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THE DIGITAL LEARNING PARADOX: ENHANCING THE ENGAGEMENT WITHOUT REPLACING EDUCATORS

Dalal Aldhilan¹, Ayesha Afzal² & Fariha Gul³

¹College of Humanities & Social Sciences, Northern Border University, Arar, SAUDI ARABIA

²Department of Education, University of Management & Technology Lahore, Punjab, Pakistan

³Associate Professor, Department of Education, University of Management & Technology, Lahore

KEYWORDS	ABSTRACT
Digital Tools, Faculty Integration, Blended Learning, Student Engagement, Higher Education, Institutional Challenges, Professional Development, Workload Management.	The integration of digital tools in higher education has transformed teaching and learning, enhancing students' engagement while posing challenges for faculty. This study examines that how faculty incorporate digital tools while balancing traditional teaching roles. Using qualitative research, data from the semi-structured interviews with university faculty revealed that Learning Management Systems (LMS), gamification, virtual office hours foster student participation and personalized learning. Still, faculty faced barriers such as increased workload, limited institutional support, student resistance, and inadequate training in digital pedagogy. Blended learning, combining digital & face-to-face instruction, was preferred. LMS platforms provided flexibility, while interactive tools like Kahoot! and Mentimeter improved engagement.
Article History Date of Submission: 14-03-2025 Date of Acceptance: 22-06-2025 Date of Publication: 30-06-2025	The faculty struggled with designing the content, troubleshooting issues, and managing tasks, leading to burnout. Institutional constraints, including lack of technical support & inconsistent policies hindered digital integration. The student resistance, particularly from those with limited digital literacy and resources, created disparities in engagement. To support faculty, institutions must streamline administrative tasks, invest in IT infrastructure, and provide structured training programs.
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Corresponding Author	Dalal Aldhilan: dalal.alanazi@nbu.edu.sa
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INTRODUCTION

The integration of digital technologies in education has significantly transformed traditional teaching and learning dynamics. Digital tools such as learning management systems (LMS), virtual classrooms, and gamified learning platforms have been introduced to enhance student engagement and personalize learning experiences (Harvard, 2024; Wang, 2022). Still, despite

the benefits, there is ongoing debate about whether these technologies complement or replace the role of educators. The digital learning paradox climaxes challenge of leveraging technology to enhance student engagement while preserving essential human element of teaching (Raza, Syed & Rafiq, 2024). The digital learning platforms is instrumental in student participation and motivation. Interactive tools like discussion forums, real-time quizzes, AI-driven personalized learning pathways enable students to engage with course content (Brugliera, 2025). Studies indicate that gamification strategies like badges, leaderboards, and challenges, boost intrinsic motivation & lead to improved learning outcomes (Digital Learning Institute, 2023; Edutopia, 2023).

The online learning environments enable flexible, self-paced learning, making education more accessible for diverse learners (Crowdmark, 2024). The despite these advancements, educators play an irreplaceable role in fostering deep learning and critical thinking. Research suggests that instructor presence impacts students' engagement and academic performance in digital environments (Wang, 2022; Zhu & Zhang, 2024). Teaching presence involves personalized feedback, mentorship, and the ability to adapt instruction to students' needs—qualities that technology alone cannot replicate (My Second Teacher, 2024). Besides, emotional support and motivation provided by teachers are crucial for student success, particularly in online learning settings (Higher Education Digest, 2024). The digital learning paradox presents an opportunity to redefine role of educators in technology-driven classrooms. Rather than replacing teachers, digital tools should be cohesive to support and enhance their roles (Rafiq, Iqbal & Afzal, 2024). The research advocates for a blended learning approach, where technology is used to automate routine tasks educators focus on higher-order thinking skills & social-emotional development (QuadC, 2023).

As education continues to evolve, striking the right balance between technology and human interaction is essential to ensure meaningful learning experiences for students. The integration of digital tools, online learning platforms had transformed educational practices worldwide, aiming to enhance student engagement, motivation, and academic performance (Rafiq, Nawaz & Afzal, 2025). In Lahore, Pakistan, higher institutions had adopted technologies to improve learning outcomes (Rafiq et al., 2024). However, the effectiveness of digital learning in this context remained underexplored, particularly concerning its impact on student engagement and evolving role of educators. While global studies had examined the benefits and challenges of digital learning, there was the scarcity of research focusing on Lahore's unique educational environment. The limited empirical evidence existed about digital tools influenced student engagement and how educators adapted to technological advancements in the Lahore's higher institutions (OECD, 2021; Rasheed et al., 2019). Addressing this gap was crucial for developing strategies that effectively integrated the technology without compromising the essential role of educators.

