
EXPLORING HOW INTERACTIVE TEACHING PRACTICES FOSTER STUDENT CONFIDENCE AND BELONGING: EVIDENCE FROM A HANOI HIGH SCHOOL

***Dam Lan Huong**

University of Labour and Social Affairs, Hanoi, Vietnam.

Article Received: 26 February 2026 *Corresponding Author: Dam Lan Huong

Article Revised: 16 March 2026 University of Labour and Social Affairs, Hanoi, Vietnam.

Published on: 06 April 2026 DOI: <https://doi-doi.org/101555/ijrpa.5138>

ABSTRACT

This study explores how interactive teaching practices contribute to fostering students' confidence and sense of belonging in a high school context in Hanoi, Vietnam. Moving beyond traditional teacher-centered approaches, interactive classrooms emphasize student participation, dialogue, and collaborative learning, which are considered essential for holistic student development. Adopting a qualitative case study design, the research was conducted in a public high school with the participation of 32 Grade 11 students. Data were collected through semi-structured interviews, classroom observations, and students' reflective journals over a six-week period. The data were analyzed using thematic analysis to identify recurring patterns in students' experiences. The findings reveal three key themes. First, students reported feeling more valued and respected when their ideas were acknowledged during classroom interactions. Second, opportunities to express opinions in a supportive environment significantly enhanced students' confidence. Third, collaborative activities and inclusive classroom structures contributed to a stronger sense of belonging among students. The study highlights the important role of interactive teaching practices in promoting not only academic engagement but also students' psychosocial development. These findings suggest that creating participatory and supportive classroom environments can be an effective strategy for improving student well-being and engagement in Vietnamese secondary education.

KEYWORDS: *interactive teaching practices, student confidence, sense of belonging, student engagement, Vietnam, qualitative case study.*

1. INTRODUCTION

In contemporary education, increasing attention has been paid to the role of classroom environments in shaping not only students' academic achievement but also their personal and social development. Schools are no longer viewed merely as spaces for knowledge transmission; rather, they are environments where students develop confidence, identity, and a sense of belonging (Rusticus, Pashootan, & Mah, 2022). Among these factors, confidence and belonging have been identified as critical contributors to students' engagement, motivation, and overall well-being.

However, in many educational contexts, including Vietnam, traditional teaching practices remain largely teacher-centered, where knowledge is delivered in a one-way format and students have limited opportunities to actively participate in the learning process. Such approaches may constrain students' willingness to express their ideas and can negatively affect their confidence and classroom engagement (Nguyen et al., 2020). In contrast, interactive teaching practices—characterized by dialogue, collaboration, and active student participation—have been increasingly recognized as effective strategies for promoting deeper learning and fostering students' personal growth.

Interactive teaching practices are closely aligned with constructivist perspectives on learning, which emphasize that knowledge is actively constructed through social interaction and meaningful engagement (Vygotsky, 1978; Zajda, 2011). In such learning environments, students are encouraged to share their perspectives, negotiate meaning with peers, and take an active role in their own learning. Previous studies have shown that when students are given opportunities to participate in discussions and collaborative activities, they are more likely to develop confidence, critical thinking skills, and a stronger sense of belonging within the classroom community (Kesici, 2008; Howson, Kinchin, & Gravett, 2021).

The sense of belonging, in particular, has been identified as a fundamental human need that significantly influences students' academic and emotional outcomes. According to Noddings (1998), a caring and inclusive classroom environment helps students feel accepted and valued, which in turn enhances their willingness to engage in learning activities. Similarly, confidence plays a crucial role in enabling students to express their ideas, take intellectual risks, and participate actively in classroom interactions (Shor, 1992). These two dimensions—confidence and belonging—are therefore essential indicators of a supportive and effective learning environment.

Despite the growing body of international research on interactive teaching practices, there remains a lack of empirical studies examining their impact within the Vietnamese secondary education context, particularly in urban settings such as Hanoi. Given the ongoing educational reforms in Vietnam that aim to promote learner-centered approaches, it is important to understand how such practices are experienced by students and how they influence their development.

