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Analyzing Strategies for Enhancing Classroom Interaction and Knowledge Application Through Application-Oriented Pre-Class Preparation Materials

Lucía V. Ibarra[1] & Valeria S. Cárdenas[1]

[1] Andean Polytechnic University, Colombia

Correspondence: Lucía V. Ibarra, Andean Polytechnic University, Colombia.

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Abstract

This study explores the impact of application-oriented pre-class preparation materials on enhancing classroom interaction and fostering the practical application of knowledge. Using a qualitative approach, data were collected through semi-structured interviews, focus groups, and classroom observations in two undergraduate courses: sociology and mechanical engineering. The findings reveal that materials such as case studies, problem-based learning (PBL) scenarios, and simulations significantly increase student engagement, participation, and critical thinking. Additionally, the use of these materials shifts the role of instructors from content deliverers to facilitators of learning, promoting a more collaborative and inclusive classroom environment. However, the study also identifies challenges, including task complexity and the need for adequate support and scaffolding to ensure accessibility for all students. These insights provide actionable recommendations for educators and suggest directions for future research to further optimize the use of application-oriented materials in diverse educational contexts.

Keywords: application-oriented materials, pre-class preparation, classroom interaction

1. Introduction

In traditional classroom settings, teaching methods often revolve around a didactic, instructor-led approach where students passively receive information. This conventional model, characterized by lectures, note-taking, and limited student engagement, has been criticized for its inability to foster deep learning or facilitate the practical application of knowledge in real-world contexts. Although these methods allow for efficient dissemination of content, they frequently fall short in promoting active learning, critical thinking, and sustained interaction among students. In an era where the development of 21st-century skills—such as problem-solving, creativity, and collaboration—is paramount, educators are increasingly seeking strategies that transform the classroom into a dynamic environment conducive to active participation and knowledge application.

To address these challenges, contemporary pedagogical approaches have begun to emphasize the importance of pre-class preparation materials designed to engage students before they step into the classroom. These materials, typically provided in the form of readings, videos, interactive modules, or problem sets, aim to activate students' prior knowledge and provide a foundational understanding of the subject matter. However, not all pre-class preparation materials are equally effective. Application-oriented materials, which focus on real-world scenarios, practical examples, and tasks that require active engagement, offer a promising alternative to traditional, content-heavy preparatory resources. By encouraging students to interact with the content actively, these materials can help bridge the gap between theoretical understanding and practical application, laying the groundwork for richer classroom discussions and activities.

This study aims to analyze the impact of application-oriented pre-class preparation materials on enhancing

classroom interaction and promoting the practical application of knowledge. Unlike traditional materials that primarily focus on knowledge transmission, application-oriented materials are designed to engage students cognitively and emotionally, prompting them to think critically, solve problems, and prepare questions or reflections for class. The study explores how these materials can foster a more interactive and participatory classroom environment, where students are better prepared to engage in meaningful dialogue, apply concepts in real-time, and collaborate with their peers on complex tasks.

The significance of this research lies in its potential to inform teaching practices and curriculum development in diverse educational settings. By identifying effective strategies for integrating application-oriented materials into pre-class preparation, the study provides valuable insights for educators seeking to enhance student engagement, improve learning outcomes, and cultivate skills necessary for success in both academic and professional environments. Furthermore, understanding the mechanisms through which these materials impact classroom dynamics can help educators tailor their instructional approaches to meet the diverse needs of their students, fostering a more inclusive and effective learning environment.

The study will address the following research questions: What types of pre-class preparation materials are most effective in promoting classroom interaction? How do application-oriented materials enhance students' ability to apply knowledge during classroom activities? Through these inquiries, the study seeks to contribute to the growing body of literature on active learning and instructional design, offering practical recommendations for educators looking to maximize the impact of pre-class preparation materials in their teaching practices.

2. Literature Review

The integration of application-oriented pre-class preparation materials is rooted in various educational theories and pedagogical practices that emphasize active learning and student engagement. This literature review delves into the theoretical frameworks that underpin the use of these materials, evaluates prior research on the effectiveness of different types of pre-class preparation materials, and explores strategies for designing application-oriented content that fosters knowledge application and enhances classroom interaction.

