

# Assessing the Impact of Collaborative Teaching Sessions with Guest Speakers on Student Learning and Engagement

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## ABSTRACT

This research explores the effects of collaborative teaching sessions that feature guest speakers on students' learning and engagement. After a session involving a guest speaker, a survey was conducted with 267 students to evaluate their engagement, comprehension of the material, and overall satisfaction. The results reveal that guest speakers play a significant role in boosting student engagement and fostering a deeper understanding of the subject, especially when providing unique perspectives. The findings suggest that incorporating guest speakers into collaborative teaching settings can enhance student motivation and academic outcomes, and they provide practical recommendations for future educational practices.

**Keyword:** collaborative teaching, guest speaker, engagement, learning outcomes.

## INTRODUCTION

In the contemporary educational landscape, pedagogical methodologies have increasingly shifted toward student-centred paradigms that prioritize active learning and social constructivism. Higher education institutions are continuously seeking innovative strategies to enhance student engagement, academic achievement, and the practical application of theoretical knowledge. While traditional, unidirectional lectures often struggle to maintain student motivation, collaborative teaching models offer a dynamic alternative by fostering interactive and participatory learning environments. These collaborative structures are further enriched when paired with the integration of industry professionals and external experts, who bridge the gap between academic curricula and professional realities.

Extensive literature underscores the individual benefits of collaborative teaching and the inclusion of guest speakers in fostering cognitive engagement and contextualizing complex theories. Guest speakers serve as vital conduits to communities of practice, providing students with unique insights that enhance motivation, knowledge retention, and the perceived value of their education. Despite these recognised advantages, empirical research that examines the intersection of these two approaches within a unified framework remains notably sparse. Few studies have comprehensively assessed how the deliberate combination of collaborative teaching and guest speaker sessions collectively impacts student learning outcomes and engagement.

To address this gap in the literature, this study investigates the impact of collaborative teaching sessions featuring guest speaker on third-year undergraduate accounting students enrolled in a fundamental financial management course. By deploying a mixed-methods research design, this paper evaluates student engagement levels, perceived learning outcomes, and overall satisfaction following an interactive guest lecture. Ultimately this research aims to offer actionable insights and practical recommendations for educators seeking to optimize collaborative learning environments and enhance student readiness for professional disciplines.

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## LITERATURE REVIEW

Research over the last two decades has placed a greater emphasis on the value of social constructivist methods and active learning in raising student engagement and learning. These viewpoints provide a helpful prism through which to view the effects of group instruction with outside speakers, particularly in terms of retention, motivation, comprehension, and perceived value.

The literature on active learning consistently shows that it improves student performance and engagement. Prince (2004) examined a variety of studies. He concluded that approaches like as cooperative learning, problem-based learning, and collaborative assignments not only boost achievement but also have a favourable impact on student attitudes. Similarly, in a large-scale meta-analysis, Freeman et al. (2014) discovered that active learning improves exam scores and lowers failure rates across disciplines, demonstrating its superiority over traditional lectures. For this study, guest speakers can be seen as facilitators of active learning by creating interactive contexts where students ask questions, solve real-world problems, and engage in reflection, thereby improving their motivation and comprehension.

Chi and Wylie (2014) ICAP framework elucidates the role of active learning in enhancing engagement. The framework describes four stages of engagement: passive, active, constructive, and interactive, with deeper learning occurring as students progress towards the latter two modes. Guest speaker sessions frequently lead students to the constructive or interactive levels, where knowledge is co-constructed through dialogue, questioning, and reflection. These activities are especially useful for improving retention and assisting students in making sense of complicated subject matter.

The social constructivist perspective emphasizes the significance of social contact in the learning process. According to Garrison, Anderson, and Archer (2000) Community of Inquiry (COI) framework, meaningful learning happens when cognitive presence (sustained inquiry), social presence (authentic interaction), and teaching presence (instructional design and facilitation) all come together. Guest speakers contribute to this balance by enriching social and cognitive presence, providing authentic insights, engaging discourse, and contextualizing concepts, which improve students' perceptions of learning value.