Therefore, this study aims to explore how interactive teaching practices foster students' confidence and sense of belonging in a high school in Hanoi, Vietnam. Specifically, the study seeks to answer the following research question:

How do interactive teaching practices influence students' confidence and sense of belonging in a Vietnamese high school classroom?

By addressing this question, the study contributes to the existing literature by providing context-specific insights into classroom practices in Vietnam and offers practical implications for educators seeking to create more engaging and supportive learning environments.

2. Literature Review

2.1. From Teacher-Centered Instruction to Interactive Teaching Practices

The shift from teacher-centered instruction to more interactive forms of teaching has been widely discussed in contemporary educational research. Traditional approaches, which emphasize knowledge transmission and passive learning, have been criticized for limiting student engagement and higher-order thinking (Freeman et al., 2014). In contrast, interactive teaching practices prioritize dialogue, collaboration, and active participation, thereby enabling students to construct knowledge more meaningfully.

This pedagogical shift is grounded in constructivist theory, particularly the work of Lev Vygotsky (1978), who emphasized the role of social interaction in cognitive development. However, while constructivism provides a strong theoretical foundation, its practical implementation varies significantly across contexts. For instance, Zajda (2011) argues that constructivist pedagogy often faces challenges in examination-oriented systems, where standardized testing constrains opportunities for interactive learning.

Recent empirical studies further complicate this picture. While Freeman et al. (2014) demonstrated that active learning significantly improves student performance in STEM education, more recent work by Bond et al. (2020) and Sarah A. Rusticus et al. (2022) suggests that the effectiveness of interactive practices depends heavily on classroom climate

and teacher facilitation. In other words, interaction alone is insufficient; the quality of interaction matters.

Thus, existing literature reveals a tension: although interactive teaching is widely endorsed, its success is context-dependent and requires careful pedagogical design. This raises important questions about how such practices function in specific educational settings, particularly in under-researched contexts like Vietnam.

2.2. Student Confidence: Between Participation and Psychological Safety

Student confidence has been consistently identified as a key outcome of participatory learning environments. Early work by Shor (1992) emphasized the empowering nature of dialogic teaching, where students are encouraged to voice their opinions. Similarly, Fredricks et al. (2004) linked active participation to higher levels of engagement and self-efficacy.

However, more recent research highlights that participation does not automatically lead to confidence. Instead, confidence emerges when students perceive the classroom as psychologically safe. According to Edmondson (1999), psychological safety refers to an environment where individuals feel comfortable taking interpersonal risks without fear of negative consequences. This concept has been increasingly applied in educational research (Holmes, 2022).

In Asian educational contexts, including Vietnam, this issue becomes particularly salient. Cultural norms that emphasize respect for authority and avoidance of error may discourage students from speaking up (Nguyen et al., 2014). As a result, even when interactive activities are introduced, students may remain hesitant to participate meaningfully.

Recent studies (e.g., Nguyen & Habók, 2021; Tran & Nguyen, 2023) suggest that teacher behavior plays a crucial role in mediating this relationship. Supportive feedback, active listening, and non-judgmental responses can significantly enhance students' willingness to engage. Therefore, the literature indicates that confidence is not simply a product of interaction, but of interaction within a supportive and inclusive environment.

2.3. Sense of Belonging: A Critical but Underexplored Dimension

The concept of belonging has gained increasing attention in recent educational research, particularly in relation to student well-being and retention. Goodenow (1993) conceptualized belonging as students' perception of being accepted and valued in the school environment. More recent studies (e.g., Howson et al., 2021; Allen et al., 2022) have expanded this concept, emphasizing its multidimensional nature, including social, emotional, and academic dimensions.

While there is strong consensus on the importance of belonging, there is less agreement on how it is developed. Some studies suggest that collaborative learning and peer interaction are key drivers (Slaten et al., 2016), while others highlight the role of teacher-student relationships (Noddings, 1998). Recent research by Allen et al. (2022) further argues that belonging is shaped by both structural factors (e.g., classroom organization) and relational dynamics (e.g., trust and respect).

