

High-Impact Educational Practices (HIEPs) in Educational Media: Towards a Proposed Vision for the Sustainability of Egyptian Specific Education

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Abstract

Sustainable education and teaching excellence in Egypt remain significant challenges due to the persistent reliance on conventional and theoretical curricula, highlighting the dire importance of innovative practices for educators. Specific education should be encouraged at higher education levels, particularly in educational media. However, its adoption remains challenging due to unclear objectives and ineffective practices. High-impact educational practices (HIEPs) would provide an incentive for improved learning among the students. Thus, the current study focuses on the high impact of educational practices in exploring the importance of HIEPs in higher education in general and the educational media for specific education at Mansoura University in particular. Fifty faculty members in the field of educational media from specific educational colleges across various Egyptian universities participated in the survey. The study identifies the government's focus on quantity over quality, poor teaching standards, and social inequalities as critical factors necessitating the implementation of HIEPs. In turn, all these practices add to deriving improved engagement, delivery of transferable and elementary skills, or synthesizing learning from related courses. The study concluded that it is important for the Department of Educational Media and its sub-specialties, including Drama, Educational Theatre, Radio, Television, and Educational Journalism, to integrate HIEPs and foster innovative practices in theatre education, in light of the 21st-century skills, skills gaps, ICT implementation, and support of teachers to increase the sustainability, particularly in educational media.

Keywords: Educational media, higher education, HIEPs, specific education, sustainability.

Introduction

Educational media can play a pivotal role in sustainability by fostering an interactive and active learning environment that not only promotes essential 21st-century skills, such as critical thinking, problem-solving, and collaboration, but also integrates sustainable practices. By using digital platforms and educational technologies, educational media can achieve the reduction of resource consumption, the facilitation of distance learning, and the efficient sharing of knowledge, thereby aligning educational practices with the Sustainable Development Goals. By integrating

digital platforms and educational technologies, educational media enables the efficient sharing of knowledge and contributes to the effective application of theoretical reasoning, bridging the gap between academic learning and real-world challenges (Salite et al., 2023). This approach not only promotes student engagement and retention but also ensures that educational practices align with the Sustainable Development Goals, preparing students to strategically contribute to their local and wider global society reasonably.

The Egyptian government has been focusing on developing a sustainable development plan, with higher education being one of the key pillars for building the country's opportunities. Public universities dominate in the higher education sector, whereby 94 % of students went to public institutions in 2016 (PWC, 2019). Providing free education has been a struggle due to numerous operational inefficiencies, primarily caused by budget limitations. Despite these challenges, the promotion of this set of universities has succeeded in certain aspects (Buckner, 2017; PWC, 2019; Grosch, 2013). Advanced techniques such as applied learning, technology-oriented pedagogic methods, and support for sustainability in the workforce are replacing, or aiming to replace, the traditional practices with organized changes in the system of higher education in Egypt. The focus has shifted from educating and training highly specialized students to offering a liberal arts education, where students gain a broad range of skills and knowledge during their time at the university. However, valuable innovation curricula, including teaching and learning skills, and educational media, are rarely used due to some student behavior restrictions (Shabiralyani et al., 2015). High-impact educational practices (HIEPs) help education institutions adapt to even more dynamic learning approaches and increase students' learning abilities, which have become indispensable at any higher education institution (OD & EI, 2014). It is a major source of promoting technology use and, therefore, high student involvement. Consequently, many higher education institutions applied educational media to help students increase the level of their academic achievement (Bedawy, 2014; OECD, 2015). The Specific Education Faculty was founded in 1990 at Mansoura University. Following its establishment, the faculty developed specialized academic programs, including the Department of Educational Media. This department encompasses various sections such as School Journalism, Radio and Television Education, and Theatre Education, providing a comprehensive range of educational media disciplines (Mansoura University, 2021, 2022a; Zaghloul & Rabeh, 2020). The aim is to ensure that the university maintains leadership in supporting the knowledge society at both international and local levels through internationalization. This requires effective collaboration with community partners and a commitment to sustainable development (Mansoura University, 2022b).

Despite the struggle of the Egyptian government for quality improvement in education and the promotion of educational technology in private universities, dependency on traditional mechanisms of learning is leading to depreciation in the quality of learning, hindering the achievement of the 2030 vision (Singer, 2019; Singer & Mahmoud, 2020; Ewiss, 2021). This study aims to explore the importance and impact of HIEPs on specific education, particularly within the field of educational media in Egyptian universities, thereby addressing the identified research gap. The results indicate that integrating HIEPs not only improves academic performance and student engagement but also promotes sustainable educational practices by reducing resource consumption, encouraging critical thinking about environmental issues, and preparing students to contribute to sustainable development in their future careers. In this view,

the study investigates the perceptions of faculty members from various specific education colleges regarding the role of HIEPs in enhancing students' academic development and equipping them with the competencies required to address emerging workforce challenges. The outcome of this study will contribute to the present discourse on sustainable practices in education and, most importantly, inform strategies of HIEP integration into the specifics of educational curricula beneficial to the higher education sector in Egypt.

Literature Review

Due to the rapidly increasing digitalization and globalization in the world, the evolution of education technology has become part of higher education. Thus, the use of educational media in higher education universities has increased, particularly within faculties of specific education (Stošić et al., 2017).

Introduction to Specific Education, Especially Educational Media

Specific education, as defined by Mansoura University (2021), consists of tailored academic programs designed to support educational activities by educating and training specialized teachers in fields such as educational media, educational music, educational arts, home economics, educational technology, and other extracurricular activities. The primary goal of instructional programs for targeting the students' personalities is to enhance their creative thinking and reasoning abilities (Zaghloul & Rabeh, 2020; Koskela & Kärkkäinen, 2021).

According to Kerres (2004), educational media is defined as a learning or instructional medium. Educational media include print, audio, and non-print types of media. Integrating media strategies into educational settings supports sustainability by reducing the reliance on printed materials, thus saving resources and minimizing waste. Digital platforms can replace traditional paper-based resources, contributing to a decrease in the ecological footprint of educational institutions. Additionally, the use of digital platforms and educational technologies promotes flexible learning environments, making education more accessible and inclusive, which aligns with the principles of social sustainability (Smith & Baik, 2019). In addition, educational media facilitates distance and flexible learning environments, making education more accessible and inclusive (Alenezi et al., 2021). These sustainable practices are increasingly important for modern educational institutions that aim to align with global sustainability goals (Ritakumari, 2019). The teaching and learning process has media streams online that include interactive whiteboards, mobile devices, microphones, computer systems, digital videos on demand, podcasts, and digital gaming to enhance the teaching and learning process effectively within the digital revolution of the world.

The programs in educational media aim to develop new-aged learning platforms. Using educational media may eliminate in-classroom need for video clip hardware, which means that students and educators can easily access educational resources by themselves without even owning any internet access. This is the case even with the use of podcasts, where teachers can publish their information over the internet, and the students can access or subscribe to the files wherever they are (Stošić et al., 2017). All higher education institutions make use of technology-enabled communication as it allows for the development of interactive communication channels between teachers and students. The increasing role of specific education has compelled universities

across the globe to align their departments, but the process of implementation has been very much a constraining factor for students.

