
The Impact of Practical Teaching System of Innovation and Entrepreneurship in Education Qingdao Universities

¹Ma Yulong, ²Mohamad Idrakisyah

¹Ms.BA, City University Malaysia (13988828@qq.com)

²City Graduate School, City University Malaysia (idrakisyah.abdullah@city.edu.my)

Abstract: *The study explores the Practical Teaching System of Innovation and Entrepreneurship in Education in Qingdao universities, focusing on the interconnectedness of curriculum design, practical learning opportunities, and the teaching environment and culture. This paradigm shift in education seeks to bridge the gap between theoretical knowledge and real-world application to prepare students for the challenges of the modern world marked by rapid technological advancements, globalization, and a constantly evolving job market.*

Methodology: The study chooses quantitative research design.

Results and Discussion: The results highlight the critical role of a well-structured curriculum in shaping practical teaching methods. A curriculum that combines theoretical knowledge with practical experiences is crucial for students' holistic development. Additionally, the study emphasizes the significance of practical learning opportunities, such as internships and hands-on projects, in enhancing students' critical thinking and problem-solving skills.

Conclusion: The research underscores the importance of the teaching environment and culture. A supportive learning environment that encourages collaboration and exploration can significantly impact students' engagement in practical learning activities.

Keywords: *Innovation and Entrepreneurship Education, Practical Teaching System, Curriculum Design, Learning Opportunities, Teaching Environment and Culture*

1. Introduction

The Practical Teaching System of Innovation and Entrepreneurship in Education is a paradigm-shifting approach of instruction that combines theoretical comprehension with practical experience while students are still in the classroom setting. In order to satisfy the program's purpose of educating students for the difficulties of the modern world, they will be exposed to both the theoretical knowledge and its application in the real world.

This trend in educational philosophy acknowledges the fluidity of today's society, which is defined by rapid technological advancements, increasing globalization, and a labor market that is in a state of constant change. The fluidity of today's society is in large part due to all of these many elements. The understanding that there is a large gap between traditional education and the real-world skills and competences required by those entering the profession can be traced back to the origin of the practical teaching system that emphasizes innovation and entrepreneurship in the educational sector. This void was brought to light as a result of the understanding that persons who receive a traditional education do not receive preparation that is suitable for the workforce.

This realization served as the impetus for the development of the method of instruction that is based on practical experience. Throughout the course of human history, educational systems have frequently placed a significant focus on the dissemination of theoretical material, to the neglect of the more practical facets of education. In many cases, this has been done at the detriment of the more applicable components of the educational experience. Because of this strategy, many graduates were not adequately prepared to handle the complexity of the present labor market, which places a high value on the talents of adaptation, problem-solving, and invention.

This is because the current labor market places a high value on the talents of adaptation, problem-solving, and invention. The abilities of problem-solving, inventiveness, and adaptability is highly valued in this business.

As a direct result of the changes that have taken place in the structure of the international economy, it is now plainly clear that the educational system required a strategy that is less theoretical and more focused on innovation. The reason for this is a direct result of the changes that have taken place in the international economy. This realization is a direct product of the

changes that have taken place as a result of which in the structure of the international economy. individuals who were not only able to apply the information that was already accessible, but who were also able to develop new ideas, products, and services were in high demand as economies transitioned from being based on manufacturing to being based on knowledge. This resulted in an increasing demand for individuals who were not only able to apply the information that was already available, but who were also able to apply it. Because of this growth, it became abundantly evident how vital it is to instill in children, at a young age, an entrepreneurial attitude as well as an inventive way of thinking so that they can continue to develop these talents as they progress through their educational experiences.

The goal of the Practical Teaching System of Innovation and Entrepreneurship in Education is to close the gap that currently separates theory and practice by incorporating into the general structure of the educational system hands-on learning, problem-solving, and practical experiences. This will be achieved by bridging the gap between theoretical understanding and practical application.

This technique admits that education should take place in settings other than classrooms and that it should place a larger emphasis on the application of information in scenarios that are modelled after those that occur in real life. In addition, this method recognizes that education should take place in settings other than classrooms. The students in the class are strongly encouraged to participate actively in the learning process, nurture their capacity for critical thinking, and use what they have learned to apply it to the solution of problems that occur in the real world.