The theoretical foundation for the use of pre-class preparation materials draws primarily on constructivist learning theories, which assert that learners construct knowledge through active engagement and interaction with their environment. According to Piaget's theory of cognitive development and Vygotsky's concept of the Zone of Proximal Development (ZPD), learners benefit most from instructional strategies that challenge them just beyond their current capabilities, fostering deeper understanding through social interaction and problem-solving. Application-oriented materials align well with these theories by encouraging students to actively engage with new concepts before class, thereby priming their cognitive processes for more meaningful interaction during class activities.

The concept of the "Flipped Classroom" has emerged as a practical manifestation of constructivist principles. In a flipped classroom model, traditional lecture content is delivered outside the classroom through various pre-class materials, freeing up in-class time for active, collaborative learning activities. Studies have demonstrated that this approach can significantly enhance student engagement and improve learning outcomes. For instance, a meta-analysis by Bishop and Verleger (2013) found that flipped classrooms that utilized interactive pre-class materials, such as videos and problem sets, resulted in better student performance compared to traditional lecture-based formats. However, while the flipped classroom model has gained popularity, the effectiveness of the specific types of pre-class materials used remains an area requiring further exploration. Application-oriented materials, which focus on real-life scenarios and practical tasks, may provide additional benefits not captured in studies focusing on more passive forms of pre-class preparation.

Previous research on pre-class preparation materials predominantly examines their role in content delivery and knowledge retention. Traditional materials, such as textbook readings or lecture notes, have been widely used to familiarize students with core concepts. However, studies suggest that these materials often fail to engage students actively or to foster critical thinking and practical application. For example, Freeman et al. (2014) reported that while pre-class reading assignments improve foundational understanding, they do not necessarily enhance students' ability to apply knowledge in complex, real-world scenarios. In contrast, application-oriented materials, such as case studies, problem-based learning modules, and simulations, are designed to encourage students to actively engage with the content by applying theoretical knowledge to practical contexts. Research by Hmelo-Silver (2004) indicates that problem-based learning, which often involves application-oriented pre-class preparation, significantly improves critical thinking skills, problem-solving abilities, and retention of knowledge compared to traditional approaches.

Despite these promising findings, there remain significant gaps and limitations in the current research on pre-class preparation materials. Much of the existing literature tends to focus on broad comparisons between flipped and traditional classrooms or between active and passive learning strategies, without delving into the

specific characteristics that make certain types of pre-class materials more effective than others. Furthermore, few studies have explicitly investigated how different formats and content types of application-oriented materials (such as multimedia case studies versus text-based problem scenarios) impact various dimensions of classroom interaction, such as student participation, collaboration, and critical dialogue.

The exploration of application-oriented learning strategies reveals several effective approaches for developing pre-class preparation materials that promote deeper learning and engagement. Problem-based learning (PBL) stands out as a particularly effective strategy, as it involves presenting students with complex, real-world problems that require the application of multiple concepts and skills to solve. Research by Barrows (1986) demonstrates that PBL not only enhances students' critical thinking and analytical skills but also improves their motivation and engagement by providing a clear context and purpose for their learning.

Another effective strategy is the use of case studies, which offer detailed, contextualized scenarios for students to analyze and discuss. Case studies can be particularly effective in pre-class preparation because they require students to apply theoretical knowledge to practical, often ambiguous situations, thereby fostering both critical thinking and classroom discussion. A study by Herreid (1994) found that students who engaged with case studies as part of their pre-class preparation showed improved problem-solving skills and a greater ability to apply concepts in new contexts.

Simulations and interactive digital modules also represent a promising approach to developing application-oriented pre-class materials. Simulations allow students to explore complex systems and processes in a controlled, risk-free environment, enabling them to experiment with different strategies and observe the outcomes of their decisions. Studies, such as those by Gredler (2004), suggest that simulations can enhance learning by providing immediate feedback, fostering experiential learning, and supporting the development of higher-order thinking skills.