LITERATURE REVIEW

The integration of digital learning tools has transformed the students' engagement in higher education by enabling interactive and flexible learning environments. According to Bond et al.

(2021), digital technologies have significantly influenced student engagement, motivation, and learning outcomes, particularly in higher education settings. Their systematic review found that interactive digital tools, like learning management systems and online discussion forums, enhanced students' academic involvement. The COVID-19 pandemic accelerated the adoption of digital platforms in education, making virtual learning a need rather than a choice. [Rasheed, Kamsin and Abdullah \(2020\)](#) highlighted that digital learning eased openness, but engagement levels varied based on students' technological readiness, self-regulation skills. In the Pakistani context, [Shehzadi, Nisar, Hussain, Basheer, Hameed and Chaudhry \(2021\)](#) found that students' satisfaction with online learning linked with disposal of digital infrastructure and institutional support.

Their study underscored that well-structured digital learning environments positively partial student engagement, while technological barriers hindered effectiveness ([Rafiq, Ain & Afzal, 2025](#)). [Bao \(2020\)](#) emphasized that students from lower socio-economic backgrounds struggle with accessibility issues, like unreliable internet connections and limited availability of digital devices. Similarly, [Amin \(2023\)](#) explored digital divide in Pakistani higher education, noting that underprivileged students faced significant difficulties in adapting to the online learning environments. Furthermore, educators' digital competency plays a crucial role in determining the success of technology integration in classrooms. [OECD \(2021\)](#) reported that teachers who received professional training in digital pedagogies proved higher effectiveness in engaging students ([Rafiq, Zaki & Nawaz, 2025](#)). Similarly, if students lacked interaction with educators, engagement could decline due to feelings of loneliness. But, in Pakistan, many educators still rely on traditional teaching methods due to lack of proper training in digital tools ([Shehzadi et al., 2021](#)).

Addressing these disparities requires investment in teacher training and institutional support. The role of educators has evolved with the widespread use of digital learning tools. [Bajaj and Sharma \(2022\)](#) emphasized that digital platforms require educators to shift from conventional lecturing methods to more interactive, student-centered teaching strategies. Effective digital learning depends upon teachers' ability to design engaging content and facilitate meaningful discussions. In Pakistan, digital literacy among educators remains thr concern. The study by [Hussain et al. \(2023\)](#) indicated that while many Pakistani university faculty members recognize the importance of digital learning, they lack necessary skills to integrate technology effectively. This highlights need for continuous professional development programs to equip educators with the competencies required for digital instruction. The literature suggests that while digital learning tools can enhance the student engagement and learning outcomes, their effectiveness depends upon various factors, including the accessibility, institutional support, and educators' preparedness.

In Pakistan, digital divide and lack of teacher training remain major obstacles. Future research should explore strategies for improving the digital literacy among educators and addressing technological barriers to ensure that digital learning tools fulfill their potential in enhancing higher education. This study was anchored in integration of Constructivist Learning Theory

(Vygotsky, 1978) and Self-Determination Theory (Deci & Ryan, 1985) to explore the role of digital learning tools in enhancing student engagement while maintaining the significance of educators. Vygotsky's Constructivist Learning Theory posited that knowledge was actively constructed through social interaction and experiential learning (Vygotsky, 1978). In the digital learning settings, students engaged with technology-driven tools like interactive multimedia, online discussion forums, and virtual simulations. These tools provided adaptive learning experiences that fostered deeper understanding over active participation (Mishra & Koehler, 2023).

However, constructivism emphasized scaffolding role of educators, where teachers facilitated the learning process by guiding students through complex concepts (Jonassen, 2022). In the context of digital learning, while technology served as a medium for engagement, the absence of educator involvement could hinder meaningful learning experiences. Therefore, this study examined how the digital learning tools enhanced engagement without replacing educators, as constructivist learning required teacher mediation to ensure the cognitive development. While digital tools enhanced autonomy and competence, relatedness depended on educator presence & instructional design. If students lacked interface with educators, engagement could decline due to feelings of isolation. Constructivism emphasized the pedagogical role of educators in knowledge construction, while SDT highlighted the motivational aspects of digital learning. This study, therefore, explored how digital tools could enhance engagement while maintaining educator involvement, ensuring that learning remained meaningful, interactive, and socially connected.