Challenges of Sustaining Specific Education, Especially Educational Media

Despite having one of the largest universities in the African region, a decrease in education quality has been observed in Egypt. While efforts to enhance the student enrollment rate have been made by making education free for all (Ghazal, 2012), this shift of focus toward quantity has resulted in the degradation of quality in higher education. Several challenges within the educational system of Egypt stand in the way of the effective delivery of higher education. These challenges include strains on infrastructure, lack of access to university resources, prevailing negative attitudes toward vocational training, over-centralized control, lack of teaching quality, and social inequalities (Loveluck, 2012). Specific education programs must integrate educational media effectively to enhance their impact. However, the major barriers to educational media include the lack of availability of scientific equipment, library books, and the absence of computer labs. In access to most of these facilities and services, digital access has been reserved for private universities; hence, open under-equipment is another major challenge in the higher education sector (Langsten, 2019 Miyakoshi, 2016). Moreover, with their tight budgets public universities cannot afford to shift their libraries to online resources (Stopikowska & El-Deabas, 2012). Even though educational media provide a broader perspective of knowledge, instructors are often treated as the sole authorities, leaving no room for class discussions or interactive learning, imaginative ways of learning, critical thinking-based activities, or student reflections (Ead, 2020). Veisson and Kabaday (2018) explore preschool teachers' views on professionalism, quality of education, and sustainability in an international study conducted in Estonia and Turkey, highlighting the challenges faced in integrating education-based courses into specific education programs. Despite the Egyptian government's efforts to enhance the learning experience, the integration of education-based courses into specific education programs has not been successful due to various influencing factors such as infrastructure limitations, resource availability, and socio-economic conditions (Sywelem, 2020).

Sustainability of Specific Education Through HIEPs

HIEPs are practices implemented in higher education courses either through institutional priority or learners' characteristics to have better involvement of students and widen learning from just education in professional major careers. HIEPs, such as common intellectual experiences, first-year seminars and experience, writing-intensive courses, learning communities, undergraduate research, collaborative assignments and projects, diversity/global learning, internships, service-learning, and community-based learning, capstone courses, and projects, have all collaborated for even greater student growth by taking on intercultural skills and critical thinking (Sandeem, 2012). The major issue with the existing system of higher education is either the presence of interactive communication or the non-availability to focus on overall skill enhancement. These are the issues that HIEPs contribute to overcoming as they have stopped being just a positive influencing factor over the performance of students; they take attitudinal, learning, and behavioral changes into account. In addition, the implementation of HEIPs make students more active, promote their engagement, help acquire and share different

viewpoints, improve creative writing and critical thinking skills (Brownell & Swaner, 2009). HIEPs contribute to the development of students' transferable and basic skills, enable students to apply theoretical knowledge in the real world or gain hands-on experience (Linder & Hayes, 2018; Sakat et al., 2012). Thus, HIEPs help provide opportunities for skills development that are not only required in real life but also focus on the widening of learning discipline (Baştas, 2023). In the current competitive business landscape, the development of personal qualities and the implementation of knowledge through HIEPs in higher education, particularly in the field of educational media, is of paramount importance (Lu & Smiles, 2023).

Integrating Sustainability into Egyptian Education Through High-Impact Practices and Educational Media

The Anthropocene epoch brings with it the demand to change the very understanding of nature, consciousness, and education, rethink rational demands, and relate sustainability to the educational discourse (Salite et al., 2023; Salite et al., 2021). In a world that increasingly becomes unsustainable and multifarious in social issues, it will represent the urgency for pedagogical practices that can result in solid relationships between students and their environment, where the core of the relationships is sustainability (Salite et al., 2022a).

HIEPs emerge as a crucial response to the above-mentioned challenges. They strongly support pedagogies deeply rooted in the principles of sustainability. The curriculum design of HIEPs by nature solicits a learning environment through which students are directly involved in the learning process, fostering a transformative and reflexive experience mirroring real-world complexities (Kuh, 2008). The practices include service learning, community-based learning, and interdisciplinary projects—all of them are closely aligned with the aims of sustainability education to apply learning in practice toward solving societal problems (Salite et al., 2021). Especially in the context of Egyptian education, there is an urgent requirement to fit these high-impact practices to local conditions and challenges. The very socio-cultural and environmental nature of Egypt structures yields possible opportunities for the practice of HIEPs, i.e., local traditions, values, and sustainability issues of the area under focus need to be understood very sensitively and exactly. The use of educational media in the dissemination of HIEPs in Egypt provides a hopeful line of assistance in strengthening the sustainability of specific education, which can be achieved by using digital platforms and educational technologies that can fill the current gap between conceptual knowledge on sustainability at universities and its practical application by granting students an access to many different types of learning resources and real sustainability projects. According to Salite et al. (2021, 2022b), these technologies, when applied correctly, can be some of the best tools for ensuring the development of critical thinking, problem-solving, and collaboration skills relevant to education for sustainable development.

There are, however, several critical factors that will ensure the success of the amalgamation of HIEPs in media meant for learning within an education setting in Egypt. They are contextually relevant content generation, availing technological infrastructure, and educator development in the efficient delivery of sustainability-oriented curricula through digital tools (Salite et al., 2021). The relevance and impact of HIEPs can further be enhanced in the sense that cooperation is established among educational establishments, local communities, and public institutions to ensure that

educational work coincides with national goals and priorities for sustainability (Salite et al., 2023). Ultimately, the integration of HIEPs within educational media represents a vital strategy for advancing sustainability in Egyptian specific education. By adapting these practices to the local context and leveraging digital technologies, educators can cultivate a generation of students equipped to navigate the complexities of the Anthropocene and contribute meaningfully to sustainable development in Egypt and beyond.

Empirical Studies on the Impact of HIEPs in Higher Education

Engaging students, particularly online learners, has been identified as a significant challenge in higher education institutions, as found by Morris et al. (2019). The impact of HIEPs was evaluated through a national survey of student engagement for the years 2017 and 2018. The analysis revealed that the engagement levels of traditional students aged below 24 were higher than those of online students, and the engagement of part-time students was even lower. This indicates that HIEPs could lead to better engagement, increased graduate attendance, and higher program completion rates.

Ishaq and Bass (2019) explored HIEPs within specific education settings, such as athlete academic environments, focusing on the perceptions of 11 students. They discovered that attitudinal differences between academic staff and coaches, along with barriers such as HIPs, university control, student-athlete time commitments, and lack of funding, hindered the implementation process of HIEPs. Despite these challenges, HIEPs were seen as necessary for creating a more comfortable environment and improving the availability of resources.

Rodriguez and Koubek (2019) assessed the impact of HIEPs on student learning outcomes and engagement. Analyzing 94 students, they found that HIEPs facilitated the creation of constructive assignments, enhanced understanding of applied learning, fostered constructive feedback, and enabled a diverse understanding of viewpoints. This contributed to improved job knowledge, critical thinking skills, and the ability to collaborate effectively.

Claiborn et al. (2021) aimed to determine the effects of HIEPs on engineering students by examining the perceptions of 683 students. Their findings suggested that HIEPs significantly contributed to student persistence, participation, and success.

Stephen and Rockinson-Szapkiw (2021) noted the rise of online programs due to increasing digitalization. However, they highlighted issues such as high attrition rates, the absence of human presence, and poor student preparation, which negatively affected the efficiency of online environments. Their analysis of 95 students enrolled in both high-impact and traditional courses showed that HIEPs improved self-directed learning, self-regulation, and self-efficacy.