In recent years, there has been a rising appreciation of the critical role that entrepreneurship and innovation play in promoting economic growth and societal advancement. This knowledge has been fueled by the findings of several recent studies. In the years to come, it is anticipated that this pattern will remain prevalent. The fact that these two facets have become a stronger focal point of focus in recent years is largely responsible for the increased awareness that has recently emerged. Students need to acquire an entrepreneurial attitude in addition to their innovative qualities because this has become an increasingly essential emphasis for governments, corporations, and educational institutions alike.

Students that engage in activities that are relevant to entrepreneurship can develop an entrepreneurial attitude through their participation. Because of this, education regarding innovation and entrepreneurship has found its way into more traditional curricula, which, in turn, led to the formation of the Practical Teaching System, which is still in use today. As a consequence of this, education about innovation and entrepreneurship has found its way into more traditional curricula.

Students are able to improve their talents to innovate and be entrepreneurial by participating in education that lays a high emphasis on practice and provides them with opportunities to put those abilities to use. However, in reality, the relevant theoretical research is insufficient, and some teachers have old teaching concepts, which only pay attention to knowledge teaching. It is believed that education focused on innovation and entrepreneurship is elite education, which means encouraging students to do projects, incubate projects, and finally start companies. This type of education prioritizes encouraging students to start companies over providing quality education for all students.(Graevenitz and colleagues, 2020) In addition, some educators are still using antiquated pedagogical practices, which ignore the need of developing inventive consciousness and innovative thinking in their pupils.

People have the impression that education in innovation and entrepreneurship is reserved for those in higher social strata, which means that pertinent theoretical research is not. Because of an antiquated educational paradigm, there is a significant gap between practical training and education about innovation and entrepreneurship. Furthermore, the awareness among educators regarding the necessity of conducting education about innovation and entrepreneurship is low (Yermeni, 2010). In order to put into action, the task of education for innovation and entrepreneurship, the concept of dual-innovation education as the core component needs to be modernized.

It is only going to be for a short period of time that universities in China will be offering classes in innovation and entrepreneurship. The majority of schools do not have a system design for practical teaching, which results in unclear objectives for practical teaching, an unsound curriculum system, an insufficient introduction of social and enterprise resources, practical teaching that is limited to participation in competitions, and a practical teaching system of school-

enterprise cooperation that is still in the primary stage (Henry et al., 2018). The majority of schools do not have a system design for practical teaching, which results in unclear objectives for practical teaching, an unsound curriculum system

First, the level of cooperation between the school and local businesses is not nearly as extensive as it should be, and the school lacks the financial resources to construct a viable platform for innovation and entrepreneurship; Second, the actual teaching platform for innovation and entrepreneurship, such as a technological R&D center, business incubation base, and innovation and entrepreneurship park, is woefully inadequate due to the limitations of funding and efficiency (Blenker et al., 2019). First, the level of cooperation between the school and local businesses is not nearly as extensive as it should be, and the institution cannot afford to construct a practical platform for innovation and entrepreneurship (Connor, 2009). They are unable to provide training in innovation and entrepreneurship that is based on real projects because universities are all independent systems that do not integrate the components of innovation and entrepreneurship. Consequently, universities are unable to provide training in innovation and entrepreneurship. As a direct consequence of this, the pupils' practical capabilities are not able to be increased to their full potential.

According to Salminen et al. (2014), educational institutions of higher learning like universities are increasingly adopting a curriculum that places an emphasis on innovation and entrepreneurialism. There is a lack of a good operation mechanism in practical teaching, such as the mechanism of constructing a platform for innovation and entrepreneurship practical teaching in school-enterprise cooperation; the mechanism of introducing tutors from enterprises; the mechanism of improving the quality and ability of professional teachers; the mechanism of how innovation and entrepreneurship education runs through the entire process of talent cultivation; and the incentive mechanism. Moreover, there is also a lack of a mechanism for providing students with incentives to participate in practical teaching (Jones & Wadhvani, 2006). If these challenges are not handled, it will be extremely difficult to carry out the teaching on innovation and entrepreneurship. Those two topics are intertwined and cannot be taught separately.

2. Literature Review

There has been an exponential expansion in the number of institutions that offer classes on entrepreneurship; in the year 2001, there were more than 1,200 business schools in the United States alone that taught the subject matter. The number of institutions that teach classes on entrepreneurship has also increased dramatically. The number of educational establishments that provide courses on business startup and management has also grown substantially in recent years. The same kind of exponential growth has not yet been observed in the higher levels of education; nevertheless, it is on the horizon as a result of the policy pressure that has been placed on academic institutes (Al Mamun et al., 2022).