Conceptual Framework

The conceptual framework for this study was developed to explore the balance between digital engagement and the role of educators in the learning process. Thus, it was based on two key components:

1. Digital Learning Tools & Platforms: Representing the technological advancements that enhance student engagement, facilitate independent learning, and provide interactive learning experiences.
2. Educator's Role in Digital Learning: Highlighting the importance of teacher presence, scaffolding, and guidance in maintaining meaningful learning experiences in diverse leading situations.

These components were interrelated to examine how digital learning may boost engagement without replacing educators, ensuring that students benefit from technological and human support.

RESEARCH METHODOLOGY

This study employed the qualitative research design to explore that how university educators integrated digital learning tools while keeping their instructional role. A phenomenological approach was chosen to capture faculty members' lived experiences and perceptions regarding the effectiveness and challenges of the digital learning (Creswell & Poth, 2018). A qualitative phenomenological approach was used to gain the in-depth insights into educators' experiences

with digital tools. This method was suitable as it allowed for an exploration of real-life teaching practices, engagement strategies, and faculty perceptions regarding digital learning (Vagle, 2018).

Population & Sampling

The study focused on university educators actively using digital tools in teaching. A purposive sampling strategy was employed to select faculty members with relevant experience in digital pedagogy. In this connection, the participants were selected from three major universities in Lahore:

- ✓ University A–A: leading public university with mix of traditional and digital learning methods.
- ✓ University B–A: private university with the advanced digital infrastructure and strong emphasis on technology-enhanced learning.
- ✓ University C–A: semi-government university focused on the teacher education, where digital learning practices were emerging.

These universities were chosen to ensure a diverse representation of faculty from different institutional contexts with varying levels of digital adoption. A total of 30 university educators were interviewed. The inclusion criteria were:

- ✓ At least three years of the university teaching experience. Minimum of two years of experience using digital learning tools in teaching.
- ✓ Faculty members from many academic disciplines, ensuring well-rounded perspective on digital learning.

Data Collection & Analysis

In-depth semi-structured interviews were conducted to explore faculty members' experiences, strategies, and challenges in using digital learning tools. Each interview lasted 45–60 minutes and included open-ended questions.

- ✓ Digital tools used (learning management system, virtual classrooms, discussion forums).
- ✓ The Pedagogical strategies to enhance the student engagement.
- ✓ Challenges faced in keeping educator presence, using technology.
- ✓ Perceived impact of digital learning tools on student learning.

The interviews were conducted face-to-face or via video conferencing, based upon participant availability. All interviews were audio-recorded with the consent, transcribed verbatim, and analyzed. Thus, the thematic analysis was used, following Braun and Clarke's (2006) six-step framework.

Thematic Analysis

The integration of digital tools in teaching has transformed instructional practices, allowing faculty to enhance student engagement while preserving traditional pedagogical approaches. This thematic analysis highlights that how faculty members have adopted blended learning strategies, incorporating LMS and recorded lectures to provide flexibility without diminishing in-person interactions. The interactive practices, including gamification and live quizzes, have

been instrumental in increasing the student participation and fostering an engaging learning environment. Furthermore, faculty have utilized AI-driven feedback and virtual office hours to offer personalized support, ensuring students receive timely support while managing faculty workload efficiently. However, these advancements also present challenges, such as increased faculty workload, student digital literacy gaps, and the need for stronger institutional support. The following thematic map visually represents the key themes and subthemes that emerged from this analysis, illustrating how faculty navigate integration of digital tools in their teaching practices.

Blended Learning: Bridging Digital & Traditional Teaching

Faculty members reported integrating learning management systems and recorded lectures to provide students with flexibility while preserving traditional instruction. LMS platforms were widely used to supplement face-to-face teaching, offering assignments, discussion boards, and feedback mechanisms. "I use the LMS to post lecture summaries and additional readings. It helps students review content at their own pace, but I still ensure in-class discussions remain a core part of learning." (Participant 3). Also, recorded lectures were used to reinforce classroom learning. Faculty noted that this approach particularly benefited students who missed classes or needed additional revision. "Recording my lectures allows students to revisit concepts they struggled with. Nevertheless, I still encourage live participation to maintain engagement." (Participant 7)

Interactive Strategies: Enhancing Engagement over Digital Tools

Faculty emphasized that tools like gamification and live quizzes better student engagement. Gamification elements, like leader boards and interactive challenges, helped sustain student interest. "Students tend to participate more when I introduce gamified quizzes. They see it as a challenge rather than just another assessment." (P-12). Live quizzes through platforms like Kahoot!, Mentimeter were another popular strategy to ensure active learning. "During lectures, I use live polling to gauge sympathetic. It offers instant feedback, makes learning interactive." (Participant 5),