Wenger, McDermott, and Snyder (2002) underscore the significance of communities of practice (CoP) in perpetuating learning. They argue that learners develop knowledge and identity by participating in authentic communities. Guest speakers extend the classroom into these communities, bridging theory and practice. This not only helps students recall information through real-world applications but also fosters motivation by showing how course concepts operate in professional settings.

When combined, these studies demonstrate how including guest speakers in collaborative teaching can greatly improve learning results and student engagement. Social constructivism emphasizes how interaction with peers and professionals increases comprehension, supports retention, and enhances perceived value, while active learning explains how students become motivated and involved. These theoretical stances serve as the cornerstone for examining the impact of guest speakers in the present study.

Collaborative teaching has gained increasing attention in higher education as an instructional approach that promotes student engagement, active participation, and deeper learning through the integration of multiple perspectives. Letterman and Dugan (2004) argue that collaborative teaching fosters student enthusiasm, inquiry, and interdisciplinary learning. While later studies suggest that co-teaching can enhance learning outcomes, student engagement, and satisfaction by leveraging the complementary expertise of multiple educators (Zach & Avugos, 2024). Within this context, guest speakers represent a valuable form of collaborative teaching that connects academic learning with professional practice.

Guest speakers enrich classroom learning by exposing students to practical and theoretical issues that extend beyond traditional lectures. Fulton (2020) found that e-guests facilitated student learning through various approaches, ranging from presentations and slides to interactive discussions, and students responded positively to these learning experiences. Similarly, Kang et al. (2005) reported that students valued guest speakers because they provided first-hand knowledge, current industry awareness, and exposure to potential career pathways.

Merle and Craig (2017) further found that students believed guest talks enhanced their learning experience, improved classroom effectiveness, and added value to course content through the use of authentic examples. Collectively, these studies suggest that collaborative teaching involving guest speakers can create meaningful learning experiences that promote student engagement and contextual understanding.

The success of collaborative teaching involving guest speakers depends not only on the instructional design but also on the characteristics of the guest speakers themselves. Previous studies suggest that effective guest speakers are knowledgeable, dedicated, and credible professionals who can bridge the gap between theory and practice (Eveleth & Baker-Eveleth, 2009; Farruggio, 2011). Furthermore, effective guest speakers are skilled communicators who understand students' learning needs, prepare thoroughly, and know how to engage and motivate learners through meaningful interaction (Lee & Joung, 2017).

Research indicates that students particularly value speakers who are relatable and able to connect course content to future career opportunities. Ji, Jain, and Axinn (2021) found that students preferred guest speakers from diverse backgrounds and experiences, with alumni and recent graduates being among the most preferred because of their relatability. Likewise, Jablon-Roberts and McCracken (2022) reported that students appreciated guest speakers who worked in professions related to course content, communicated enthusiastically and honestly, and actively responded to questions. Merle and Craig (2017) similarly observed that students perceived a stronger connection between learning outcomes and course content when guest speakers used specific examples drawn from professional practice.

Studies on collaborative teaching with guest speaker consistently demonstrate positive effects on student engagement and learning outcomes. Experiential learning approaches have been shown to enhance students' active participation, conceptual mastery, critical thinking, and problem-solving abilities (Ahmad, Hamid, & Abu Zahrin, 2025). Similarly, Mekonen and Kelkay (2023) found that guided inquiry teaching methods were more effective than traditional lecture-based approaches in improving conceptual understanding. Research examining students' perceptions of learning experiences involving guest speakers has also reported positive outcomes. Jimenez-Silva et al. (2019) found that education students generally believed they benefited from guest speaker sessions, while Sadachar et al. (2017) concluded that students' reflections on guest speaker presentations significantly predicted their perceived achievement of course objectives. Collectively, these findings suggest that interactive learning environments that incorporate external expertise can contribute positively to student engagement, motivation, and academic achievement.

Although previous studies have established the educational value of guest speakers and the effectiveness of collaborative teaching approaches, the literature remains fragmented. Research has primarily focused on guest speakers as standalone instructional interventions or on collaborative teaching among academic educators, with limited attention given to the integration of industry practitioners into collaborative teaching environments. Consequently, there is insufficient empirical evidence regarding how the combination of collaborative teaching and guest speaker involvement influences student engagement, learning outcomes, and perceived educational value. This gap is particularly significant in professionally oriented disciplines such as accounting and finance, where connecting theoretical knowledge with industry practice is essential for developing employability skills and professional competencies. Therefore, this study seeks to examine the impact of collaborative teaching sessions featuring guest speakers on student learning and engagement, thereby contributing to a more comprehensive understanding of this integrated pedagogical approach.

