administrative system may be, educational quality cannot achieve its intended objectives without effective teacher engagement (Sobarningsih & Muhtar, 2022). In this sense, teachers are not merely implementers of instructional plans but the key agents who determine how pedagogical intentions are translated into meaningful learning processes.

The Indonesian Law No. 14 of 2005 on Teachers and Lecturers stipulates that educators must have four fundamental skills: pedagogical, personal, social, and professional competence. Among them, classroom practices are where pedagogical and professional competence are most clearly demonstrated, especially in teachers' capacity to oversee learning procedures and acquire subject-matter expertise pertinent to their line of work (Urbayatun et al., 2018). While professional competence relates to the mastery of discipline knowledge, such as science, technology, the arts, and culture, pedagogical competence refers to teachers' ability to plan, carry out, and assess educational activities. These skills are closely related since good teaching relies not only on teachers' knowledge but also on their ability to communicate and support learning so that students may comprehend the material. According to Surakhmad (as stated in Urbayatun et al., 2018), successful pedagogy entails teachers' capacity to convert subject information into accessible and pedagogically sound learning experiences. In this sense, pedagogical competence, which includes a set of professional behaviors, knowledge, and skills that teachers must internalize and apply in their instructional roles, serves as a basic prerequisite for effective teaching. This competency is inextricably linked to pedagogical communication in classroom settings since learning necessitates contact between teachers and students as well as between students. Therefore, the ability of teachers to combine pedagogical expertise with communication strategies that promote engagement and meaningful participation is intimately tied to the quality of learning environments, especially for Generation Z learners.

Although pedagogical competency and pedagogical communication specify how education is carried out in classroom environments, students' reactions to and engagement with these teaching methods ultimately determine how effective they are. In this sense, it becomes crucial to comprehend student engagement in order to explain how teachers' pedagogical actions and communication techniques result in meaningful learning experiences. Thus, a fundamental conceptual framework for analyzing how pedagogical communication affects students' involvement, emotional engagement, and cognitive investment in learning processes is offered by student engagement theory.

In this sense, educational communication must be understood in terms of how it is perceived, comprehended, and responded to by students rather of being assessed only on the basis of instructional delivery. The efficiency of pedagogical communication in classroom contexts is examined via the critical lens of student engagement, according to this viewpoint. Student engagement is commonly conceptualized as a multidimensional construct comprising behavioral, emotional, and cognitive dimensions that jointly shape students' learning experiences. Behavioral engagement refers to students' observable participation in academic activities, such as attendance, effort, persistence, and adherence to classroom norms. Emotional engagement involves students' affective connections to the learning environment, including their sense of belonging, interest in academic content, and feelings toward instructors, peers, and the institution. Cognitive engagement reflects students' psychological investment in learning, characterized by sustained mental effort, strategic learning approaches, and a commitment to deep understanding. Importantly, these dimensions are interrelated, as emotional connections to the learning environment can enhance students' behavioral participation and cognitive investment (Fredricks et al., 2004).

Previous studies have highlighted the importance of teacher communication and pedagogical competence in influencing various student outcomes. Darmawati et al. (2024) demonstrated that effective teacher communication significantly contributes to students' character formation, while Silaban et al. (2025) found that pedagogical

competence and teachers' communication skills jointly affect students' learning motivation. These findings confirm that instructional communication plays a critical role in shaping students' educational experiences. However, both studies primarily focus on motivation and character development, without examining student engagement as a multidimensional construct encompassing behavioral, emotional, and cognitive dimensions.

Meanwhile, Gan (2021) emphasized the role of teacher-student relatedness and teacher engagement in fostering student engagement in EFL classrooms. Although this study provides valuable theoretical insights, it is largely conceptual in nature and does not specifically investigate pedagogical communication strategies as experienced by students in real classroom interactions. Moreover, existing studies have not sufficiently addressed how pedagogical communication operates within the unique learning characteristics of Generation Z students, who tend to be more autonomous, critical, and responsive to dialogic and interactive instructional approaches.

Therefore, there remains a research gap concerning empirical investigations that examine pedagogical communication strategies in relation to student engagement particularly behavioral, emotional, and cognitive engagement within Generation Z learning contexts. Addressing this gap is essential to understanding how teachers' pedagogical communication can foster meaningful engagement and effective learning experiences in contemporary educational settings.