Student Support: Digital Tools for Personalized Learning

Faculty leveraged AI-based feedback and virtual office hours to enhance student support while balancing their workload. AI tools were used to provide automated feedback on assignments, helping students improve their work before final submission. "Automated feedback through AI tools has reduced my grading burden while ensuring students receive timely suggestions for improvement." (Participant 8). The virtual office hours were particularly useful for students who struggled with in-person consultations. "Not all students feel comfortable approaching me after class, but through the virtual office hours, they can ask questions without hesitation." (Participant 10).

Challenges in Faculty Integration of Digital Tools

Despite the benefits, the faculty members highlighted increased workload and student digital literacy as key challenges. The integration of digital tools required extra effort in designing the

content and managing technical issues. "While digital tools make learning engaging, they add to my workload. Thus, preparing interactive content takes much more time than traditional lecturing." (Participant 2). The student digital literacy was another concern as some students, especially those from disadvantaged backgrounds, struggled to navigate the online learning platforms effectively. "Not all students are comfortable with the digital tools. Some need extra training just to access the online materials, which creates an additional challenge for faculty." (Participant 6).

Thematic Analysis (Challenges)

The integration of digital tools in higher education presents significant challenges for faculty. While technology enhances student engagement and learning flexibility, faculty face barriers such as institutional constraints, student resistance, lack of training and support, and increased workload leading to burnout. The thematic analysis offers detailed debate of these challenges, supported by direct faculty perspectives. The interactive practices, including gamification and live quizzes, have been instrumental in increasing the student participation and fostering an engaging learning setting. In this linking, despite the increasing emphasis on digital learning, many faculty members reported that institutional challenges hindered seamless integration. Limited technological infrastructure and resistance from administration were most significant barriers.

Subtheme 1: Limited Infrastructure

One of the most commonly cited challenges was lack of reliable technological infrastructure, including unstable internet connectivity, outdated equipment, and inadequate access to digital platforms. Faculty members expressed frustration over the inconsistency of resources, which disrupted the flow of the digital learning. "Sometimes, even the internet in the classroom is unreliable. I plan an online activity, but technical failures disrupt everything, making it hard to maintain continuity in teaching." (Participant 4). Faculty also pointed out the lack of proper digital tools, which limited their ability to create interactive learning experiences. "We have to use personal devices for digital teaching because the institution doesn't provide the updated software or equipment. Therefore, it makes it harder to maintain a consistent digital strategy." (Participant 15).

Subtheme 2: Resistance from Administration

Apart from technical limitations, faculty faced administrative challenges. Many universities lacked a clear policy on digital education, leaving faculty to navigate technology integration on their own. Some faculty members even reported resistance from supervision when requesting additional digital resources or training. "We are expected to integrate technology into teaching, but there is no institutional support. When we propose the new digital tools, there's always hesitation from the administration due to budget constraints." (Participant 10). Moreover, the administrative policies often favored traditional teaching methods, leading to inconsistencies in the implementation of digital tools. "There's no clear strategy from the administration. They expect us to use digital tools nonetheless don't provide the necessary guidelines or assistance." (Participant 7).

Theme 2: Student Resistance

While many students welcomed the digital learning, some resisted the shift, either due to a preference for traditional methods or difficulty in adapting to new technologies with delow outcomes:

Subtheme 1: Preference for Traditional Methods

Some students felt that digital tools could not replace face-to-face interaction and the structure of traditional classrooms. Faculty observed that students often disengaged when lessons relied heavily on digital platforms. "Students frequently ask for printed handouts instead of online readings, saying they find it difficult to concentrate on screens for long hours." (Participant 6) Certain subjects, mainly requiring hands-on practice, harder to teach effectively using digital methods. "In theoretical subjects, digital tools are useful, but the students in practical courses prefer physical engagement. They complain that online tools make learning feel impersonal" (Participant-11).

Subtheme 2: Difficulty in Adapting to Technology

Faculty also noted that some students, especially those from disadvantaged backgrounds, struggled to navigate digital learning platforms. This created an additional burden on faculty, who had to guide them through technical aspects instead of focusing on content delivery. "Not all students have prior exposure to technology. Some of them take weeks just to get familiar with LMS, which slows down the learning process." (P-3). Also, faculty had to address issues related to students' technical difficulties. I spend a lot of time troubleshooting student issues to digital tools. Instead of debating course content, I'm guiding them over basic practical steps. (Participant-9).