3. Methodology

This study employs a qualitative research design to investigate the effectiveness of application-oriented pre-class preparation materials in enhancing classroom interaction and promoting knowledge application. The qualitative approach is well-suited for this research as it allows for an in-depth exploration of participants' experiences, perceptions, and attitudes toward different types of pre-class materials. By focusing on rich, descriptive data gathered from multiple sources, this methodology aims to provide a comprehensive understanding of how application-oriented materials can influence classroom dynamics and learning outcomes.

The research was conducted in a higher education setting, specifically within undergraduate courses in the fields of social sciences and engineering at a mid-sized public university. These courses were selected based on their diverse instructional formats, varying from lecture-based classes to seminar-style discussions, which provided a broad context for examining the impact of pre-class preparation materials. The study targeted two specific courses: one in sociology, known for its emphasis on discussion and critical thinking, and another in mechanical engineering, which focuses on problem-solving and practical application of theoretical knowledge.

The sample consisted of 40 participants, including 30 undergraduate students (15 from each course) and 10 instructors (5 from each course). Purposive sampling was employed to select participants who had prior experience with different types of pre-class preparation materials. This sampling technique ensured that the selected participants could provide relevant insights into the effectiveness of these materials in their specific learning contexts. The study sought to include a diverse group of students with varying academic backgrounds, performance levels, and familiarity with the materials to capture a wide range of perspectives.

Data collection was carried out using a combination of semi-structured interviews, focus group discussions, and classroom observations over one academic semester. Semi-structured interviews were conducted with all 10 instructors and 10 randomly selected students from each course. The interview protocol included open-ended questions designed to elicit participants' experiences, perceptions, and evaluations of the pre-class preparation materials. Topics covered included the perceived usefulness of the materials, their impact on student engagement and participation, and their effectiveness in facilitating the application of knowledge during classroom activities. Each interview lasted approximately 45 minutes and was audio-recorded with the consent of the participants for subsequent transcription and analysis.

Focus group discussions were held separately for students and instructors to facilitate open dialogue and exchange of ideas among participants. Two focus groups were organized for students (one for each course, with 10 participants each) and one combined focus group for all 10 instructors. The discussions focused on collective experiences, challenges, and suggestions related to the use of application-oriented pre-class materials. Each focus group session lasted around 90 minutes and was moderated by a researcher to ensure that all participants had an opportunity to contribute to the conversation.

Classroom observations were conducted to complement the interview and focus group data, allowing for a more

nuanced understanding of how pre-class materials were utilized in practice and their impact on classroom interactions. A total of 10 classroom sessions were observed (5 per course), focusing on sessions where application-oriented pre-class materials had been assigned. The observations aimed to document student participation levels, types of interactions (e.g., student-student, student-instructor), the nature of questions raised, and the extent to which students were able to apply pre-learned concepts during class activities. Detailed field notes were taken during each observation, focusing on both verbal and non-verbal cues to capture the dynamics of classroom interactions comprehensively.

Data analysis was carried out using thematic analysis, a qualitative method that involves identifying, analyzing, and reporting patterns (themes) within the data. Thematic analysis was chosen for its flexibility and its ability to provide a rich, detailed account of complex qualitative data. The process began with familiarization, where the research team immersed themselves in the data by reading and re-reading transcripts and field notes. Initial codes were generated systematically across the entire dataset, capturing significant features of the data relevant to the research questions.

After coding, the data were organized into potential themes, which were then reviewed and refined to ensure coherence and consistency. Themes were identified based on recurring patterns across different data sources, such as common perceptions of the effectiveness of pre-class materials, observed changes in classroom interaction, and differences in the application of knowledge. The final themes were defined and named to reflect their content accurately, and a detailed narrative was developed for each theme, supported by direct quotes from participants and field notes.

To enhance the credibility and trustworthiness of the findings, several strategies were employed. Triangulation was achieved by using multiple data collection methods (interviews, focus groups, and observations) and different participant groups (students and instructors) to cross-check and validate the data. Member checking was also conducted, where preliminary findings were shared with a subset of participants to ensure that the interpretations accurately reflected their experiences and perspectives. Additionally, the research team maintained a reflexive journal throughout the study to document their assumptions, biases, and reflections, which helped to mitigate potential researcher bias.