## METHODOLOGY

This study employed a mixed-methods research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of students' experiences during a collaborative teaching session featuring a guest speaker. The research design allowed for the triangulation of data from multiple sources, enhancing the validity and depth of the findings.

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## ***Participants***

The participants in this study were 267 students enrolled in fundamental of financial management course at a university. The students are in their 3<sup>rd</sup> year academic standing. Participation in the study was voluntary, and the students who chose to participate were those who attended the collaborative teaching session. The survey was completed anonymously, ensuring that individual responses could not be traced back to the participants.

## ***Data Collection***

The primary method of data collection was a survey administered to students immediately following their participation in the collaborative teaching session. The survey aimed to assess several key aspects of the student experience, including their level of engagement with the session, perceived learning outcomes, and their perceptions of the guest speaker's effectiveness. The survey included a combination of Likert-scale questions, multiple-choice questions, and open-ended responses to capture both quantitative and qualitative data.

## ***Survey Instrument***

The survey was structured into three main sections, each targeting a specific aspect of the student experience:

1. **Engagement:** This section included questions that measured how engaged students felt during the session, such as "How engaging was the guest speaker?" and "Did the interactive elements of the session increase your engagement?"
2. **Learning Outcomes:** This section focused on students' perceived learning from the session, including questions like "Do you feel you understood the material better after the session?" and "Did the session help clarify concepts that you had previously found difficult?"
3. **Perception of Guest Speaker:** The final section assessed students' perceptions of the guest speaker's effectiveness and their contribution to the learning experience. Example questions included "How valuable was the guest speaker's contribution to your learning?" and "Did the guest speaker provide relevant and insightful information?"

## ***Data Analysis***

The data collected from the survey were analyzed using both quantitative and qualitative methods. For the quantitative data, descriptive statistics were used to identify trends in engagement, learning outcomes, and perceptions of the guest speaker. These included measures such as averages and frequencies to summarize the responses and identify patterns within the data.

For the qualitative data, responses to open-ended questions were analyzed using thematic coding. This process involved reviewing the open-ended responses to identify recurring themes and insights related to student experiences. Thematic coding helped to uncover deeper, nuanced understandings of how students perceived the session and the guest speaker, and it provided context to the quantitative findings.

## ***Pilot Testing***

Before administering the survey to the full sample, a pilot test was conducted with 10 students who had previously attended a collaborative teaching session. The purpose of the pilot was to refine the survey instrument, ensuring that the questions were clear, relevant, and effective in capturing the desired data. Based on feedback from the pilot participants, minor revisions were made to the survey to improve its clarity and reliability.

In summary, the mixed-methods approach employed in this study allowed for a comprehensive analysis of student engagement, learning outcomes, and perceptions of the guest speaker. The combination of quantitative data with qualitative insights from open-ended responses provided a well-rounded understanding of the students' experiences.

## FINDINGS AND DISCUSSION

### Demographic Data

A total of 267 undergraduate accounting students were invited to participate in the survey via Google Forms, with 127 students responding, yielding a response rate of approximately 47%. This response rate is relatively moderate, and while it reflects the level of engagement among the targeted participants, it is important to acknowledge that the sample may not fully represent the entire population of students who have attended collaborative teaching for the specified course.

The demographic data collected provides insight into the characteristics of the respondents. All participants were within the age range of 18 to 22 years, a typical age group for undergraduate students. This age range ensures a certain level of homogeneity in terms of developmental stage and academic experience, which may contribute to the consistency in responses related to the experience of collaborative teaching.

| Gender | No of respondents | Percentage |
|--------|-------------------|------------|
| Male   | 33                | 26         |
| Female | 94                | 74         |

Figure 1: Gender of the respondent

Regarding gender distribution, figure 1 shows that the majority of respondents were female, accounting for 74% of the sample, while 26% were male. This gender disparity could reflect broader trends in enrolment or participation in accounting programs, or it may be influenced by the nature of the collaborative teaching format. Given the higher proportion of female respondents, it would be important to consider potential gender-related perspectives and how they may impact the findings. However, the overrepresentation of female students may limit the generalizability of the results, particularly in understanding any gender-specific variations in responses. Future research could benefit from a more balanced gender distribution to provide more comprehensive insights into how collaborative teaching is experienced across different genders.