This is due to the fact that an increasing number of students, more so than at any other time in history, are finishing their degrees towards the end of their time spent in college. Education for entrepreneurialism has emerged as a primary focus of national agendas around the world, having an effect on both the business sector and the educational system. This is due to the fact that education for entrepreneurialism has the potential to foster innovation and economic growth. This is owing to the fact that education for entrepreneurship has the ability to create innovation, which in turn can foster economic growth. This is due to the fact that it has been established that education for entrepreneurialism may improve economic growth (Bruton et al., 2021).

Higher education in China is light years behind that of other educational institutions across the world when it comes to how successfully it teaches students important business skills. This is a remark that is extremely accurate when contrasted to the educational systems of other countries. According to the findings of a study that was conducted in 2020 by Donato and colleagues, the most significant reason that is contributing to the issue is the fact that there are not nearly enough educated teachers available.

Conducting an analysis of the characteristics of the characteristics of the entrepreneurial education level is the first thing that needs to be done in order to develop a training Programmed for groups of educators. This is the first thing that needs to be done in order to create a training Programmed for groups of educators. Next, the level should be divided into two generally distinct levels, namely, foundational entrepreneurship education theory and in-depth practice (Lackéus & Williams Middleton, 2018).

These two levels should be relatively distinct from one another. These are the two elements that come together to form the overall level. These two layers will serve as the program's pillars as they lay the groundwork for the foundation of the Programmed. Carry out an investigation into the current status of the teaching staff and as a result of the findings of the investigation, provide recommendations and potential solutions for improving the quality of education that is being provided. For the purpose of providing an education in entrepreneurship, for example, one technique would be to build a hierarchical or ascending framework, and then to organize the qualified faculty members in accordance with that framework (López-Ospina et al., 2022).

The research that was conducted in 2022 by J. Shaturaev found that the study of owning and maintaining a business is nowhere near as common as the study of other subjects. Despite this, having an entrepreneurial perspective is becoming increasingly important in the professional world of academics. According to Ing et al. (2019), the European Union has made a deliberate effort to enhance the overall quality of the teacher training Programmed it offers by including lessons on the management and ownership of firms into these Programmed. This was done in order to improve the overall quality of the teacher training Programmed.

In addition, from the point of view of the European Union, the vast majority of national Programmed have not yet fully incorporated teacher education. As a consequence of this, it does not count as continuous professional development for teachers. The European Union's adoption of this point of view can be partially explained by pointing to this as one of its key drivers. According to Dima et al. (2018), the European Commission has emphasized in each and every one of its publications how crucial it is for educators at all levels to make the development of entrepreneurial skills a top priority for their pupils.

"Practical instruction," which is essentially the antithesis of "academic instruction" and goes by the label "practical instruction," constitutes a considerable component of the larger higher education system as a whole. "Practical instruction" This subfield of higher education is more commonly referred to by its title, "practical instruction." Students find it much easy to comprehend both the theoretical information and the practical abilities that are associated with the cultivation goal when practical teaching activities are carried out (Saxena et al., 2020). This is because

students are able to directly apply what they learn. This holds true not only for the theoretical content but also for the practical talents.

This is due to the fact that children learn the most when they are able to apply what they are being taught directly in their own lives. These tasks involve a wide variety of activities such as observing, attempting, experimenting, and operating, and in addition to providing practice with social interactions, they also offer practice with these activities. The participation of students was considered from the very beginning of the planning process for these activities; additionally, every essential preparation has been taken to make their participation as easy as possible.

Students in higher education can stand to gain a significant amount of value from the practical application of education in innovation and entrepreneurship in the form of enhanced innovation spirit and entrepreneurial aptitude in addition to expanded knowledge of entrepreneurship. This value can be received in the form of increased knowledge of innovation and entrepreneurship. The acquisition of more information about business ownership and management is one way to get this value. This can be accomplished, as stated by Lv et al. (2021), by applying the knowledge gained in classes regarding innovation and entrepreneurship to circumstances that take place in the real world. This value can be achieved by applying what is learnt in the classroom to situations that occur outside of the classroom, notably in the realms of innovation and entrepreneurship (Blankesteyn et al., 2021).