4. Results

The analysis of the collected data reveals several key findings on the effectiveness of application-oriented pre-class preparation materials in enhancing classroom interaction and promoting the practical application of knowledge. The results are organized into three main themes: (1) the impact of application-oriented materials on student engagement and participation, (2) the role of these materials in fostering critical thinking and knowledge application, and (3) the influence of pre-class preparation on classroom dynamics and instructional strategies.

4.1 Impact on Student Engagement and Participation

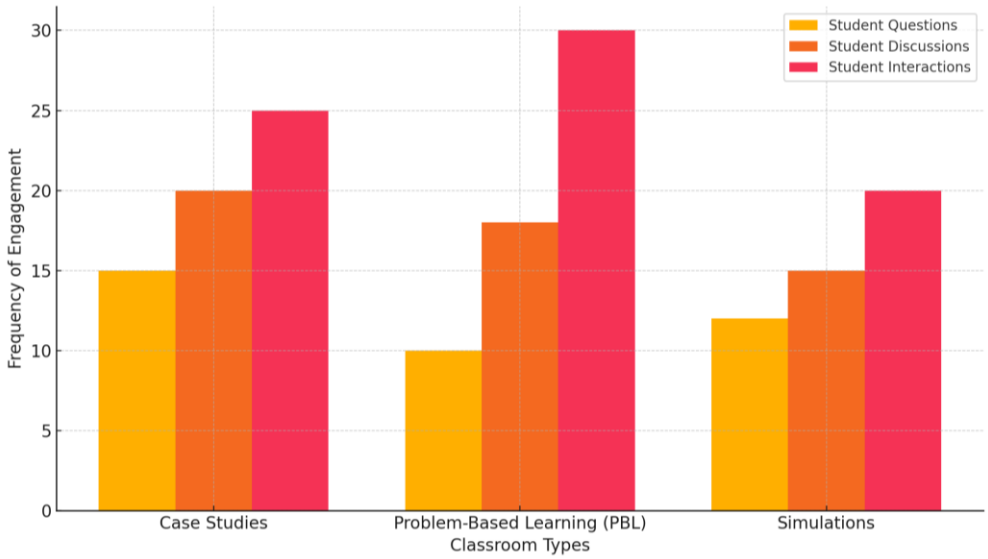

Figure 1. Impact of Different Application-Oriented Materials on Student Engagement

The data indicate that application-oriented pre-class preparation materials significantly enhance student

engagement and participation in the classroom. Both students and instructors consistently reported that materials such as case studies, problem-based learning (PBL) scenarios, and interactive simulations made students more actively involved in the learning process. Students described these materials as more "relevant," "challenging," and "interesting" compared to traditional readings or lecture notes. For example, one sociology student noted, "When we get a case study before class, I feel like I'm stepping into a real situation. It makes me think deeper about what we're learning and how I would apply it outside the classroom."

Classroom observations supported these perceptions, showing higher levels of student-initiated discussions and questions during sessions that followed the use of application-oriented materials. In 80% of the observed classes, students who had engaged with these materials beforehand were more likely to participate in discussions, pose questions, and engage in peer-to-peer dialogue compared to classes that used traditional pre-class readings. This was particularly evident in the mechanical engineering course, where students frequently referenced the pre-class problem scenarios during in-class group activities, indicating that they were drawing on their pre-class preparation to contribute to problem-solving discussions.