Alenezi et al. (2021) investigated the digitalization of the education sector through the lens of HIEPs, particularly during the transition to online education caused by COVID-19. Their empirical assessment of 220 students from Northern Border University revealed that HIEPs, like first-year experiences, common intellectual experiences, and learning communities, significantly contributed to better information understanding, personal development, communication, and student interaction. They also found that the effectiveness of HIEPs in online education was influenced by situational, dispositional, and institutional factors.

Conceptual Framework

The integration of HIEPs into higher education system of Egypt, particularly within educational media, presents a strategic response to a spectrum of persistent challenges. This conceptual framework outlines how HIEPs can effectively counteract these obstacles, offering a pathway to enrich the educational experience and outcomes. Figure 1 visually encapsulates this approach, illustrating the potential of HIEPs to transform the educational media landscape by addressing key issues and fostering an environment conducive to learning and development.

Figure 1
Conceptual Framework

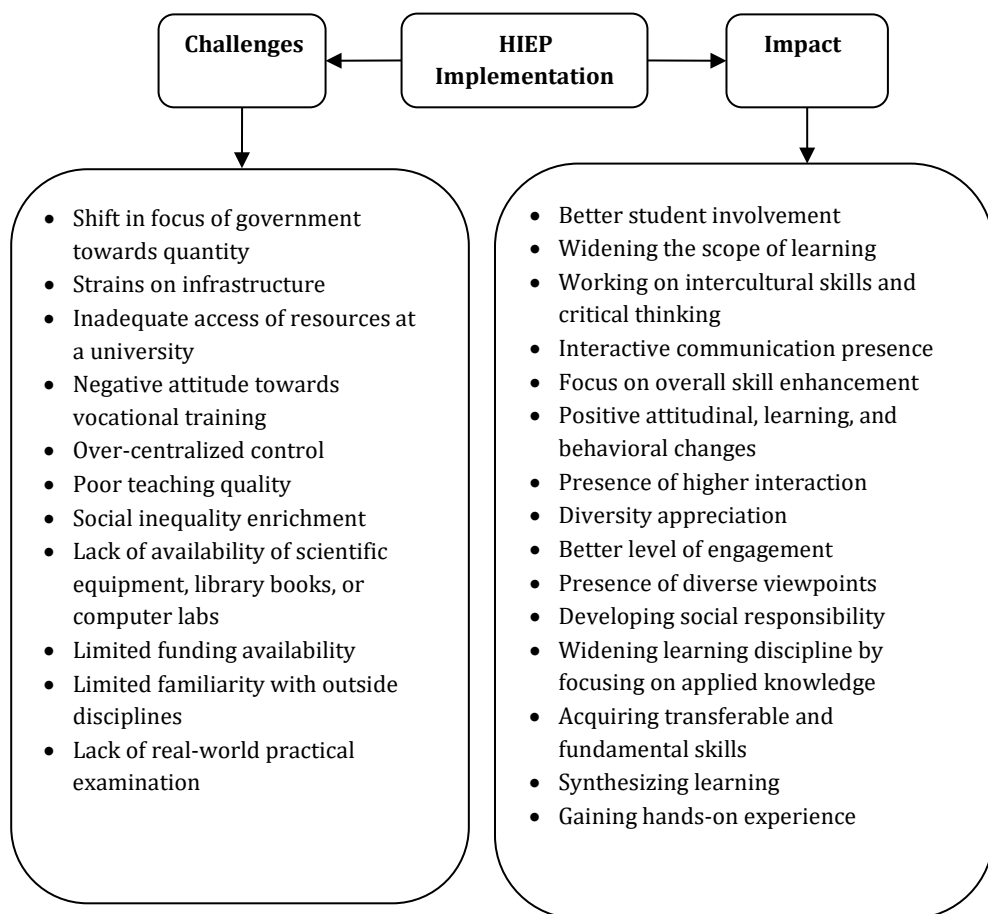


Figure 1 reveals that the HIEP practices implemented by higher education institutions help overcome the existing challenges such as strain on infrastructure, a shift in focus of government toward quantity, negative attitude towards vocational training, unavailability of resources, over-centralized control, social inequality enrichment, poor teaching quality, limited availability of funds, lack of scientific equipment, lack of real-world practical examination, lack of familiarity with outside

disciplines. Since institutions are adopting specific education, especially educational media, higher education could derive the benefit of gaining experiential knowledge synthesis, diversity appreciation, interaction presence, and attitude changes with better engagement or responsibility for societies or social accountability. Thus, HIEPs are relevant for achieving the effectiveness of educational media department.

Methodology

The research methodology is defined as the process of listing out the analysis procedure required to fulfill the tasks of the study. To provide the blueprint of the study, the section below presents the dataset examination process for stating the importance and impact of HIEPs, especially at the faculties of specific education of Egyptian universities.

Research Type

Since the aim of the study is to explore the implementation of HIEPs in educational media and the area is still not yet explored for Egyptian universities, an explanatory research design is useful to explore the perceptions from a sample of teachers from the faculties of specific education at Egyptian universities in their capacity as experts in the field of educational media for determining the relevance of HIEPs. Further, the quantitative analysis will be used to validate the role of HIEPs and even gain more appropriate results about the need of HIEP implementation in the Egyptian universities.

Sampling Plan

A sampling plan involves the procedure entered into the process to derive pertinent information. The developed study design will collect primary quantitative data since the type of research used in this particular study will be quantitative. The study aims to describe HIEPs in educational media at Egyptian universities. The sample includes 50 faculty members from educational media departments within faculties of specific education across various Egyptian universities, chosen to assess their perspectives on the integration of sustainable practices within the curriculum, specifically to assess their perspectives on how educational media can contribute to sustainable educational practices and outcomes. The survey questions elicit responses on the integration of sustainable practices within the curriculum and the impact of these practices on educational quality and student engagement. It can be derived that a representative sample of the original community professors in this specialty will state the role of HIEPs in education, thus attaining the educational goals desired.

Data Collection and Analysis Methods

The examination incorporated a quantitative analysis method, and the faculty perception of HIEPs in educational media and the educational, technical, and technical requirements was collected through a questionnaire. The instrument used was grouped into three major sections: the demographic characteristics of the respondents, the basic knowledge of the respondents about HIEPs (Alenezi et al., 2021), and finally, the analysis of the importance of HIEPs in educational media.

In this respect, a sample of 50 teachers and faculty members from the educational media departments at specific education faculties across various universities was selected to be surveyed using the questionnaire (see Appendix A). For data interpretation, SPSS software package was used as an analysis tool. Initial frequency analysis was performed to evaluate the demographic characteristics and knowledge levels of the respondents. Further, for impact assessment, hypotheses were formulated to determine relationships. Therefore, using a significance level of 5 %, the hypotheses listed below were tested to determine the necessity of HIEPs in higher education in Egypt in general and in specific education, especially in the field of educational media, in particular.

H₀₁: HIEP implementation is not required for specific education at higher education institutions.

H_{A1}: HIEP implementation is required for specific education at higher education institutions.

Furthermore, to determine the role of HIEPs in educational media, the following hypotheses were assessed.

H₀₂: HIEPs do not have a significant impact on specific education in the provision of higher education.

H_{A2}: HIEPs have a significant impact on specific education in the provision of higher education.