Theme 3: Lack of Training & Support

For faculty to integrate digital tools effectively, structured training and continuous technical support are essential. Nevertheless, many faculty members reported that they received little to no training and assessment in this leading area, making it difficult to optimize digital tools in teaching.

Subtheme 1: Absence of Faculty Development Programs

Several faculty members noted that their institutions did not offer structured digital training programs. Many were expected to learn digital tools independently, which led to inconsistent adoption. "We were suddenly expected to shift to digital teaching, but no one trained us. We had to experiment on our own and learn through trial and error." (Participant 5). Moreover, faculty expressed frustration that digital workshops, when available, were generic and did not address their specific needs. "The few training sessions we get are very basic. They don't cover advanced tools that could actually help us in classroom management & student engagement." (Participant-14).

Subtheme 2: Limited Technical Assistance

In addition to insufficient training, many faculty members reported a lack of the immediate technical support. When digital tools malfunctioned, there were few institutional mechanisms

to provide real-time assistance. "There is no dedicated IT support for faculty. If something goes wrong during the lecture, we have to find the solution ourselves, which wastes a lot of time." (Participant 8). This lack of technical assistance made faculty hesitant to experiment with new digital tools, as feared disruptions without available backup. "Many of us avoid using complex digital tools since if they fail mid-lecture, we have no one to turn to for quick troubleshooting." (Participant-1).

Theme 4: Workload & Burnout

The integration of digital tools, while beneficial, added to faculty workload, faculty members reported feeling overwhelmed by additional errands, struggling to balance online and offline tasks.

Subtheme 1: Increased Administrative Responsibilities

The faculty members noted that digital integration required additional administrative work, including preparing the online materials, grading electronic submissions, and responding to digital queries outside traditional office hours. "With digital tools, students expect instant responses. I receive emails and messages at all hours, making it difficult to set boundaries." (Participant 12). In this connection, faculty also had to spend extra time ensuring that students remained engaged in online learning. "It's easy for the students to get distracted during digital classes. In this drive, I have to constantly check the participation, which adds to my workload." (Participant 13).

Subtheme 2: Difficulty in Managing Online & Offline Tasks

Balancing digital and in-person teaching responsibilities proved to be a major challenge. Many faculty members struggled to maintain efficiency while adapting to hybrid teaching models. "Switching between online and offline modes requires double the effort. I have to prepare two sets of materials, which is exhausting." (Participant 2). Furthermore, some faculty members felt that digital integration blurred the lines between work and personal life, leading to burnout. "I feel like I'm working round the clock. In this connection, the teaching doesn't end when the class does because the digital platforms preserve me connected to the students all the time." (Participant 7).

DISCUSSION

The integration of digital tools in higher education has transformed pedagogical approaches, offering innovative ways to engage students while maintaining the traditional teaching roles. Faculty members are increasingly adopting blended learning strategies to merge digital and conventional methods, allowing for the flexibility and improved interaction. Recent research suggests that Learning Management Systems, recorded lectures, and interactive applications enhance student engagement by catering to diverse learning styles (Johnson et al., 2023). The participants in this study reported using LMS to provide the supplementary materials and asynchronous learning opportunities, reinforcing in-class discussions. This aligns with studies indicating that well-designed digital learning environments promote active learning while ensuring that traditional teaching methodologies remain integral (Smith & Lee, 2022). Still, the

success of the digital integration depends upon the faculty expertise and institutional support, highlighting the need for the structured professional development programs (Brown & Patel, 2024).

Faculty members emphasized the role of interactive strategies such as gamification and live polling in attractive student engagement. These methods align with recent results suggesting that gamified assessments improve motivation and participation (Martinez & Zhao, 2023). The platforms like Kahoot! and Mentimeter, adopted by faculty to assess real-time understanding and encourage participation, reflecting global trends in digital pedagogy (Wilson & Adams, 2023). However, the effectiveness of these tools varies based on student digital literacy and institutional infrastructure, raising concerns about accessibility, equity in technology-driven learning environments (Nguyen et al., 2024). Some participants noted that the students from disadvantaged backgrounds faced worries navigating digital platforms, requiring additional faculty support. This finding is consistent with recent studies accent digital divide as insistent challenge in higher education (Garcia & Thompson, 2024). Addressing these disparities needs institutions to provide the targeted training and resources to bridge gaps in the student digital competence.