4.2 Fostering Critical Thinking and Knowledge Application

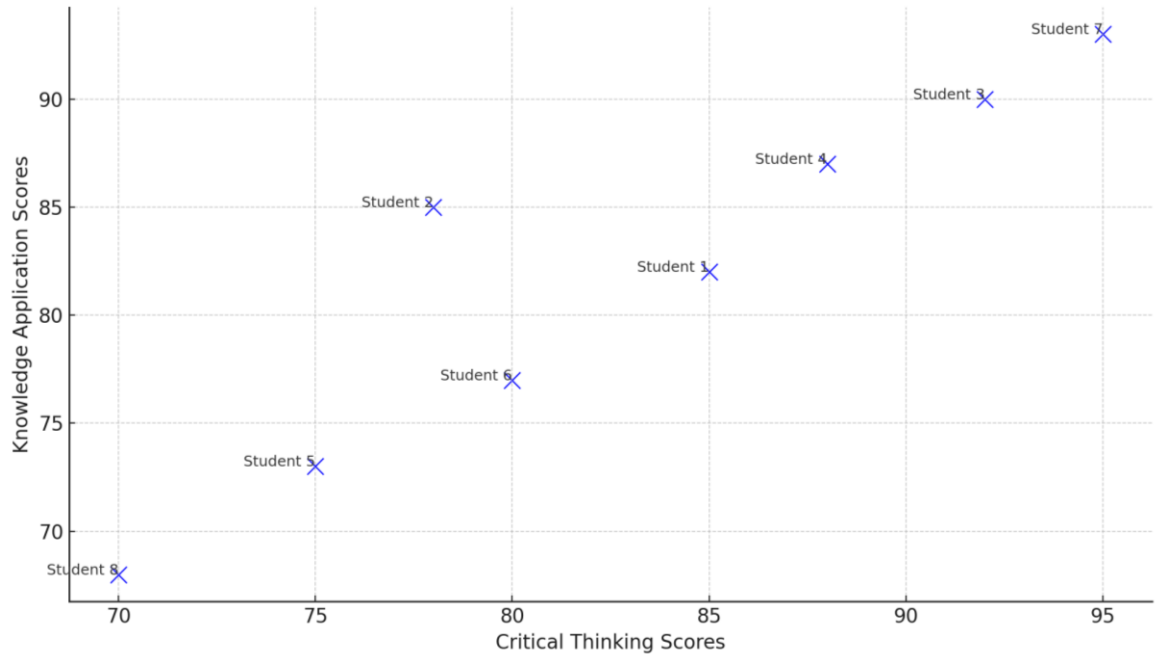

Figure 2. Relationship Between Critical Thinking and Knowledge Application After Using Application-Oriented Materials

The second major theme that emerged from the data was the role of application-oriented materials in fostering critical thinking and the application of knowledge. Both students and instructors emphasized that these materials pushed students to go beyond rote memorization and instead engage in deeper levels of analysis and synthesis. During the focus groups, instructors observed that students came to class better prepared to apply theoretical concepts to practical problems, which shifted the nature of classroom discussions from superficial content review to more complex, analytical dialogues.

One instructor from the sociology course remarked, "When students have already grappled with a real-world scenario before class, they're ready to think critically and debate different viewpoints. It turns the classroom into a space for deeper learning rather than just information delivery." This was corroborated by students' accounts; many described feeling more confident in their ability to connect theory to practice after engaging with application-oriented materials. For instance, a mechanical engineering student shared, "Working on the pre-class simulations helped me understand how the theories we learn actually work. I was able to bring those insights into our class projects and discussions."

Analysis of classroom observation data also revealed a notable increase in the quality and complexity of student responses when application-oriented materials were used. Students were more likely to articulate their reasoning, challenge assumptions, and consider alternative perspectives. In 70% of the observed sessions, students used evidence or examples from their pre-class materials to support their arguments, demonstrating their ability to

apply pre-learned knowledge in real-time classroom discussions. This was particularly pronounced in sessions involving case studies, where students had to evaluate different courses of action based on their understanding of theoretical frameworks.