Ethical Considerations

To fulfill the ethical requirements of the study, the approval of the Scientific Research Ethics Committee was taken in addition to the approval of the Council of the Department of Educational Media at the Faculty of Specific Education to conduct the study while adhering to all the conditions and standards set by Mansoura University for this purpose. The questionnaire was sent to the study sample via Google Forms, provided that the respondents answer the survey questions voluntarily without prejudice or coercion.

Findings

With the focus of the study on determining the importance and impact of HIEPs in educational media, the section below presents a quantitative analysis based on a survey of the perceptions of teachers who are experts in the field of educational media from different specific education faculties.

Demographic Analysis

Demographic analysis is the process of examining the demographical characteristics such as age, gender, or education level of the sample to derive knowledge on the basic background of the respondents. Herein, as specific education colleges were selected as a sample of the population, their perception frequency analysis is presented below.

Figure 2
Demographic Analysis of Faculty Members of Specific Education Colleges at Various Universities

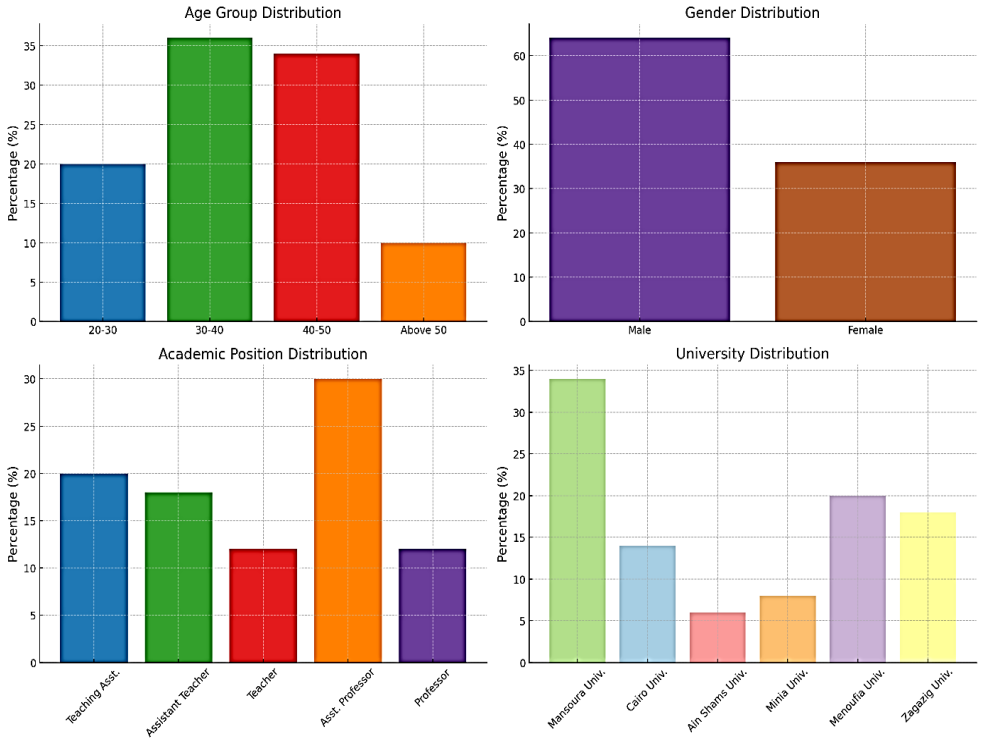
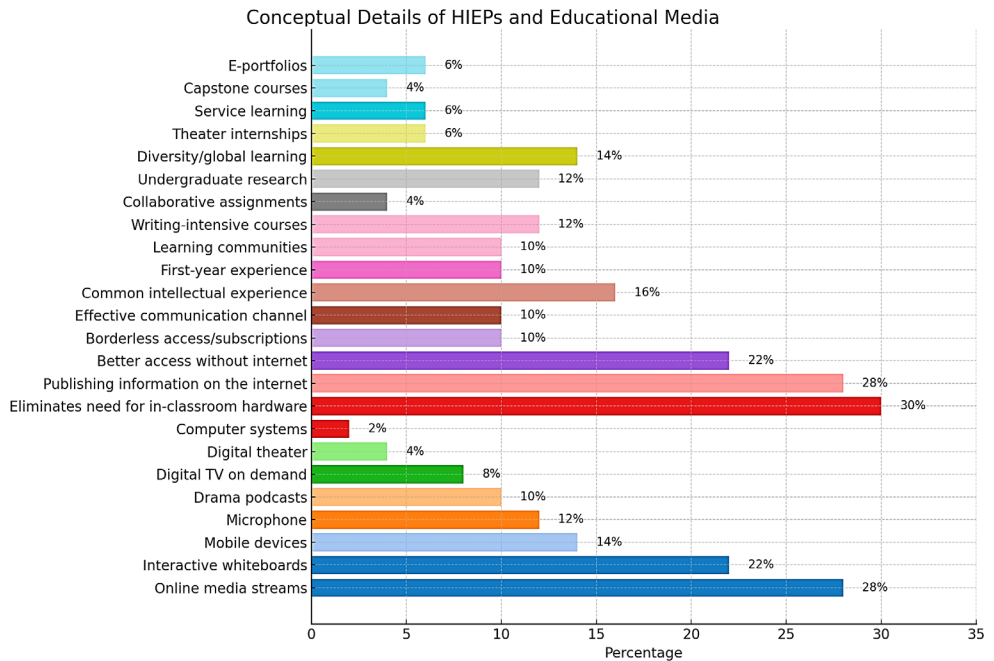


Figure 2 shows that the demographic analysis of the study sample indicates that the majority of the teachers and faculty members participating in the study are middle-aged. All of them are experts working at educational media departments of different universities in Egypt. They voluntarily answered the study questionnaire via Google forms. The number of respondents is 50, and most hold the degree of assistant professor at educational media departments (30 %). Participants come from different universities: 34 % from Mansoura University, 20 % from Menoufia University, 18 % from Zagazig University, 14 % from Cairo University, 8 % from Minia University, and 6 % from Ain Shams University.

Background Analysis

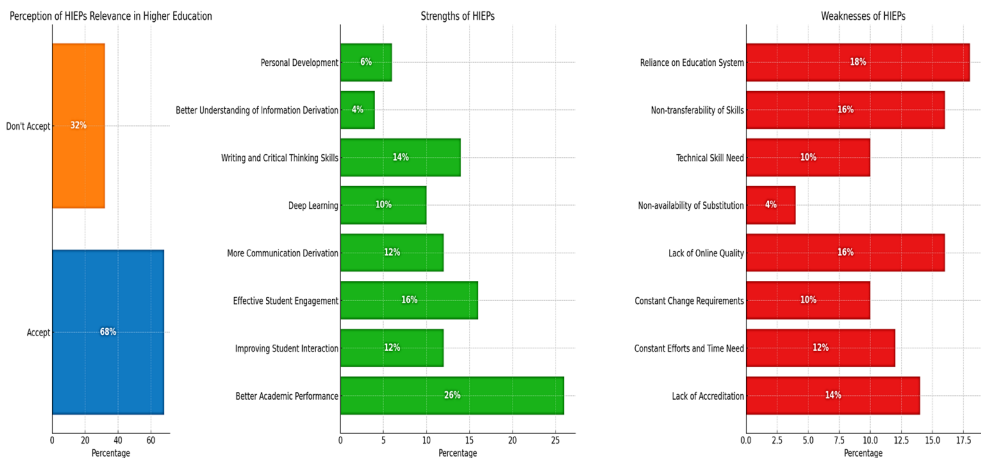
Herein, as the focus area of study is HIEPs and educational media, the perception of teachers who work at the educational media departments of the faculties of specific education has been assessed regarding different practices and their relevance. The frequency-based examination is shown below.