Despite the pedagogical benefits, faculty members reported significant challenges in balancing digital learning with their conventional roles as educators. Increased workload, technological complexities, and institutional constraints emerged as major barriers, consistent with research on the faculty burnout and digital fatigue (Anderson et al., 2023). The time-intensive nature of preparing digital content, managing online discussions, and providing technical assistance to students contributed to faculty stress. This echoes studies suggesting that faculty workload escalates with integration of digital tools, particularly when support structures are inadequate (Taylor & Green, 2023). The institutional resistance to technological change complicated digital adoption, with participants noting a lack of administrative inspiration and inconsistent policies on digital education. Similar findings have been reported in global studies, emphasizing that institutional leadership plays crucial role in enabling real digital transitions (Kumar & Jackson, 2024).

Another critical challenge involved the faculty development and training. Many participants expressed frustration over the absence of structured training programs, highlighting the need for ongoing professional learning prospects. This aligns with research indicating that faculty require constant support to mix digital tools effectively into teaching practices (Henderson et al., 2023). Without adequate technical assistance and pedagogical guidance, faculty often resort to self-directed learning, which may lead to inconsistent adoption of digital strategies. Scholars argue that universities must institutionalize faculty training initiatives to ensure that educators are equipped with necessary skills to navigate evolving digital landscapes (Miller & Robinson, 2024). While digital tools offer promising avenues for enhancing the student engagement, they should balance, rather than replace, outdated pedagogical approaches. Participants stressed the importance of maintaining face-to-face interactions to preserve the humanistic elements of teaching.

This perspective is supported by contemporary research, which underscores the significance of blended learning models in fostering both digital engagement and meaningful in-person connections (Clark & Stewart, 2023). This aligns with studies indicating that well-designed digital learning environments promote active learning while ensuring that traditional teaching methodologies remain integral (Smith & Lee, 2022). The absence of formal faculty development programs exacerbates challenges, leading to varying digital integration. Institutional resistance to technological change further complicated digital adoption, with participants noting a lack of administrative encouragement and inconsistent policies on digital education. To mitigate faculty workload and institutional resistance, universities must develop clear policies, invest in infrastructure, and recognize the additional efforts faculty put into integrating digital tools. By addressing these challenges, higher education institutions can ensure balanced and sustainable approach to digital pedagogy that enhances student learning without compromising faculty roles.

CONCLUSION

This study highlights the complex relationship between digital tool integration and traditional teaching roles in higher education. The faculty members actively utilize Learning Management Systems, interactive applications, and gamification to enhance student engagement, yet they emphasize that digital tools should balance rather than replace face-to-face instruction. While technology offers flexibility, supports diverse learning styles, its actual execution depends on faculty competence, institutional support, and student digital literacy. Despite benefits, faculty meet significant challenges, including increased workload, lack of structured training, limited administrative support, and student resistance to the digital learning. Institutional policies and leadership play critical role in facilitating or hindering digital adoption. Addressing these concerns requires universities to invest in continuous professional training, streamline faculty responsibilities, provide dedicated technical support. In this drive, for the digital learning to be successful, institutions must take balanced approach leveraging technology to enhance student engagement while preserving meaningful teacher-student interactions. Thus, the structured and inclusive digital strategy, supported by clear policies and institutional pledge, can ensure that faculty are empowered to mix technology effectively without compromising educational quality.

Recommendations

1. The institutions should implement structured training programs focused upon digital pedagogy, equipping faculty with the necessary skills to effectively integrate technology into their teaching. Continuous professional development prospects can ensure faculty stay updated with evolving digital tools.
2. Universities must develop clear policies that provide faculty with guidance on digital integration. This includes reducing administrative workload, offering incentives for the technology adoption, and fostering a culture that encourages the experimentation with digital tools.
3. Dedicated IT support should be available to faculty for the real-time troubleshooting and technical assistance. In this linking, the investments in infrastructure, such as high-speed

internet as well as accessible digital platforms, are essential for seamless digital learning experiences.

4. Faculty should be encouraged to adopt blended learning models that maintain a balance between digital tools and traditional teaching methods. In this regard, this approach ensures that digitalization enhances, rather than replaces, meaningful educator-student interactions.
5. Universities should offer students with digital literacy training to bridge technological gaps. Additionally, the strategies such as interactive content and participatory learning models should be employed to address student resistance and boost engagement with digital platforms.

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