Thus, the purpose of this study is to explore how Generation Z students experience pedagogical communication strategies and how these experiences shape their behavioral, emotional, and cognitive engagement in learning. Employing a phenomenological approach, this study seeks to capture students' lived experiences in order to provide a deeper understanding of the role of pedagogical communication in fostering meaningful engagement in contemporary educational environments.

Method

This study employed a qualitative phenomenological design to explore how Generation Z students experience pedagogical communication strategies and how these experiences shape their behavioral, emotional, and cognitive engagement in learning. Phenomenology is appropriate for this study because it seeks to understand the essence of lived experiences as perceived and interpreted by individuals who directly encounter a particular phenomenon (Creswell & Cheryl N. Poth, 2018). The research was conducted at Universitas Cipasung Tasikmalaya, a private university located in Tasikmalaya Regency, West Java, Indonesia, where instructional interactions occur in both face-to-face and technology-mediated learning environments.

Participants consisted of ten Generation Z undergraduate students from various academic programs, selected through purposive sampling to ensure that they possessed relevant and direct experiences with pedagogical communication in classroom settings. The inclusion criteria required participants to be actively enrolled students who regularly interacted with lecturers and had experienced different instructional communication styles. The sample size aligns with methodological recommendations for phenomenological research, which emphasize depth and richness of lived experience rather than numerical representation (Creswell & Cheryl N. Poth, 2018). Table 1 lists the specific features of the participants.

Table 1. Characteristics of the participants (n = 10)

Participants no.	Age (Years)	Semesters	Programs	Education level
1	21	5	Biology	Bachelor Degree
2	19	3	Biology	Bachelor Degree
3	20	3	Biology	Bachelor Degree
4	20	3	Biology	Bachelor Degree
5	18	3	Biology	Bachelor Degree
6	21	5	Biology	Bachelor Degree
7	21	1	Entrepreneurship	Bachelor Degree
8	18	1	Digital Business	Bachelor Degree
9	20	1	Communication Studies	Bachelor Degree
10	20	1	Indonesian Education	Bachelor Degree

Data were collected through in-depth semi-structured interviews, allowing participants to articulate their perceptions, feelings, and interpretations of pedagogical communication practices and their influence on learning engagement (Sugiyono, 2019). This method is particularly appropriate for phenomenological inquiry, as it facilitates the exploration of participants' lived experiences while maintaining alignment with the research focus (Seidman, 2006).

Data analysis followed Morrow et al. (2015) Colaizzi's descriptive phenomenological method, involving systematic steps of familiarization, extracting significant statements, formulating meanings, clustering themes, developing an exhaustive description, producing the fundamental structure, and seeking verification of the fundamental structure.

Table 2. Colaizzi's seven-step framework

No	Frameworks
1	Familiarization: The information was repeatedly and carefully read.
2	Identifying significant statements: Important and meaningful statements related to the research question were identified and extracted.
3	Formulating meanings: The recurring meaning statements were coded
4	Clustering themes: The coded viewpoints were assembled, and meaningful common concepts were found and formed into thematic prototypes.
5	Developing a detailed description: The themes were described in detail in relation to the phenomena.
6	Producing the fundamental structure: Similar themes and their descriptions were repeatedly compared to identify the fundamental structure.
7	Verification: The results generated were returned to the participants for validation to ensure that their true experience was captured.

Results

Three themes were extracted: (a) Pedagogical Communication that Encourages Behavioral Engagement, (b) Pedagogical Communication that Fosters Emotional Engagement, (c) Pedagogical Communication that Stimulates Cognitive Engagement. Three themes and nine subthemes are presented in table 3.

Tabel 3. Themes and subthemes

Themes	Theoretical focus	Subthemes
Pedagogical Communication that Encourages	Active participation, attendance, effort in	Dialogic Instruction and Active Participation

Behavioral Engagement	learning, and compliance with class activities.	Clear Instructional Communication and Task Expectations Constructive Feedback and Participation Reinforcement
Pedagogical Communication that Fosters Emotional Engagement	A sense of belonging, emotional comfort, and affective relationships in learning.	Emotional Safety through Respectful Communication Sense of Belonging and Recognition Positive Affective Responses to Learning Atmosphere
Pedagogical Communication that Stimulates Cognitive Engagement	Mental effort, deep thinking, and learning strategies	Encouragement of Critical and Reflective Thinking Autonomy-Supportive Communication Meaningful and Contextualized Learning Communication

Pedagogical Communication that Encourages Behavioral Engagement

According to Fredricks et al. (2004), behavioral engagement is the term used to describe student engagement that can be immediately observed by active participation, attendance, learning attempts, and compliance with class activities. Through the following three major sub-themes, the study's findings show that instructors' pedagogical communication tactics are crucial in promoting Generation Z students' behavioral engagement.