Figure 3
Conceptual Details of HIEPs and Educational Media



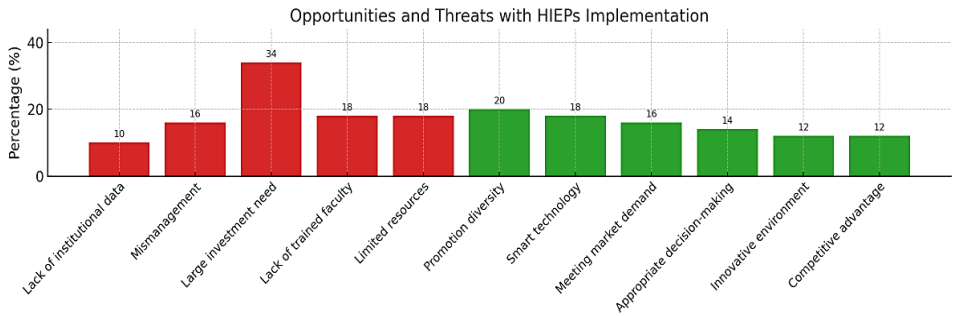
The conceptual information of educational media depicts that among the available educational tools, most of the study sample consisted of faculty members, i.e., 28 %, who considered online media streams to be an effective means of enhancing the student experience. About 22 % of respondents recognize interactive whiteboards, 14 % consider mobile devices relevant, 12 % use a microphone, 10 % value drama podcasts, 8 % give preference to digital TV on demand, 4 % consider the digital theater effective, and 2 % focus on computer system relevance. With the examination of educational media integration in higher education institutes, the sample of teachers in the educational media major determined that about 30 % consider that it contributes to eliminating the need for in-classroom hardware, 28 % value its contribution in publishing information on the internet, 22 % consider that educational media enables better access to educational resources without the internet access, 10 % mention the benefit of providing borderless access or subscription to learning resources, and the remaining 10 % consider it as an interactive communication channel creation medium. With regard to the practices that should be adopted for supporting educational media, 16 % mention common intellectual experience, 10 % – the first-year experience, 10 % – learning communities, 12 % – writing-intensive courses, 4 % – collaborative assignments and projects, 12 % – undergraduate research, 14 % – diversity/global learning, 6 % – theater internships, 6 % – service learning or community-based learning, 4 % – capstone courses and projects, and 6 % – E-portfolios.

Figure 4
Strengths and Weaknesses of HIEPs



Examining the perceptions of teachers in the field of educational media of HIEP relevance for specific education in the higher education sector, 68 % accept that its implementation will be effective. In comparison, 32 % hold a different view. Regarding the strengths of HIEPs, 26 % of the study sample consisted of teachers or faculty members who mentioned their role in achieving better academic performance, and 12 % discussed the way of improving student interaction. Meanwhile, 16 % mentioned effective student engagement, 12 % highlighted development of communication skills, 10 % mentioned deep learning, 14 % identified the role of improving writing and critical thinking skills, 4 % highlighted the development of information literacy, and 6 % mentioned personal development as the benefit of HIEP. Regarding the weaknesses of HIEPs, about 14 % of the study sample consisted of teachers or faculty members who mentioned a lack of accreditation, 12 % – constant efforts and time need, 10 % – constant change requirements, 16 % – lack of online quality, 4 % – non-availability of substitution, 10 % – the need of technical skills, 16 % – non-transferability of skills, and lastly, 18 % – more reliance of the implementation process on the education system.

Figure 5
Opportunities and Threats of HIEP Implementation



Exploring further the opportunities and threats of HIEPs, Figure 5 shows that 34 % of respondents consider large investigation needs, 18 % – a lack of trained educational media departments at the faculties of specific education, 18 % consider limited resource availability, 16 % mention mismanagement, and 10 % highlight a lack of institutional data availability as major threats to HIEPs. Analyzing the opportunities, 20 % of educational media departments at the faculties of specific education mention promotion diversity, 18 % highlight smart technology integration in education, 16 % consider meeting business market demand, 14 % mention appropriate decision-making, 12 % state an innovative environment, and 12 % mention competitive advantage as major opportunities in the process of HIEP implementation. Thus, the background analysis highlights that educational media are a widely accepted and effective tool considered by the faculties. However, there is a need for HIEP integration, as it is recommended to enhance the student experience in the field of educational media experience.

HIEP Requirements for Specific Higher Education Institutions

Background analysis with the identification of the relevance of HIEPs depicted that most of the study sample consisted of teachers from the educational media departments at the faculties of specific education that value the usage of HIEPs in specific higher education. However, having mainly non-statistical information for identifying the requirements of HIEPs, it is essential to assess the challenges of specific higher educational colleges, especially educational media, to determine HIEP relevance. Thus, the relationship between the existing challenges and HIEP relevance was determined by model building. Herein, the statements considered for measuring the faculty members' perceptions of existing issues at specific higher education institutions are stated in Table A-1 (see Appendix B).

Table 1

Reliability Correlation Analysis for HIEP Requirement

	Cronbach's Alpha if Item Deleted	Cronbach's Alpha	Pearson Correlation	Sig. (2-tailed)
N			1.000	
N1	0.919	0.930		
N2	0.936		0.885	0.000
N3	0.937			
N4	0.926		0.689	0.000
N5	0.918		0.830	0.000
N6	0.919		0.809	0.000
N7	0.920		0.818	0.000
N8	0.918		0.730	0.000
N9	0.923		0.566	0.000
N10	0.917		0.825	0.000
N11	0.926		0.487	0.000

As the statements included for measuring the challenges faced by institutions are lengthy, for simplification, coding has been done. N1 to N11 denote the variables related

to challenges, while N denotes the statements depicting HIEP relevance. Though the model building enables impact determination, before building a model, the efficiency of statements needs to be determined; thus, the reliability of independent statements is assessed using the Cronbach alpha test. The linkage between the variables needs to be examined to determine whether there is any association between existing challenges and HIEP requirements. As a correlation analysis enables linkage strength determination, the results of this method are shown below.

Table 1 shows that the total Cronbach's alpha value for the construct is $0.930 > 0.7$; thus, there is presence of effectiveness in measuring the HIEP requirement for specific higher education institutions with the selected statements. However, as for evaluating the relevance of each statement, item-wise Cronbach's alpha was examined. Herein, as the value for N2 is 0.936 and N3 is 0.937, which is more than the total Cronbach value of 0.930, their elimination will improve the reliability. Hence, for a more effective and reliable model, these statements were excluded from the final model.

The correlation analysis depicts that the significance value for all the statements is $0.000 < 0.05$; thus, there is a possibility of having a linkage between variables. For the strength of the relationship, the Pearson correlation coefficient was examined, which showed that values of all the statements were greater than 0.5 except for N11, which was 0.487. As all the statements depicted that at least a moderate relationship between HIEP relevance and existing challenges was present, statements except N11 could be considered for model building.

To examine the relationship between the existing issues and the HIEP relevance for specific education at higher education intuitions, the hypotheses below were tested at a 5 % level of significance.