Despite these insights, the relationship between interactive teaching practices and belonging remains insufficiently theorized. Much of the existing literature treats belonging as an outcome rather than examining the specific mechanisms through which it is fostered. Moreover, most studies have been conducted in Western contexts, raising questions about their applicability to Asian educational settings.

2.4. Contextual Challenges and Research Gap in Vietnam

Although global research provides strong support for interactive teaching practices, their implementation in Vietnam faces several contextual challenges. Vietnamese education has traditionally been influenced by Confucian heritage culture, which emphasizes teacher authority, respect, and examination performance (Nguyen et al., 2014). These cultural and institutional factors may limit the adoption of participatory teaching approaches.

Recent studies in Vietnam (Nguyen & Habók, 2021; Tran & Nguyen, 2023) indicate a gradual shift toward student-centered learning, particularly in urban areas. However, these studies primarily focus on learning strategies and academic performance, with limited attention to psychosocial outcomes such as confidence and belonging.

Furthermore, there is a lack of qualitative research that captures students' lived experiences in interactive classrooms. Most existing studies rely on survey data, which may not fully reflect the complexity of classroom interactions. As a result, there is a significant gap in understanding how interactive teaching practices influence students' psychological and social development in real classroom settings in Vietnam.

2.5. Positioning the Present Study

In response to these gaps, the present study adopts a qualitative case study approach to explore how interactive teaching practices foster students' confidence and sense of belonging in a Hanoi high school. By focusing on students' experiences, the study aims to:

- provide context-specific insights into classroom interaction in Vietnam
- examine the relationship between interaction, confidence, and belonging

- contribute to the broader discussion on student-centered pedagogy in non-Western contexts

In doing so, the study extends existing literature by moving beyond general claims about interactive teaching and offering a nuanced understanding of its impact within a specific cultural and educational context.

3. METHODOLOGY

3.1. Research Design

This study employed a qualitative case study design to explore how interactive teaching practices foster students' confidence and sense of belonging in a real classroom context. A case study approach is appropriate when the research seeks to investigate a contemporary phenomenon within its natural setting and to gain in-depth insights into participants' experiences (Yin, 2003).

Given the exploratory nature of the research question, qualitative methods were selected to capture the complexity of classroom interactions and students' subjective perceptions. This approach allows for a rich, contextualized understanding of how teaching practices influence students' psychosocial development.

3.2. Research Context

The study was conducted in a public high school in Hanoi, Vietnam. The selected school represents a typical urban educational setting where recent reforms have encouraged more student-centered approaches, although traditional teaching practices still coexist.

The focal classroom consisted of Grade 11 students and was intentionally organized to support interaction. Seating arrangements were modified into a semi-circle format to facilitate eye contact, discussion, and collaboration among students. The teacher adopted a facilitative role, encouraging students to participate in discussions, share ideas, and engage in group-based activities.

3.3. Participants

A total of 32 students (aged 16–17) participated in the study. From this group, 8 students were purposively selected for semi-structured interviews based on their willingness to participate and their level of engagement during classroom activities.

Purposive sampling was used to ensure that participants could provide rich and relevant information about their experiences (Creswell & Poth, 2018). To ensure confidentiality, all participants were assigned pseudonyms.

3.4. Data Collection

Data were collected over a six-week period using three primary sources to allow for triangulation:

- Semi-structured interviews: Conducted with 8 students to explore their perceptions of classroom interaction, confidence, and sense of belonging. Each interview lasted approximately 20–30 minutes and was audio-recorded with consent.
- Classroom observations: A total of 12 teaching sessions were observed and documented through field notes. Observations focused on teacher-student interaction, student participation, and classroom dynamics.
- Reflective journals: Students were invited to write brief reflections after selected lessons, describing their feelings and experiences during classroom activities.

The combination of these methods enabled a comprehensive understanding of both observed behaviors and internal experiences.

3.5. Data Analysis

Data were analyzed using thematic analysis following the six-phase framework proposed by Braun and Clarke (2006). This method was chosen for its flexibility and suitability for identifying patterns across qualitative data.