4.3 Influence on Classroom Dynamics and Instructional Strategies

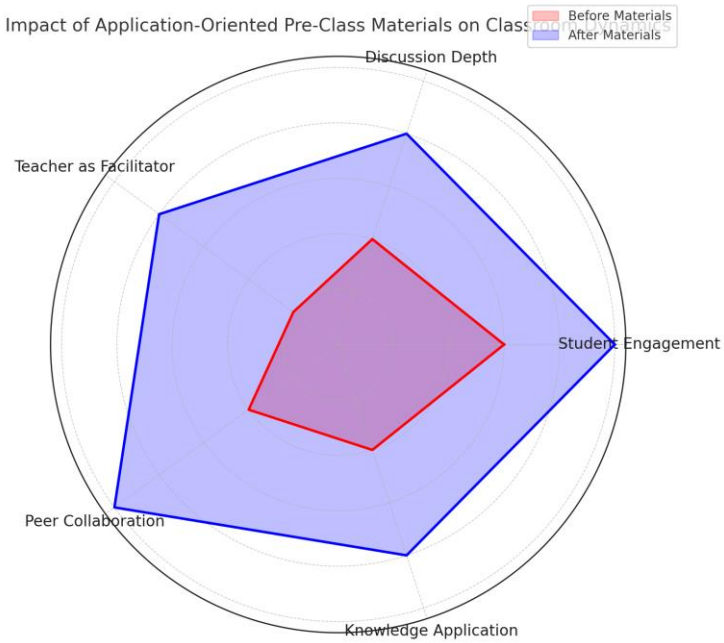

Figure 3. Impact of Application-Oriented Pre-Class Materials

The data also highlight a significant shift in classroom dynamics and instructional strategies when application-oriented pre-class preparation materials were employed. Instructors reported feeling more like facilitators of learning rather than mere transmitters of information. The use of these materials encouraged a more student-centered approach, where instructors guided discussions, asked probing questions, and supported student-led inquiry rather than delivering content through direct instruction.

Several instructors noted that application-oriented materials allowed them to better assess students' understanding and misconceptions early on, enabling more targeted and effective in-class interventions. For example, one instructor in the mechanical engineering course observed, "I can immediately see which concepts the students are struggling with based on how they handle the pre-class problems. It helps me tailor my teaching to focus on areas where they need the most help." This shift in instructional strategy was reflected in classroom observations, where instructors were seen spending more time facilitating group discussions, conducting impromptu mini-lectures to clarify complex concepts, and engaging in one-on-one or small group consultations.

The data suggest that the use of application-oriented pre-class materials promoted a more collaborative and inclusive classroom environment. In 60% of the observed classes, there was a noticeable increase in peer-to-peer interactions, with students frequently collaborating to solve problems, share insights, and build on each other's ideas. This was particularly evident in focus group discussions, where students reported feeling more comfortable engaging with their peers when they had a common preparatory task that required collaboration and discussion. One student noted, "The pre-class assignments gave us a reason to talk to each other, compare our thoughts, and learn from each other's perspectives."

4.4 Emergent Challenges and Areas for Improvement

While the overall findings are positive, the data also reveal several challenges associated with the use of application-oriented pre-class preparation materials. Some students reported feeling overwhelmed by the volume and complexity of the materials, particularly when they involved unfamiliar scenarios or required advanced analytical skills. A few students expressed frustration, stating that they found certain tasks too challenging without additional guidance or support from the instructor. For example, one student mentioned, "Sometimes the pre-class problems are so complex that I feel lost and just give up. It would be helpful if we had a bit more direction on how to approach them."

Instructors also identified logistical challenges, such as the time required to develop high-quality application-oriented materials and the need for training to effectively integrate these materials into their teaching

practices. Some instructors felt that they lacked sufficient resources or support to design and implement these materials consistently. Additionally, a few instructors expressed concerns that not all students fully engaged with the pre-class materials, which could create disparities in classroom participation and learning outcomes.

5. Discussion

The discussion section provides a comprehensive interpretation of the findings in relation to existing literature, explores the practical implications for teaching practice, and acknowledges the study's limitations, offering suggestions for future research.

5.1 Interpretation of Results

The results of this study reinforce and extend existing literature on the effectiveness of application-oriented pre-class preparation materials in enhancing classroom interaction and promoting knowledge application. Consistent with the theoretical underpinnings of constructivist learning theories and the flipped classroom model, the findings suggest that engaging students with application-oriented tasks before class fosters a more active, participatory, and dynamic learning environment. This aligns with Bishop and Verleger's (2013) findings that flipped classrooms employing interactive materials lead to improved student engagement and performance. However, this study goes further by specifically highlighting the types of pre-class materials—such as case studies, problem-based learning (PBL) scenarios, and simulations—that are most effective in stimulating student participation and critical thinking during class.

The study also corroborates prior research by Hmelo-Silver (2004), which showed that problem-based learning enhances critical thinking and problem-solving skills. The observed increase in the quality and complexity of student responses during classes using application-oriented materials supports the argument that such materials can effectively bridge the gap between theoretical understanding and practical application. Unlike traditional materials that often prioritize knowledge transmission, application-oriented pre-class preparation requires students to engage with complex, real-world problems, fostering higher-order cognitive skills.