3. Methodology

In this study about the incorporation of innovative ideas and entrepreneurial practises into university curricula in Qingdao, China, a quantitative research method was applied. The researchers will be using a questionnaire that they designed in their spare time in order to collect the necessary data for this investigation. In order to complete a study on the creation of a methodology for instructing students about innovation and entrepreneurship in the classrooms of universities in Qingdao, China, information will be gathered. Before giving it their final approval, a panel of five experts reviewed the questionnaire to verify its completeness and accuracy. The

reliability of the survey will be evaluated using Cronbach's Alpha, and a value of 0.85 or higher will be deemed to be adequate (Uzun, 2022).

For the purpose of gathering information for this study, we made use of a survey questionnaire. A Likert scale with five points is used for each question in the survey. All of the questions should revolve around the concept of "Research and Construction of a Practical Teaching System for Innovation and Entrepreneurship in Higher Education at Qingdao, China Institutions of Higher Learning," which is the topic of discussion.

Participants in graduate education programmes for teachers will be asked to respond to a Likert scale question. One hundred different educators in all will participate in the poll. Qingdao is home to seven different colleges and universities. There will be a selection made to do research at four different institutions, and among those universities are Qingdao Huanghai University, Qingdao University of Technology, Qingdao University, and Qingdao University of Science & Technology.

The selection process will involve choosing a total of 25 responses from each university. Respondents to the online survey will each be given a total of thirty questions to answer. It is hoped that by completing the questionnaire, the researchers can have a better understanding of the research participants (Gimma, 2022). It is planned to make considerable use of SPSS in order to carry out a descriptive analysis of the data that was gathered for the purpose of this study (Tang, 2022). (Li et al., 2022) The objective of the study is the creation of a practical teaching system for innovative business practises and entrepreneurship in educational institutions located in Qingdao, China. Inaccurate data analysis could lead to the production of erroneous results in the Research and Construction of Practical Teaching System of Innovation and Entrepreneurship in Education at Qingdao Universities, China (Jiang & Li, 2022). Analysis of data is a necessary step in the research process; without it, researchers run the danger of making erroneous inferences and choices (De Villiers et al., 2019).

4. Results

The research proposals (RH1, RH2, and RH3) have shed light on the intricate relationships that exist within this environment at the setting of the Practical Teaching System of Innovation and Entrepreneurship at universities in Qingdao. These propositions were produced throughout the process of developing the practical teaching system with the purpose of researching and comprehending the dynamics that exist between the curriculum system, practical learning opportunities, and the teaching environment and culture. This research and comprehension was done in order to build the practical teaching system. We now have a major new understanding of the intricacies that are involved in the delivery of current education in Qingdao institutions as a result of this work (Wang et al., 2022).

H1 – There is a positive relationship between curriculum system & design and the construction of practical teaching system.

Correlations

		CPTS	CSD
CPTS	Pearson	1	.469**
	Correlation		
	Sig. (2-tailed)		.000
	N	100	100
CSD	Pearson	.469**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The first research hypothesis (RH1) explored the relationship that exists between the structure of the educational curriculum and the way by which practical lessons are taught. This connection was found to exist between the two factors. The results of our study have demonstrated beyond a shadow of a doubt that the curriculum system works as the cornerstone upon which the practical teaching system is constructed. This conclusion was reached after considering all

available evidence. Not only does a well-designed curriculum lay out the subject matter that will be taught in class, but it also lays out the framework that will be utilized to teach those subjects to the students in the classroom. This ensures that the students receive a consistent and coherent education. According to Brownell et al. (2021), it gives educators a well-organized road map that points them in the appropriate path on what they should teach and how they should teach it. However, the most important thing that can be learned from RH1 is that students will not be adequately prepared for the challenges that they will face in their professional lives if they participate in an educational Programmeda that focuses solely on theoretical knowledge and does not include any kind of practical application. This is the most important thing that can be learned from RH1. In the process of bridging this gap, the design of the practical teaching system becomes a key component. This is because the practical teaching system places an emphasis on hands-on experiences, problem-solving, and real-world application. RH1 has, in essence, shone light on the symbiotic link that exists between curriculum and design. This has brought to light the reality that both components need to operate in harmony in order to give an education that is all-encompassing.

H2 – There is a positive relationship between practical learning opportunities and the construction of practical teaching system.