Based on the research data, collaborative teaching sessions with guest speakers have a significantly positive impact on student learning and engagement. The analysis of 127 responses reveals that these sessions are well-received, effectively integrated, and provide valuable new perspectives.

### High Engagement and Enhanced Learning

A vast majority of students reported that guest speakers made the sessions more engaging and directly improved their learning outcomes.

| Category                                                  | Response Level         | Responses | Percentage (%) |
|-----------------------------------------------------------|------------------------|-----------|----------------|
| <b>Speaker Engagement</b><br>(77% found engaging overall) | Very engaging          | 44        | 34.6           |
|                                                           | Somewhat engaging      | 54        | 42.5           |
|                                                           | Neutral / Not engaging | 29        | 22.8           |
| <b>Learning Impact</b><br>(90.5% learned better overall)  | Much better            | 61        | 48             |
|                                                           | Somewhat better        | 54        | 42.5           |
|                                                           | No change / Worse      | 12        | 9.4            |

Figure 2: Student Feedback: Guest Speaker & Collaborative Session

Based on the survey feedback from 127 students, the collaborative teaching session on risk and return was highly successful in both engaging the audience and enhancing their learning experience. Figure 2 shows that the

presence of the guest speaker was well-received, with an overwhelming 77% of the cohort (98 students) finding the presentation at least "Somewhat engaging," including 44 individuals who described the speaker as "Very engaging."

Even more pronounced was the positive impact of the session's interactive design on academic performance. A resounding 90.5% of students (115 out of 127) reported that they learned better because of the collaborative nature of the class. This sentiment is strongly supported by the specific breakdown of responses, where nearly half of the participants, 61 students explicitly stated they learned "much better" through collaboration, while another 54 students noted they learned "somewhat better." Overall, these metrics demonstrate that combining expert guest insights with collaborative peer learning creates a highly effective and well-regarded educational environment for the students.

### Effective Integration of Teaching

The collaboration between the instructor and the guest speaker was perceived as seamless and effective, which is crucial for a successful collaborative teaching model. Figure 3 summarizes the responses regarding how effectively the guest speaker and instructor worked together.

| Response Category                                                                  | Responses | Percentage (%) |
|------------------------------------------------------------------------------------|-----------|----------------|
| <b>Very effective</b> – the guest speaker and instructor worked very well together | 59        | 46.46          |
| <b>Somewhat effective</b> – there was some good integration.                       | 55        | 43.31          |
| <b>Neutral</b> – the integration didn't make a big difference.                     | 11        | 8.66           |
| <b>Not effective at all</b> – there was no integration between the two.            | 1         | 0.79           |
| <b>Not very effective</b> – the guest speaker and instructor seemed disconnected.  | 1         | 0.79           |

Figure 3: Student Perceptions of Instructor and Guest Speaker Collaboration Effectiveness

Based on the analysis of the 127 student responses, the integration of the guest speaker with the instructor's teaching was highly successful, with approximately 89.77% of students rating it as either "Very effective" or "Somewhat effective" Only 1.6% of respondents (2 students) felt the integration was ineffective or that the speakers seemed disconnected.

The high percentage of positive feedback suggests that the collaborative teaching approach was well-coordinated and enhanced the learning experience for the vast majority of participants.