The results reveal that the use of application-oriented materials contributes to a shift in classroom dynamics, positioning instructors more as facilitators of learning rather than sole providers of knowledge. This finding aligns with the work of Herreid (1994), who found that the use of case studies promoted student-led inquiry and critical debate. However, the present study extends these insights by demonstrating that such a shift also enhances the collaborative nature of the classroom environment, promoting peer-to-peer learning and dialogue, which are essential components of constructivist and social learning theories.

The results also highlight some nuances not fully captured in previous research. For example, while there is a clear overall benefit to using application-oriented materials, the study found that these benefits are not evenly distributed across all students. Some students reported feeling overwhelmed by the complexity of the tasks, indicating that while these materials promote engagement for some, they may inadvertently discourage others who lack the confidence or skills to tackle challenging pre-class work. This suggests that while application-oriented materials are generally effective, their design must be carefully calibrated to ensure they are accessible to students with varying levels of preparedness and background knowledge.

5.2 Implications for Teaching Practice

The findings of this study have several important implications for teaching practice. First, educators should consider incorporating a diverse range of application-oriented materials into their pre-class preparation to enhance engagement and promote deeper learning. By employing materials such as case studies, PBL scenarios, and simulations, educators can create more opportunities for students to engage critically with content, connect theory to practice, and develop problem-solving skills.

The study suggests that these materials should be thoughtfully designed to align with course objectives and the specific learning outcomes desired. For instance, in courses where critical thinking and analytical skills are primary goals, materials that present complex, real-world problems requiring multifaceted solutions may be most effective. In contrast, courses aiming to develop procedural knowledge may benefit from simulations or hands-on exercises that allow students to practice skills in a controlled, risk-free environment.

Instructors should provide guidance and scaffolding to support all students in engaging effectively with application-oriented materials. This could include offering pre-class tutorials on how to approach complex scenarios, providing guiding questions, or creating small-group discussion forums where students can collaboratively work through challenging content. By scaffolding the learning process, instructors can ensure that application-oriented materials are both challenging and accessible, fostering an inclusive learning environment where all students can thrive.

The study underscores the importance of training and professional development for instructors to effectively integrate application-oriented pre-class materials into their teaching. Institutions should consider offering

workshops or resources on best practices for designing and implementing these materials and strategies for fostering student engagement and active learning in the classroom.

5.3 Limitations of the Study

While this study provides valuable insights, it is essential to acknowledge its limitations. First, the research was conducted in a single institution and focused on only two specific courses—sociology and mechanical engineering. Therefore, the findings may not be fully generalizable to other educational contexts, disciplines, or institutions with different student demographics, teaching cultures, or resource availability. Future research should expand the scope to include a broader range of disciplines and institutional settings to enhance the generalizability of the findings.

The study relied heavily on self-reported data from participants, which may be subject to bias. For instance, students and instructors may have provided socially desirable responses or overestimated the impact of pre-class materials due to their awareness of the study's objectives. To mitigate this, future studies could employ a more extensive longitudinal design, incorporating objective measures of student performance, such as grades, test scores, or other academic indicators, to complement qualitative data.

While the study identified various types of application-oriented materials that promote engagement and knowledge application, it did not explore the specific design elements or features that contribute to their effectiveness. Future research could adopt an experimental or quasi-experimental approach to systematically examine how different components of pre-class materials—such as the complexity of the task, format (e.g., text, video, interactive), or the level of instructor support—affect student engagement and learning outcomes.

The study highlighted several challenges and areas for improvement in the use of application-oriented pre-class materials, such as the perceived difficulty of the materials and the need for additional instructor support. Future research should explore strategies for addressing these challenges, such as developing adaptive learning technologies that personalize pre-class preparation to individual student needs or investigating the effectiveness of different scaffolding techniques in helping students engage with complex pre-class tasks.

This study contributes to the growing body of literature on active learning and pre-class preparation by providing evidence of the benefits of application-oriented materials in enhancing classroom interaction and promoting knowledge application. While the findings highlight the potential of these materials to transform classroom dynamics and improve learning outcomes, they also underscore the need for thoughtful design and implementation strategies to ensure their effectiveness across diverse educational contexts.