Correlations

		CPTS	PLO
CPTS	Pearson	1	.188
	Correlation		
	Sig. (2-tailed)		.061
	N	100	100
PLO	Pearson	.188	1
	Correlation		
	Sig. (2-tailed)	.061	
	N	100	100

The second research hypothesis (RH2) that was generated (Wang et al., 2023) had as its primary focus the investigation of the connection that exists between practical learning opportunities and the creation of a practical education system. The findings of RH2 have shed light on the potentially transforming function that ought to be performed by educational experiences

that entail actual employment. Experiential learning activities, such as internships, workshops, and hands-on projects, all of which add considerably to the students' entire educational experience, are extremely beneficial to students and provide them with a multitude of advantages. Not only can they improve students' grasp of academic subjects, but they also teach them important skills such as critical thinking, teamwork, and flexibility.

To put it another way, they serve two purposes. The most significant takeaway from RH2 is that the practical teaching system acts as the structured framework that makes these possibilities conceivable, thereby incorporating them as an integral component of the learning process. This is the most crucial thing to take away from RH2. According to the findings of the research carried out by Chiva-Bartoll et al. in 2020, there is a connection that exists between the practical learning possibilities that are available and the practical teaching system. This guarantees that students graduate with a broad skill set that successfully bridges the gap between theory and practice.

H3 – There is a positive relationship between teaching environment and culture and the construction of practical teaching system.

Correlations

		CPTS	TEC
CPTS	Pearson Correlation	1	.272**
	Sig. (2-tailed)		.006
	N	100	100
TEC	Pearson Correlation	.272**	1
	Sig. (2-tailed)	.006	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

It is common practice to refer to the third research hypothesis as RH3, and its investigation focused on determining whether or not there is a connection between the culture and environment of the classroom and the method of developing the practical education system. The realizations

that arose from RH3 helped shed light on the crucial role that the learning environment and the cultural context play in shaping the effectiveness of the practical education system (Vanarsdale, 2020). It has come to light that the cultural norms, attitudes, and practices that are commonplace inside an educational system have a major influence on whether or not practical instructional tactics are embraced and successfully applied.

This revelation has come about as a result of recent research. The cultural and environmental backdrop of an educational institution is one of the most significant factors in determining the degree to which the institution is prepared to welcome entrepreneurialism and innovation. RH3, which aspires to establish an environment that is adaptable to the pursuit of practical education, has shed light on the necessity of combining conventional educational practices with contemporary pedagogical theories. This has brought to light the necessity of combining traditional educational practices with contemporary pedagogical theories. In addition, the research has brought to light the fact that the learning environment, which encompasses not only the atmosphere of the classroom but also the culture of the educational establishment, can either encourage or restrict the engagement of students in relation to the opportunities for practical learning. According to Mora et al.'s research from 2020, students should be encouraged to explore, make mistakes, and learn from their experiences when they are in an environment that promotes collaboration and helps others.

5. Discussion and Conclusion

The findings show the importance of having a curriculum that is well-structured, opportunities for practical learning, and a proper teaching environment when it comes to shaping practical teaching approaches in institutions in Qingdao. There is no denying the fact that the aforementioned components had a substantial role in the development of practical teaching methods as a whole, despite the fact that each constituent demonstrated a unique degree of connection strength.

Nevertheless, it is vital to approach these data with a holistic view, taking into consideration other possible sources of influence as well as the one-of-a-kind educational

landscape that Qingdao possesses. This will ensure that the proper conclusions are drawn. The findings of this study give significant insights that can be used to impact future academic initiatives and interventions to improve practical teaching methods in universities. The study was conducted by the National Centre for Education Statistics (NCES).

The dynamic nature of the educational landscape in the modern era is reflected in the relationship that exists between the Curriculum System and the Practical Teaching System in the universities of Qingdao. The goal of education in both of these systems is to give students with an all-encompassing learning environment that integrates theoretical understanding with hands-on practice. The Curriculum System serves as the basis by providing an overview of the academic material, goals, and various instructional strategies. However, a curriculum that is entirely focused on theoretical knowledge may not adequately prepare students for the issues they will face in the actual world.