Students revealed that dialogic communication, which provides space for discussion and questions and answers, encourages them to participate more actively during lectures. One participant stated: P2: "I am encouraged to actively ask questions and engage in discussions when the lecturer is open to communication and encourages discussion during lectures." A similar sentiment was expressed by another participant who emphasized the importance of lecturers not being judgmental: P5: "I became more active in asking questions when the lecturer was friendly and non-judgmental, so I wasn't afraid of making mistakes when expressing my opinion."

These findings indicate that dialogic communication not only opens up space for interaction, but also reduces students' psychological barriers to active participation in class activities. This is in line with Fredricks et al.'s (2004) view that active participation is a key indicator of behavioral engagement.

The clarity of the instructor's instructions also emerged as an important factor influencing student engagement in learning activities. Students stated that clear explanations of assignments helped them focus and strive for optimal performance.

P4: "The lecturer always explains the assignments that need to be done, so I know what to do and can actively work on them." Another participant added: P7: "If the task instructions are clear from the start, I am better prepared and actively participate in the learning process, rather than just listening." The quote shows that clear instructional communication encourages students to comply with class activities and increases their learning efforts, which are key aspects of behavioral engagement.

In addition to dialogue and clear instructions, constructive feedback from lecturers also strengthens student engagement. Students feel more motivated to participate when lecturers respond positively to their contributions. P6: "Lecturers often give feedback to motivate us to continue speaking and sharing our opinions in class." Other participants revealed that feedback created a sense of security to continue participating: P9: "When lecturers respond positively to our opinions, I feel more confident to actively participate in learning." Supportive feedback serves to reinforce student participation and encourage consistent engagement in learning activities.

Pedagogical Communication that Fosters Emotional Engagement

From a theoretical perspective, emotional engagement refers to students' affective connections to the learning environment, including their sense of belonging, emotional comfort, and feelings toward instructors and classroom interactions (Fredricks et al., 2004). The findings indicate that pedagogical communication plays a central role in shaping Generation Z students' emotional engagement through three interrelated subthemes.

Participants consistently emphasized that respectful and non-judgmental communication from lecturers created a sense of emotional safety, enabling them to engage more openly in learning activities. Students reported feeling more comfortable expressing ideas when lecturers responded with patience and respect. P3: "I feel comfortable speaking in class because the lecturer listens respectfully and doesn't judge our answers, even when they are not perfect." Similarly, another participant highlighted the importance of lecturers' tone and attitude in reducing anxiety: P7: "When the lecturer communicates calmly and respectfully, I don't feel afraid of making mistakes, so I'm more relaxed during discussions."

These statements suggest that respectful communication reduces emotional barriers and fosters a psychologically safe learning environment. This aligns with Fredricks et al. (2004), who argue that emotional safety is a prerequisite for sustained engagement in academic contexts. A strong sense of belonging emerged when students felt recognized and acknowledged by their lecturers. Participants reported that simple communicative acts such as remembering students' names or acknowledging their contributions enhanced their emotional attachment to the class. P1: "When the lecturer remembers my name and acknowledges my opinion, I feel like I belong in the class." Another participant expressed that recognition motivated continued involvement: P6: "I feel appreciated when the lecturer responds to my ideas. It makes me feel part of the learning process, not just a listener."

These findings indicate that pedagogical communication that affirms students' presence and contributions strengthens emotional bonds within the classroom. Such affective recognition supports Fredricks et al.'s (2004) view that emotional engagement is closely tied to feelings of belonging and acceptance. Participants also described how a positive and supportive learning atmosphere, shaped by lecturers' communication styles, generated enjoyment and enthusiasm for learning. Humor, openness, and approachability were frequently mentioned as factors contributing to positive emotional responses. P4: "The class atmosphere feels enjoyable because the lecturer is friendly and sometimes uses

humor, so learning doesn't feel tense." Likewise, another student emphasized how emotional comfort influenced their motivation: P9: "When the atmosphere is positive and relaxed, I enjoy the class more and feel motivated to participate." These affective responses indicate that emotional engagement is not merely about avoiding negative feelings but also about cultivating positive emotions that sustain students' interest and attachment to learning activities.