H₀₁: HIEP implementation is not required for specific education at higher education institutions.

H_{A1}: HIEP implementation is required for specific education at higher education institutions.

The implementation requirement could be determined by building a regression model wherein existing problems of institutions were regarded as independent variables, while the HIEP relevance was the dependent variable. The results of the regression model are shown in Table 2.

Table 2
Regression Analysis for HIEP Implementation

N	Coefficient	T-value	Sig	R Square	Adjusted R Square	F
Constant	0.246	1.582	0.121	0.946	0.936	90.285
N1	0.299	4.614	0.000			
N4	0.029	0.546	0.588			
N5	0.210	2.741	0.009			
N6	0.269	3.305	0.002			
N7	0.298	3.630	0.001			
N8	0.015	0.172	0.864			
N9	-0.309	-4.363	0.000			
N10	0.115	1.102	0.277			

Table 2 shows that the value of R square and adjusted R square is 0.946 and 0.936. Herein, the adjusted R square depicts that about 93.6 % of the variation in the requirement for HIEP implementation is represented by the existing challenges for specific higher education colleges. The F-value is $90.285 > 1$; thus, more precision in the model is derived by including respective independent variables. The P-value represents that for the majority of statements, i.e., N1, N5, N6, N7, and N9, the value is less than the required value of 0.05; thus, the null hypothesis of having no requirement of HIEP implementation for specific higher education colleges is rejected. The coefficient value depicts the magnitude of impact wherein the 1% rise in government focus on quantity (N1), over-centralized control (N5), poor teaching quality presence (N6), and social inequality enrichment (N7) resulted in the increase of the HIEP implementation requirement by 0.299 %, 0.210 %, 0.269 %, and 0.298 %, respectively. However, with the rise in limited funding availability (N9) by 1 %, the HIEP implementation requirement fell by 0.309 %. Thus, existing issues of higher education colleges have raised the need for HIEP implementation.

Impact of HIEPs on Specific Education, Especially Educational Media

The statements used for measuring the respondents' perceptions about HIEP impact are provided in Table A-2 (Appendix B). As all the statements are lengthy and hamper the visual representation of linkage, coding for the statements used for measuring the impact was performed. For all the independent statements measuring HIEP contribution, the alphabetical coding, i.e., R1 to R15 was used, while for the dependent variable, i.e., the variation in the specific higher education quality, the code R was used. Though coded statements could be used for linkage building, for effective results, initially a reliability assessment was required. The results of the Cronbach's alpha test are shown in Table 3.

Table 3

Reliability Analysis and Correlation for HIEP Role in Specific Higher Education

	Cronbach's Alpha if Item Deleted	Cronbach's Alpha	Pearson Correlation	Sig. (2-tailed)
R			1.000	
R1	0.917	0.927	0.853	0.000
R2	0.933			
R3	0.918		0.847	0.000
R4	0.915		0.866	0.000
R5	0.923		0.505	0.000
R6	0.928			
R7	0.921		0.532	0.000
R8	0.929			
R9	0.919		0.815	0.000
R10	0.926		0.414	0.003
R11	0.924		0.570	0.000
R12	0.919		0.848	0.000
R13	0.917		0.883	0.000
R14	0.917		0.857	0.000
R15	0.924		0.493	0.000

Table 3 depicts that the total Cronbach's alpha value is 0.927, which is more than the required value of 0.7; thus, the statements are effective in measuring the impact. Though total Cronbach's alpha defines the entire construct reliability, item-wise assessment is essential for determining relevance of each statement. Herein, the value of R2 is 0.933, R6 is 0.928, and R8 is 0.929, which is more than the total Cronbach's alpha value. The elimination of these statements would increase the reliability of the construct. Hence, for assessing the impact, initially, a linkage should be drawn.

As the significance value for all the statements is less than the required value of 0.05 (see Table 3), there is the possibility of the presence of a linkage between the variables. To understand the strength of linkage, the Pearson correlation coefficient was examined, wherein all the statements except R10 being 0.414 and R15 being 0.493 had a value of more than 0.5. Thus, there is presence of at least moderate linkage between the variables, and, hence, the impact could be determined.

Herein, for the model building to assess the relationship, the hypotheses stated below were tested at a 5 % level of significance.

H₀₂: HIEPs do not have a significant impact on specific education in the provision of higher education.

H_{A2}: HIEPs have a significant impact on specific education in the provision of higher education.

To test the hypotheses, all the statements used to determine the impact were regarded as independent variables, while the change made by HIEPs in specific higher education was stated as the dependent variable. The results of the regression model depicting the impact are provided in Table 4.

Table 4
Regression Analysis of HIEP Impact Assessment

R	Coefficient	T-value	Sig	R Square	Adjusted R Square	F
Constant	-0.133	-0.732	0.469	0.954	0.942	80.036
R1	-0.073	-0.657	0.515			
R3	0.033	0.336	0.739			
R4	0.296	3.291	0.002			
R5	-0.001	-0.022	0.983			
R7	-0.117	-2.069	0.045			
R9	0.135	2.284	0.028			
R11	-0.018	-0.274	0.786			
R12	0.317	2.962	0.005			
R13	0.374	4.556	0.000			
R14	0.122	2.049	0.047			

Table 4 shows that the regression analysis reveals that HIEPs have a substantial and statistically significant impact on the quality of specific higher education, particularly in the field of educational media. The adjusted R-squared value of 0.942 indicates that 94.2 % of the variation in specific higher education quality can be explained by the selected statements measuring the impact of HIEPs. This high value underscores the critical role that HIEPs play in shaping educational outcomes.

Furthermore, the F-value of 80.036 (greater than 1) confirms that the precision of the model is enhanced by including all the selected independent statements, validating the choice of variables used to assess HIEP impact. A closer examination of the individual statements reveals that several key aspects of HIEPs have a positive and significant influence on the provision of specific higher education. Notably, a 1 % increase in interactive communication presence, particularly through theater-based educational practices in teaching mechanisms (R4), better student engagement (R9), emphasis on applied knowledge (R12), focus on transferable and fundamental skills (R13), and synthesized learning (R14) led to improvements in the provision of specific higher education by 0.296 %, 0.135 %, 0.317 %, 0.374 %, and 0.122 %, respectively. These findings underscore the importance of integrating interactive, engaging, and practical elements into educational media programs to enhance student learning and skill development. The analysis also shows that a 1 % increase in higher interaction opportunities (R7) is associated with a 0.117 % decrease in the provision of specific higher education. This unexpected result may suggest that simply increasing interaction without carefully designing and aligning it with learning objectives can potentially hinder education quality. This finding highlights the need for thoughtful and strategic implementation of HIEPs to ensure their effectiveness. Overall, the regression results provide compelling evidence that HIEPs contribute significantly to enhancing the quality of specific higher education, particularly in the context of educational media at Mansoura University. By incorporating interactive communication, fostering student engagement, emphasizing applied knowledge and transferable skills, and promoting synthesized learning, educational institutions can leverage HIEPs to drive meaningful improvements in educational outcomes and prepare students for success in their future endeavors (Zandvliet & Paul, 2023). These findings not only validate the importance of HIEPs in the specific education context but also offer valuable insights for educators and policymakers seeking to enhance the quality and relevance of higher education programs. By prioritizing the integration of HIEPs into educational media curricula, institutions can cultivate a learning environment that is engaging, practical, and aligned with the needs of the 21st-century workforce, ultimately contributing to the sustainable development of education in Egypt and beyond.