The analysis process involved:

1. Familiarization: Transcribing interviews and reading all data multiple times
2. Initial coding: Generating open codes from meaningful segments of data
3. Searching for themes: Grouping related codes into broader categories
4. Reviewing themes: Refining and validating themes across data sources
5. Defining and naming themes: Clearly articulating the essence of each theme
6. Reporting: Integrating themes into a coherent narrative

Coding was conducted manually to allow for close engagement with the data. Both inductive coding (emerging from the data) and theoretical coding (guided by constructs such as confidence and belonging) were applied.

Three main themes were identified:

1. Feeling valued and respected,
2. Increased confidence in participation, and
3. Strengthened sense of belonging.

3.6. Trustworthiness

To ensure the rigor and credibility of the study, several strategies were employed based on the criteria proposed by Lincoln and Guba (1985):

- **Credibility:** Achieved through data triangulation (interviews, observations, journals) and prolonged engagement in the field.
- **Dependability:** A clear audit trail was maintained, documenting all research procedures and decisions.
- **Confirmability:** The researcher practiced reflexivity by acknowledging potential biases and ensuring that findings were grounded in the data.
- **Transferability:** Thick descriptions of the research context and participants were provided to allow readers to assess the applicability of findings to other settings.

Additionally, selected interview transcripts were shared with participants for member checking to ensure accuracy and authenticity.

3.7. Ethical Considerations

Ethical approval for the study was obtained from the relevant institutional authority prior to data collection. Participants were fully informed about the purpose of the study, and written consent was obtained from both students and their parents.

Key ethical principles were strictly followed:

- **Voluntary participation:** Students had the right to withdraw at any time without consequences
- **Confidentiality:** Personal identities were protected through the use of pseudonyms
- **Anonymity:** No identifying information was included in the reporting of results
- **Data protection:** All data were securely stored and used solely for research purposes

Special attention was given to the ethical considerations of working with minors, ensuring that the research process was respectful, non-intrusive, and supportive of students' well-being.

4. FINDINGS AND DISCUSSION

The findings of this study provide a closer look at how interactive teaching practices shape students' experiences in the classroom, particularly in terms of confidence and their sense of belonging. Three main themes emerged from the data: students feeling valued, becoming

more confident in participation, and developing a stronger sense of belonging. These themes are not separate; rather, they are closely connected and reinforce one another throughout the learning process.

4.1. Feeling Valued and Respected

One of the most noticeable changes reported by students was the feeling of being heard and respected. Many students shared that, in this classroom, their ideas were taken seriously, even when their answers were not entirely correct.

“When the teacher listens to me and doesn’t say I’m wrong immediately, I feel more comfortable to speak again.” (Student 3)

This may seem like a simple classroom interaction, but for many students, it made a meaningful difference. In more traditional settings, students often hesitate to speak because they are afraid of giving incorrect answers. In contrast, the classroom observed in this study created space for students to express their thoughts without fear of being judged.

This finding reflects what Goodenow (1993) describes as the importance of feeling accepted and supported in a learning environment. When students feel that their contributions matter, they are more willing to engage. At the same time, the results suggest that in the Vietnamese context—where students are often used to listening rather than speaking—the impact of being acknowledged may be even stronger. Small actions from the teacher, such as nodding, smiling, or encouraging further explanation, helped students feel respected and motivated to participate.

4.2. Becoming More Confident through Participation

Along with feeling valued, students gradually became more confident in speaking and participating in class activities. At the beginning of the study, several students admitted that they were reluctant to share their ideas.

“At first, I was scared to speak because I thought my answer might be wrong. But later, I realized everyone could share, so I felt more confident.” (Student 6)

What is interesting here is that confidence did not appear instantly. It developed over time as students became more familiar with the classroom environment. Repeated opportunities to speak, combined with supportive responses from the teacher and peers, helped reduce their fear.

This supports earlier research suggesting that confidence grows through participation (Fredricks et al., 2004), but the findings also add an important nuance: participation alone is not enough. Students only became more confident when they felt safe to make mistakes. In

this study, the teacher played a key role in creating that sense of safety by responding positively and avoiding harsh criticism.