Pedagogical Communication that Stimulates Cognitive Engagement

Theoretically, cognitive engagement relates to students' psychological commitment to learning, which includes their readiness to work hard, use deep learning techniques, and seek conceptual knowledge that goes beyond simple comprehension (Fredricks et al., 2004). Through three interrelated subthemes, the results show that pedagogical communication is essential for promoting Generation Z students' cognitive engagement. Participants reported that lecturers' communication strategies that emphasized open-ended questioning, reflection, and critical discussion encouraged them to think more deeply about course content. Rather than merely memorizing information, students were prompted to analyze, evaluate, and reflect on ideas. P2: "The lecturer often asks questions that make us think critically, not just repeat what is in the slides." Another participant highlighted the role of reflective prompts in deepening understanding: P8: "When the lecturer asks us to reflect on what we have learned and connect it to our own opinions, I think more deeply about the topic." These responses indicate that communication practices emphasizing critical inquiry stimulate sustained mental effort, which is a core indicator of cognitive engagement. This supports Fredricks et al.'s (2004) assertion that cognitively engaged students are those who actively seek meaning and understanding through reflective thinking.

Participants also emphasized the importance of autonomy-supportive communication, where lecturers provide choices, encourage independent thinking, and respect students' perspectives. Such communication strategies empowered students to take ownership of their learning processes. P5: "The lecturer allows us to express our own ideas and doesn't force only one correct answer, so I feel encouraged to think independently." Similarly, another participant noted that autonomy increased their learning motivation: P10: "When the lecturer gives us freedom to choose topics or approaches for assignments, I feel more responsible and think harder about my work." These findings suggest that autonomy-supportive communication fosters deeper cognitive involvement by promoting self-regulation and strategic thinking. In line with Fredricks et al. (2004), students are more likely to invest cognitive resources when they perceive learning as personally meaningful and self-directed.

Participants consistently reported that learning became more cognitively engaging when lecturers communicated content in meaningful and contextualized ways, linking theory to real-life experiences and practical applications. P6: "The lecturer explains the material by connecting it to real-life situations, so I understand the concepts more deeply." Another participant echoed this view: P3: "When examples are related to everyday life, I don't just memorize the material—I actually understand it." These statements indicate that contextualized pedagogical communication facilitates deeper comprehension and supports the use of effective learning strategies, such as elaboration and application, which are hallmarks of cognitive engagement.

Discussion

According to this study, pedagogical communication techniques serve as a key mechanism for initiating and maintaining student engagement in behavioral, emotional, and cognitive domains. Through the communicative practices of lecturers, these dimensions interact dynamically and reinforce one another instead of functioning alone. The results support the findings of Fredricks et al. (2004), which show that student engagement is a multifaceted and interrelated concept that is especially important when it comes to Generation Z students.

Students' observable involvement, perseverance, and compliance with learning activities are encouraged at the behavioral level via pedagogical communication that is dialogic, unambiguous, and reinforced through constructive feedback. Students are more likely to attend classes actively, participate in discussions, and put out effort in learning assignments when lecturers encourage discussion, make task requirements clear, and recognize student efforts. These results are consistent with earlier quantitative studies showing the impact of teacher communication on motivation and involvement (Darmawati et al., 2024; Silaban et al., 2025), but they also add to the body of work by shedding light on how these processes are encountered by students in actual classroom interactions.

However, the results show that without emotional support, behavioral engagement is not enough. The second theme emphasizes how students' behavioral involvement is enabled and maintained by emotional engagement, which serves as a fundamental catalyst. Emotional safety and a sense of belonging are fostered by respectful communication, acknowledging students' presence and contributions, and fostering a pleasant learning environment. Students are encouraged to participate more confidently and experience less anxiety and fear of being judged thanks to these affective conditions. The claim made by Fredricks et al. (2004) that emotional involvement increases students' propensity to engage behaviorally and cognitively is supported by this. Emotionally responsive communication is crucial for sustaining meaningful engagement in the context of Generation Z, who are especially sensitive to relational dynamics and inclusivity.