Discussion

The Proposed Vision for the Sustainability of Specific Education Through HIEPs at Universities in Egypt

The discussion on the sustainability of specific education in Egypt, particularly through the integration of HIEPs at Mansoura University, is an ambitious step toward redefining education through the lenses of sustainability. The highlighted challenges, such as the government's focus on quantity over quality, centralized control, suboptimal teaching, and social inequalities, call for a transformative approach toward education that is sustainable. HIEPs encourage dynamic communication, active participation, practical application of knowledge, and the cultivation of essential skills for students, thus preparing them for tackling real-world problems with innovative, eco-friendly solutions across various disciplines.

Mansoura University aims to refine its curriculum across specific disciplines, including educational media, theater, technology, and art education, to incorporate HIEPs and develop robust theater education programs that foster critical thinking and

creativity. This way Mansoura University not only aims to boost student engagement and outcomes but also to integrate the university's offerings with sustainable principles, thereby fostering a more equitable and resilient society.

To actualize this vision, focus areas for the educational media department include:

- **21st-Century Skills:** Revamping the curriculum to incorporate skills such as problem-solving, critical thinking, curiosity, and collaboration, which are vital for thriving in a digital age and contributing to sustainable development.
- **Skill Gap Identification:** Regular assessments to adapt education to meet evolving workforce and societal needs.
- **ICT Application:** Integrating Information and Communication Technology (ICT) to foster modern pedagogical methods and prepare students for a digitized world.
- **Academic Staff Support:** Offering professional development to faculty to ensure the effective deployment of HIEPs and foster a culture of sustainable education.

Furthermore, sustainability concepts should permeate all curriculum levels, not limited to environmental issues but also social and economic sustainability. This holistic approach encourages students to become agents of change in their future careers and lives. The department should also facilitate interdisciplinary projects on sustainability, offering practical experience and fostering innovation and critical thinking.

Overall, this vision emphasizes educating and training graduates who are not only adept in their fields but also responsible global citizens, poised to contribute to sustainable development and address global challenges. This commitment aligns with Egypt Vision 2030 and the broader global sustainability agenda.

To further cement the role that HIEPs play in advancing sustainability within the Egyptian specific education, there is a need to consider how the integration of sustainability concepts is made applicable across the curriculum in every aspect. This should be more than just the infusion of environmental themes within the program but should include social and economic faces of sustainability. Embedding sustainability at the core of educational media programs can develop an outlook for students toward sustainability dilemmas or opportunities. It would be an encouragement towards a sustainability mindset exhorting students to know not only the issues of sustainability but to be an advocate for change in their professional and personal lives. In the future, educational media should work in a proactive mode on the creation of interdisciplinary projects, which would allow students to perform real work in the context of sustainability. Such projects may become a field for applying theoretical knowledge in situations of practice, thus developing students' innovation capacity. Collaborations with local industry, NGOs, and community groups provide students with insights toward practical applications of the principles of sustainability. In essence, the sustainability vision of Egyptian specific education through HIEPs points to a commitment to graduating students who first are professionals in their areas of interest and beyond, committed to becoming responsible citizens of the world with a good measure of environmental stewardship and social responsibility. This commitment will make sure that graduates of Mansoura University are, in fact, well-equipped to effecting contributions to sustainable development within Egypt and, finally, the world at large, taking into account the pressing challenges.

Conclusion

Over the years, the government of Egypt has dedicated its efforts to ameliorating the quality of higher education in the pursuit of the aims of sustainable development outlined in Egypt Vision 2030. This has, therefore, in no small measure, engendered a need that there should be a commitment to the enrichment of the university curriculum with specific disciplines in education more focused on providing students more exposure to the depth of knowledge and practical skills. However, the campaign has been marred with the insufficient funding and narrowed focus on promotion to discipline, which downplayed the wide implementation of some education courses. The technologies worldwide, with increasing demands for competent workforces, raise the importance of HIEPs as a prime strategic tool in overcoming the challenges further to open the horizon for educational development. However, the potential of educational media has been largely underutilized due to a lack of awareness among educational institutions regarding its benefits and applications.

This study addressed the research gap by involving insights of 50 teachers and faculty members from the educational media departments of different Egyptian universities. They critically emphasized the need for adopting HIEPs to mitigate issues such as over-centralized control and subpar teaching quality. The implementation of HIEPs promises to re-energize the educational media landscape with more focus on dynamic communication channels, increased activity of the students, and increased relevance of applied knowledge. This, therefore, would mean a strategy review aiming at 21st-century competencies, bridging the skills gap, integration of ICT, and having proper faculty support toward the realization of these dreams.

This visionary adoption prepares students for current and future contexts and fosters lifelong learning and innovation. The implementation of HIEPs in selected education areas will enhance academic and developmental potential, providing a platform for the Egyptian government to catalyze innovation in various sectors. Therefore, HIEPs are not only tools to improve education but also serve as a critical pivot towards sustainable growth in academia and society. Future research should explore the long-term impacts of these practices on sustainability outcomes and identify best practices for integrating educational media into sustainable education strategies.

From the synthesis of the findings, it is evidenced that HIEP within the domain of educational media is not a matter of taste in academia but one of the bases necessary for higher sustainable development in Egypt. This paradigm shift reconciles traditional pedagogical approaches with the demands of a highly dynamic global context. For educators, most surely on matters regarding educational media and theater, stepping up to HIEPs would mean nothing less than allowing the potential for critical thinking, creativity, and adaptability to unfold for the students. These are the basic life skills in meeting the demands of the 21st century and the very strategic objectives of Egypt Vision 2030. This makes the integration of HIEPs within the learning environment, by transcending the conventional education reforms and sending a signal about a kind of commitment towards excellence and sustainability in the comprehensive development of students. This university targets not just bringing up 'graduates' but 'pioneers and leaders' who will be tooled with the skills to make a significant difference in their area of specialization and society in general.

Recommendations for Future Research

Future research should address the following emerging challenges: government focus on quantity rather than quality, central control of higher education, social inequities, and poor standards of teaching .

It should be stated that HIEPs largely serve general goals related to sustainability in education, whether it concerns features of interactive communication, students' collaborative learning activities, applied knowledge, or developed transferable skills. All these practices will orient the students toward being able to confront real complex problems that can be issued to the world with responsible, inclusive approaches to society for sustainability, equity, and resilience through innovation and interdisciplinarity.

For this purpose, the educational media curriculum at Egyptian universities, particularly at Mansoura University and at other selected education colleges, has to undergo a change, which the above-advanced HIEP methodologies bring. This is important from the perspective of improving students' learning outcomes and from the perspective of ensuring that universities offer products and services in tune with the sustainability mantra.

The proposed vision of integrating HIEPs within the departments of educational media aims to create an interactive learning environment supported by technological advancements and extracurricular activities. These are the frontiers of ensuring that the departments are well prepared to meet emerging needs in the workforce and society in general by working hard in enhancing key areas in line with 21st-century skills, identifying skill gaps, implementing ICT, and supporting academic staff. Moreover, the partnership arrangements of educational institutions with local communities on one side and government agencies on the other will increase the relevance and impact of HIEPs in such a way that the educational efforts become a lever of vectoring advancement toward the national goals and priorities of sustainability. This cooperation is important for providing solutions to the socio-cultural and environmental challenges that face Egypt specifically and guaranteeing sustainable development within this region.