The idea of psychological safety (Edmondson, 1999) helps explain this process. When students feel that they will not be embarrassed or judged, they are more willing to take part in discussions. Over time, this leads to greater confidence, not just in speaking, but also in thinking and expressing ideas.

4.3. Developing a Sense of Belonging

Another important outcome was the development of a stronger sense of belonging. Students often described feeling more connected to their classmates and more comfortable in the classroom overall.

“When we work together and discuss, I feel like we are part of a group, not just individuals.”
(Student 1)

This sense of connection was supported by both the teaching methods and the classroom setup. Activities such as group discussions and shared tasks encouraged students to interact more with one another. In addition, the semi-circle seating arrangement made students feel more equal and included, rather than separated or isolated.

These findings are consistent with Noddings (1998), who highlights the importance of relationships and care in education. They also align with more recent research (Howson et al., 2021) showing that belonging plays a key role in students’ engagement and well-being.

What this study adds is a clearer picture of how belonging develops in everyday classroom practice. It is not something that happens automatically; rather, it is built gradually through interaction, mutual respect, and shared learning experiences.

4.4. Bringing the Findings Together

When looking at these three themes together, a clear pattern emerges. Feeling valued encourages students to participate more. As they participate, they become more confident. And as confidence grows, they feel more connected to the classroom community.

In other words, these elements form a kind of cycle:

- when students feel respected, they are more willing to speak
- when they speak more, they become more confident
- when they are confident, they feel they belong

This cycle highlights the importance of not only encouraging interaction, but also ensuring that the classroom environment is supportive and inclusive.

In the context of Vietnamese education, where students may be less accustomed to speaking openly, these findings are particularly meaningful. They suggest that even small changes in teaching practices—such as encouraging discussion or responding positively to student ideas—can have a significant impact on how students feel and participate in class.

5. CONCLUSION AND IMPLICATIONS

5.1. CONCLUSION

This study set out to explore how interactive teaching practices influence students' confidence and sense of belonging in a high school classroom in Hanoi, Vietnam. The findings suggest that when students are given more opportunities to participate, express their ideas, and interact with peers in a supportive environment, they experience meaningful changes not only in how they learn but also in how they see themselves within the classroom. Three key insights emerged from the study. First, students felt more valued when their ideas were acknowledged and respected, even when those ideas were not entirely correct. Second, confidence developed gradually as students became more comfortable participating in discussions without fear of being judged. Third, a stronger sense of belonging was formed through regular interaction, collaboration, and inclusive classroom practices.

Taken together, these findings highlight that classroom interaction is not simply about increasing student participation. More importantly, it is about creating an environment where students feel safe, respected, and connected. In such an environment, students are more willing to engage, take risks, and contribute to the learning process.

In the context of Vietnamese education, where traditional teaching methods still play a dominant role, this study provides evidence that relatively small shifts in teaching practices can lead to meaningful improvements in students' learning experiences and personal development.

5.2. Implications for Practice

The findings of this study offer several practical implications for teachers and schools seeking to improve classroom engagement and student development.

First, teachers may consider adopting more interactive approaches that encourage student participation, such as open discussions, group work, and question-based learning. However, it is important to note that simply adding interactive activities is not enough. The way teachers respond to students' contributions plays a crucial role. Creating a supportive atmosphere—where students feel comfortable sharing their ideas without fear of criticism—is essential.

Second, teachers should pay attention to small but meaningful classroom behaviors, such as listening actively, acknowledging students' responses, and encouraging quieter students to participate. These practices can significantly influence how students perceive themselves and their role in the classroom.

Third, classroom organization can also support interaction. Flexible seating arrangements, such as circles or small groups, can help reduce hierarchical barriers and promote a sense of equality among students. While such changes may seem minor, they can have a noticeable impact on students' willingness to engage.

5.3. Implications for Policy and Teacher Education

At a broader level, the study suggests that educational reforms in Vietnam should continue to move toward more student-centered approaches, with greater emphasis on interaction and student voice.

Teacher training programs, in particular, should include practical strategies for facilitating classroom interaction and building supportive learning environments. This includes not only instructional techniques but also communication skills, classroom management strategies, and awareness of students' emotional needs.