### Perceived Benefits to Learning, Interest, and Confidence

The collaborative teaching sessions significantly enhanced the educational experience for students across several key dimensions, most notably in their level of interest and overall understanding of the material. An overwhelming 96.1% of students (122 out of 127) agreed that the guest speaker's presentation made the subject matter more interesting and easier to grasp. This increased engagement was largely attributed to the fresh perspectives brought into the classroom; 93.7% of the class (119 students) felt the speaker contributed new insights, with 44.1% (56 students) reporting that they gained "a lot" of new ideas and perspectives during the session.

| Category                        | No of respondents | Percentage (%) |
|---------------------------------|-------------------|----------------|
| Learning (Collaborative Nature) | 115               | 90.6           |
| Learning (New Insights)         | 119               | 93.7           |

|            |     |      |
|------------|-----|------|
| Interest   | 122 | 96.1 |
| Confidence | 99  | 78.0 |

*Figure 3: Perceived Benefits to Learning, Interest, and Confidence of the Collaborative Teaching Session*

Furthermore, the collaborative nature of having both an instructor and a guest speaker present was perceived as a major benefit to the learning process. Approximately 90.5% of students (115 individuals) felt that they learned better through this collaborative approach. The impact was profound for many, as 48.0% of the respondents (61 students) explicitly stated they learned "much better" due to the interaction and synergy between the two speakers. This data suggests that the variety in teaching styles and the combination of academic and external expertise creates a more effective learning environment than a single-instructor format.

Finally, these sessions had a positive influence on students' confidence regarding their future studies and careers. About 77.9% of the participants (99 students) reported feeling confident in applying the knowledge they gained from the collaborative session. This included 44.1% who felt "somewhat confident" and 33.9% who were "very confident" in their ability to use these new insights moving forward. Such high levels of self-assurance indicate that the sessions provided practical, actionable knowledge that students believe will be valuable as they transition into their professional lives. Qualitative feedback highlights that students appreciate "different learning perspectives" and finding the topics "more interesting."

In conclusion, collaborative teaching sessions with guest speakers have a highly positive impact on student learning, interest, and confidence.

### Summary of Findings

The data suggests that the inclusion of guest speakers in a collaborative format is a highly effective pedagogical strategy. Students not only feel more engaged but also more confident in applying the knowledge gained to their future careers. The positive reception is further evidenced by the high number of students recommending more guest speakers in future sessions to "increase student interest in learning" and "gain more knowledge."

The results suggest that guest speakers play a significant role in enhancing both student engagement and learning outcomes in collaborative teaching settings. Students found the guest speaker to be a valuable addition, offering expertise that enriched their understanding. Incorporating guest speakers into collaborative teaching formats can foster a more dynamic and engaging classroom environment. Teachers should consider ways to integrate guest speakers in a way that encourages interaction and deepens learning. This result is in line with the researches by Chi and Wylie (2014) and Prince (2004).

Of the 76 students who provided specific comments regarding future sessions, the feedback was overwhelmingly in favour of continuing the program, with many viewing these collaborations as a "necessary" addition to the curriculum rather than just a "luxury." The most cited reason for this support was the opportunity for knowledge expansion, as students valued the ability to gain different perspectives and insights that might not be covered in standard lectures. While the sentiment was largely positive, a small group—representing approximately 14% of those who commented—expressed a preference for face-to-face teaching over online formats, citing difficulties in focusing during virtual sessions or a simple preference for their regular lecturer's established style. Despite these few reservations, the overall qualitative trend confirms that students find significant value in the diversity of knowledge provided by guest speakers.

These findings are consistent with previous studies such as Wenger, McDermott, and Snyder (2002) and Garrison, Anderson, and Archer (2000) that highlight the benefits of guest speakers in engaging students and providing expert insights. However, this study adds to the literature by specifically exploring the impact within a collaborative teaching context.

This study was limited by the sample size and the self-reported nature of the survey data. Additionally, the results may not be generalizable to all disciplines or types of guest speakers. Future studies could examine the long-

term impact of guest speakers on retention and application of knowledge. Additionally, more research is needed on how guest speakers can best be integrated into different teaching styles and curricula.

## CONCLUSION AND RECOMMENDATION

This study shows that guest speakers can significantly enhance student engagement and learning outcomes in collaborative teaching settings. Students appreciate the unique insights that guest speakers provide, and they report increased understanding of the subject matter.

Based on the findings, it is recommended that educators integrate guest speakers into collaborative teaching models more frequently, ensuring that sessions are interactive and relevant to students' academic and professional interests. Collaborative teaching with guest speakers has the potential to transform learning environments by offering students an opportunity to connect classroom knowledge with real-world experience.

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