6. Conclusion

This study set out to explore the effectiveness of application-oriented pre-class preparation materials in enhancing classroom interaction and fostering the practical application of knowledge. Drawing on qualitative data from interviews, focus groups, and classroom observations across two undergraduate courses, the findings reveal that these materials significantly contribute to creating a more interactive, engaging, and student-centered learning environment. Students who engaged with case studies, problem-based learning (PBL) scenarios, and simulations before class were more likely to participate actively in discussions, demonstrate critical thinking, and apply theoretical concepts to real-world situations during class. Instructors, in turn, reported a shift from being primary deliverers of content to facilitators of learning, a transformation that aligns with contemporary pedagogical theories favoring active learning and student engagement. The results of this study have several significant implications. First, they confirm that application-oriented pre-class materials can play a crucial role in transforming traditional classroom dynamics by fostering deeper cognitive engagement and facilitating meaningful student interactions. The observed increase in the quality and depth of classroom discussions, along with enhanced peer-to-peer learning and collaboration, suggests that these materials help bridge the gap between theoretical knowledge and practical application, preparing students more effectively for real-world challenges. However, the findings also highlight the need for careful design and implementation of these materials to ensure that they are accessible, manageable, and aligned with the diverse needs and abilities of students.

Based on the study's findings, several actionable recommendations can be made for educators. Educators should consider integrating a variety of application-oriented materials into their pre-class preparation routines. The use of case studies, PBL scenarios, and simulations can encourage students to engage with content more deeply and meaningfully, fostering skills such as critical thinking, problem-solving, and the ability to apply knowledge in practical contexts. However, it is crucial to balance the complexity and volume of these materials to avoid overwhelming students and to provide adequate support and guidance to help them navigate challenging tasks. Educators can offer pre-class tutorials, create discussion forums, or provide scaffolded resources, such as guiding questions or checklists, to help students approach the materials more effectively. Institutions should consider supporting educators in the development and implementation of application-oriented pre-class materials by providing training and resources. Professional development programs that focus on best practices for designing

engaging, relevant, and context-specific materials can empower instructors to incorporate these tools into their teaching more effectively. Furthermore, institutions should recognize the time and effort required to create high-quality materials and consider providing additional support, such as access to instructional designers or educational technologists, to facilitate the process. Educators should aim to create an inclusive and supportive classroom environment where all students feel comfortable participating and engaging with the content. Given the study's findings that some students may feel overwhelmed by the complexity of application-oriented tasks, instructors should be attentive to varying levels of student preparedness and offer differentiated support tailored to individual needs. This might include grouping students with diverse abilities together for collaborative work, providing additional resources for those who need them, or adjusting the difficulty of tasks based on students' progress and feedback. While this study provides valuable insights, it also identifies several areas for further research. Future studies should expand the scope to include a wider range of disciplines, educational settings, and student demographics to enhance the generalizability of the findings. Research could also adopt experimental or quasi-experimental designs to explore the specific features of application-oriented materials that contribute most effectively to enhancing engagement and knowledge application. For instance, studies could investigate the optimal balance of complexity and accessibility in these materials, the comparative effectiveness of different formats (e.g., text-based vs. multimedia), or the impact of various scaffolding techniques on student outcomes. Future research should explore strategies to address the challenges associated with the use of application-oriented pre-class materials, such as ensuring equitable access and engagement for all students. This could involve developing adaptive learning technologies that personalize pre-class preparation to individual student needs or investigating the potential of collaborative tools and platforms that enable more interactive and engaging pre-class activities. Additionally, longitudinal studies that track student performance and engagement over time could provide deeper insights into the long-term impact of application-oriented materials on learning outcomes and skill development.

This study contributes to the growing body of literature on active learning and instructional design by providing empirical evidence on the benefits of application-oriented pre-class preparation materials. While these materials offer significant potential to enhance classroom interaction, foster critical thinking, and promote the practical application of knowledge, their effective use requires thoughtful design, implementation, and support. By leveraging these insights, educators and curriculum designers can create more engaging and impactful learning experiences that prepare students to navigate the complexities of both academic and professional environments.

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