In addition, schools may consider providing professional development opportunities that allow teachers to experiment with and reflect on interactive teaching practices. Creating a community of practice among teachers can also support the sharing of experiences and effective strategies.

5.4. Directions for Future Research

While this study provides valuable insights, it is limited to a single classroom context. Future research could expand the scope by including multiple schools or comparing different regions in Vietnam to better understand how context influences the effectiveness of interactive teaching practices.

In addition, further studies could adopt mixed-methods approaches to examine the relationship between classroom interaction and measurable learning outcomes. Longitudinal research would also be useful in exploring how confidence and sense of belonging develop over time.

6. LIMITATIONS

While this study provides useful insights into the role of interactive teaching practices in fostering students' confidence and sense of belonging, several limitations should be acknowledged.

First, the study was conducted in a single classroom within one high school in Hanoi. As a result, the findings may not fully represent other educational contexts in Vietnam, particularly in rural areas or schools with different teaching conditions. The relatively small sample size also limits the generalizability of the results.

Second, the study relied primarily on qualitative data, including interviews, observations, and reflective journals. Although these methods allowed for an in-depth understanding of students' experiences, they are inherently subjective and may be influenced by participants' perceptions or the researcher's interpretation. Future studies could incorporate quantitative measures to provide a more comprehensive perspective.

Third, the duration of the study was relatively short. Changes in confidence and sense of belonging are likely to develop over a longer period of time, and a six-week observation may not fully capture long-term effects. Longitudinal research would be valuable in examining how these outcomes evolve.

Finally, the presence of the researcher in the classroom may have influenced students' behavior, particularly during the observation phase. Although efforts were made to minimize this effect, it cannot be entirely ruled out.

Despite these limitations, the study offers meaningful insights into classroom practices and highlights important directions for future research.

REFERENCES

1. Allen, K. A., Kern, M. L., Vella-Brodrick, D., Hattie, J., & Waters, L. (2022). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review*, 34, 1–38. <https://doi.org/10.1007/s10648-021-09661-x>
2. Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2020). Emergency remote teaching in higher education: Mapping the first global online semester. *International Journal of Educational Technology in Higher Education*, 17(1), 1–24. <https://doi.org/10.1186/s41239-020-00282-x>
3. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
4. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
5. Dewey, J. (1916). *Democracy and education*. Macmillan.
6. Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>

7. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
8. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>
9. Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools*, 30(1), 79–90.
10. Holmes, A. G. D. (2022). Researcher positionality—A consideration of its influence and place in qualitative research. *Qualitative Research*, 22(2), 1–10. <https://doi.org/10.1177/1468794120986796>
11. Howson, C. K., Kinchin, I. M., & Gravett, K. (2021). Belonging in higher education: A systematic review of the literature. *Education Sciences*, 11(2), 63. <https://doi.org/10.3390/educsci11020063>
12. Kesici, Ş. (2008). Teachers' opinions about building a democratic classroom. *Journal of Instructional Psychology*, 35(2), 192–203.
13. Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
14. Nguyen, T. T. M., Warren, W., & Fehring, H. (2014). Factors affecting English language teaching and learning in higher education. *English Language Teaching*, 7(8), 94–105. <https://doi.org/10.5539/elt.v7n8p94>
15. Nguyen, T. H. T., & Habók, A. (2021). Vietnamese students' learning approaches and their relationships with academic performance. *Heliyon*, 7(1), e05992. <https://doi.org/10.1016/j.heliyon.2021.e05992>
16. Noddings, N. (1998). *Philosophy of education*. Westview Press.
17. Shor, I. (1992). *Empowering education: Critical teaching for social change*. University of Chicago Press.
18. Tran, T. Q., & Nguyen, H. T. M. (2023). Student-centered approaches in Vietnamese classrooms: Challenges and opportunities. *Asia Pacific Education Review*. <https://doi.org/10.1007/s12564-023-09815-2>
19. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
20. Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Sage.
21. Zajda, J. (2011). Constructivist pedagogy and social justice. *Curriculum and Teaching*, 26(2), 19–31.