Successful incorporation of HIEPs in educational media, thus, will represent a vital strategy to encourage sustainability in Egyptian specific education. Further, this approach not only consolidates the outcomes of education but, with added effectiveness, multiplies international best practices into Egypt Vision 2030 and moves towards a more sustainable future.

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Appendix A
SURVEY QUESTIONNAIRE
HIGH-IMPACT EDUCATIONAL PRACTICES (HIEPs) IN EDUCATIONAL MEDIA

1. Section A: Demographic Profile

1. What is your age?
 - a) 20 - 30
 - b) 30 - 40
 - c) 40 - 50
 - d) Above 50
2. What is your Gender?
 - a) Male
 - b) Female
3. What is your academic degree?
 - a) Teaching Assistant
 - b) Assistant Teacher
 - c) Teacher
 - d) Assistant Professor
 - e) Professor
4. Which university does the Faculty of Specific Education belong to??
 - a) Mansoura University
 - b) Cairo University
 - c) Ain Shams University
 - d) Minia University
 - e) Menofia University
 - f) Zagazig University
 - g) Other University.....

2. Section B: Background profile

5. In the existing digitalized world, what educational media tools do you believe serve the purpose of enhancing student experience?
 - a) Online media stream
 - b) Interactive whiteboard
 - c) Mobile device
 - d) Educational radio
 - e) Computer system
 - f) Digital TV on demand
 - g) Drama Podcasts
 - h) Digital Theater
 - i) Other tools
6. What according to you are the possible benefits of integration of educational media specialization in specific higher education?
 - a) Eliminating in-classroom hardware needs
 - b) Access to educational resources without internet access
 - c) Publishing information on the internet
 - d) Borderless access or subscription to learning resources
 - e) Interactive communication channel creation
7. Which according to you is the most effective HIEP?
 - a) First-year experiences

- b) Common intellectual experience
 - c) Learning communities
 - d) Writing intensive courses
 - e) Collaborative assignments and projects
 - f) Undergraduate research
 - g) Diversity/global learning
 - h) Theater Internships
 - i) Service learning or community-based learning
 - j) Capstone courses and projects
 - k) E-Portfolios
 - l) Other
8. In your capacity as a faculty member and expert in educational media, do you think HIEPs are relevant for specific higher education learning enhancement?
- a) Yes
 - b) No
9. What according to you are the strengths of implementing HIEPs in specific higher education?
- a) Better academic performance
 - b) Improved student interaction
 - c) Effective student engagement
 - d) More communication
 - e) Deep learning
 - f) Rise in writing and critical thinking skills
 - g) A better understanding of information
 - h) Personal development
10. What according to you are weaknesses of having HIEPs in higher specific education?
- a) Lack of accreditation
 - b) Constant efforts and time needed
 - c) Constant change requirement
 - d) Lack of online quality
 - e) Non-availability of substitution
 - f) Technical skillsets needed
 - g) Non-transferability of skills
 - h) More reliance on the system
11. What according to you are the threats of specific higher education colleges?
- a) Lack of institutional data availability
 - b) Mismanagement
 - c) Large investment needed
 - d) Lack of trained specific education faculties
 - e) Limited resource availability
 - f) Continuous upgrades needed
12. What are the possible opportunities of HIEP implementation for specific higher education colleges?
- a) Promotion of diversity
 - b) Appropriate decision making
 - c) Innovative environment
 - d) Meeting business market demand
 - e) Smart technology integration in education

- f) Long-term success possibilities for students and colleges
- g) Competitive advantage

3. Section C: Inferential analysis

Rate the following based on your perception of HIEP relevance for specific education at your university on a scale of 1–5, where 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, and 5 – Strongly Agree.

13. Do you think the implementation of HIEPs is a requirement or a major need for the educational media department of your specific education college at your university?
- a) Strongly disagree
 - b) Disagree
 - c) Moderate
 - d) Agree
 - e) Strongly agree

No.	Statement	1	2	3	4	5
1	Higher specific education colleges bear the issue that government focus is more toward quantity					
2	The strains on infrastructure do not support specific higher education					
3	There is the presence of inadequate access to resources at the university					
4	The higher specific education colleges have a negative attitude toward vocational training					
5	The academic system of your college has over-centralized control					
6	There is presence of poor teaching quality					
7	The social inequality enrichment exists					
8	There is a lack of availability of scientific equipment, library books, or computer labs					
9	Limited funding is available for supporting specific higher education					
10	Specific education colleges restrict the curriculum and have limited familiarity with outside disciplines					
11	There is more theoretical focus and a lack of real-world practical examination					

14. Do you think HIEPs have a role in specific higher education quality, especially educational media?
- a) Strongly disagree
 - b) Disagree
 - c) Moderate
 - d) Agree
 - e) Strongly agree

No.	Statement	1	2	3	4	5
1	Better student involvement is derived					
2	The scope of learning has widened					
3	There is more focus on intercultural skills and critical thinking					
4	Interactive communication presence in the teaching mechanism					
5	The course has more focus on overall skill enhancement					
6	Positive attitudinal, learning, and behavioral changes could take place					
7	Presence of higher interaction opportunities					
8	Diversity appreciation is enabled					
9	A better level of engagement is derived					
10	Diverse viewpoints are accepted					
11	Developing social responsibility among the students and faculties					
12	Widening learning discipline by focusing on applied knowledge					
13	More focus on delivering transferable and fundamental skills					
14	Synthesizing learning					
15	Students could derive hands-on experience					

Appendix B
Coding of Requirement Determination and Role Examination of HIEPs in
Educational Media at Specific Education Colleges

Table A – 1
Coding for HIEP Requirement Determination

Code	Statement
N	HIEPs are the requirement or mainly the need for the educational media department of specific education colleges
N1	Higher specific education colleges bear the issue that government focus is more toward quantity
N2	The strains on infrastructure do not support higher specific education
N3	There is the presence of inadequate access to resources at specific education colleges
N4	Higher specific education colleges have a negative attitude toward vocational training
N5	The academic system has over-centralized control
N6	There is presence of poor teaching quality
N7	The social inequality enrichment exists
N8	There is a lack of availability of scientific equipment, library books, or computer labs
N9	Limited funding is available for supporting higher specific education
N10	Specific education colleges restrict the curriculum and have limited familiarity with outside disciplines
N11	There is more theoretical focus and a lack of real-world practical examination

Table A – 2
Coding for HIEP Role Examination

Code	Statement
R	HIEPs have a role in specific higher education quality, especially educational media
R1	Better student involvement is derived
R2	The scope of learning has widened
R3	There is more focus on intercultural skills and critical thinking
R4	Interactive communication presence in the teaching mechanism
R5	The course has more focus on overall skill enhancement
R6	Positive attitudinal, learning, and behavioral changes could take place
R7	Presence of higher interaction opportunities
R8	Diversity appreciation is enabled
R9	A better level of engagement is derived
R10	Diverse viewpoints are accepted
R11	Developing social responsibility among the students and specific education colleges
R12	Widening learning discipline by focusing on applied knowledge
R13	More focus on delivering transferable and fundamental skills
R14	Synthesizing learning
R15	Students could derive hands-on experience