Cognitive engagement develops when instructional communication encourages mental effort, autonomy, and deep learning techniques, building upon behavioral and emotional roots. Students are encouraged to go beyond surface learning to deeper conceptual engagement using communication strategies that support critical questioning, reflection, learner autonomy, and contextualized knowledge. Crucially, when students felt emotionally comfortable and behaviorally engaged, they reported higher levels of cognitive involvement. This suggests that prior emotional comfort and possibilities for participation boost cognitive engagement. According to Fredricks et al. (2004), emotional attachment to learning environments increases both behavioral participation and cognitive investment. This conclusion supports the integrative character of engagement.

When combined, the three themes show a recursive and progressive process of involvement. In order to foster emotional attachment via respect and belonging, pedagogical communication first develops behavioral access through participation and clarity. Finally, it increases cognitive depth through autonomy and meaningful learning. These factors interact dynamically rather than in a strictly linear fashion, with emotional engagement frequently acting as a mediator in the interaction between deeper cognitive participation and pedagogical communication.

These results demonstrate how traditional, hierarchical, and unidirectional communication paradigms are becoming more and more out of step with Generation Z learners from a generational standpoint. Rather, the preferences of Generation Z for

autonomy, involvement, and relevance are more closely aligned with dialogic, emotionally supportive, and cognitively challenging pedagogical communication. Effective pedagogical communication should therefore be viewed as a social and cognitive instrument that influences students' learning experiences rather than just a means of delivering content.

Overall, by showing how pedagogical communication functions as an integrative driver of engagement across behavioral, affective, and cognitive domains, this study advances the idea of student engagement. The results provide nuanced insights into the communicative processes that promote meaningful engagement in modern higher education contexts, especially among Generation Z learners, by using a phenomenological technique to capture students' lived experiences.

Conclusion

This study investigated the effects of pedagogical communication strategies on behavioral, emotional, and cognitive engagement in higher education settings as perceived by Generation Z students. Using a phenomenological approach and drawing on student engagement theory (Fredricks et al., 2004), the results show that pedagogical communication is a crucial mechanism for activating and maintaining student interest.

The findings show that by boosting students' active participation, effort, and compliance with classroom activities, pedagogical communication that fosters dialogic interaction, explicit instructional guidance, and constructive feedback enhances behavioral engagement. By fostering a sense of safety, belonging, and positive affective interactions within the learning environment, pedagogical communication that prioritizes respect, acknowledgment, and emotional support promotes emotional engagement beyond observable participation. Deeper levels of cognitive engagement are made possible by these emotional states because students are more inclined to put in mental effort, think critically and reflectively, exercise autonomy, and seek meaningful understanding through contextualized learning.

Crucially, the results validate that cognitive, emotional, and behavioral involvement are dynamically linked processes rather than distinct entities. The relationship between pedagogical communication and students' behavioral and cognitive investment is strengthened by emotional engagement, which is shown to be a crucial mediator. Pedagogical communication that is dialogic, emotionally sensitive, and cognitively stimulating is especially helpful in promoting sustained engagement in the setting of Generation Z learners, who value autonomy, inclusion, and meaningful contact.

This study expands on previous engagement research that has mostly relied on quantitative methods by emphasizing students' lived experiences, providing a deeper understanding of how pedagogical communication functions in actual classroom settings. Thus, by emphasizing the crucial role that communication plays in creating meaningful learning experiences in modern higher education, the findings add to both pedagogical communication scholarship and student engagement theory.

Lecturers are urged to use dialogic, courteous, and student-centered pedagogical communication techniques that support Generation Z students' active participation, emotional safety, and cognitive engagement in light of the findings. While autonomy-supportive and contextualized communication can promote deeper cognitive commitment and meaningful learning, clear instructional communication, constructive criticism, and inclusive interaction can increase students' behavioral and emotional involvement. Professional development programs that prioritize pedagogical communication competence in addition to content expertise should be implemented by

higher education institutions to support these practices. It is advised that future studies use longitudinal designs and larger participant groups to investigate the long-term effects of pedagogical communication on student engagement in a variety of educational settings.

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