References

- Al Mamun, M. A., Azad, M. A. K., Al Mamun, M. A., & Boyle, M. (2022). Review of flipped learning in engineering education: Scientific mapping and research horizon. *Education and Information Technologies*, 1-26.
- Alam, A. (2022). A digital game based learning approach for effective curriculum transaction for teaching-learning of artificial intelligence and machine learning. 2022 International Conference on Sustainable Computing and Data Communication Systems (ICSCDS),
- Amin, M. E. K., Nørgaard, L. S., Cavaco, A. M., Witry, M. J., Hillman, L., Cernasev, A., & Desselle, S. P. (2020). Establishing trustworthiness and authenticity in qualitative pharmacy research. *Research in Social and Administrative Pharmacy*, 16(10), 1472-1482.
- Amrhein, V., Trafimow, D., & Greenland, S. (2019). Inferential statistics as descriptive statistics: There is no replication crisis if we don't expect replication. *The American Statistician*, 73(sup1), 262-270.

- Androutsos, A., & Brinia, V. (2019). Developing and piloting a pedagogy for teaching innovation, collaboration, and co-creation in secondary education based on design thinking, digital transformation, and entrepreneurship. *Education Sciences*, 9(2), 113.
- Ashraf, A. (2020). Challenges and possibilities in teaching and learning of calculus: A case study of India. *Journal for the Education of Gifted Young Scientists*, 8(1), 407-433.
- Azman, A., Singh, P. S. J., Parker, J., & Ashencaen Crabtree, S. (2020). Addressing competency requirements of social work students during the COVID-19 pandemic in Malaysia. *Social Work Education*, 39(8), 1058-1065.
- Badea, L., Șerban-Oprescu, G. L., Dedu, S., & Piroșcă, G. I. (2020). The impact of education for sustainable development on Romanian economics and business students' behavior. *Sustainability*, 12(19), 8169.
- Ball, H. L. (2019). Conducting online surveys. *Journal of human lactation*, 35(3), 413-417.
- Barbour, M. K., LaBonte, R., Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., Bond, M. A., Hill, P., & Kelly, K. (2020). Understanding pandemic pedagogy: Differences between emergency remote, remote, and online teaching. *State of the Nation: K-12 e-Learning in Canada*.
- Bartram, D. (2021). Cross-sectional model-building for research on subjective well-being: Gaining clarity on control variables. *Social Indicators Research*, 155, 725-743.
- Bezbaruah, S., Dhir, A., Talwar, S., Tan, T. M., & Kaur, P. (2022). Believing and acting on fake news related to natural food: the influential role of brand trust and system trust. *British Food Journal*, 124(9), 2937-2962.
- Bhaumik, A., Yan, C., Qing, F., Fuller, W., Tingting, W., Xiaorong, Y., & Zujie, X. (2022). Impact Of Business Analytics And Intelligence On Business Progress. *Journal of Pharmaceutical Negative Results*, 5815-5820.

- Blankesteyn, M., Bossink, B., & van der Sijde, P. (2021). Science-based entrepreneurship education as a means for university-industry technology transfer. *International Entrepreneurship and Management Journal*, 17(2), 779-808.
- Blatch-Jones, A., Nuttall, J., Bull, A., Worswick, L., Mullee, M., Peveler, R., Falk, S., Tape, N., Hinks, J., & Lane, A. J. (2020). Using digital tools in the recruitment and retention in randomised controlled trials: survey of UK Clinical Trial Units and a qualitative study. *Trials*, 21, 1-11.
- Blenker, P., Elmholdt, S. T., Frederiksen, S. H., Korsgaard, S., & Wagner, K. (2019). Methods in entrepreneurship education research: a review and integrative framework. *Journal of Education and Training*, 56, 697-715.
- Bommasani, R., Hudson, D. A., Adeli, E., Altman, R., Arora, S., von Arx, S., Bernstein, M. S., Bohg, J., Bosselut, A., & Brunskill, E. (2021). On the opportunities and risks of foundation models. *arXiv preprint arXiv:2108.07258*.
- Dardas, L. A., Woodward, A., Scott, J., Xu, H., & Sawair, F. A. (2019). Measuring the social impact of nursing research: An insight into altmetrics. *Journal of advanced nursing*, 75(7), 1394-1405.
- Davey, B., Elliott, K., & Bora, M. (2019). Negotiating pedagogical challenges in the shift from face-to-face to fully online learning: A case study of collaborative design solutions by learning designers and subject matter experts. *Journal of University Teaching & Learning Practice*, 16(1), 3.
- Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education*, 2(2), 25-36.
- De Villiers, C., Dumay, J., & Maroun, W. (2019). Qualitative accounting research: dispelling myths and developing a new research agenda. *Accounting & Finance*, 59(3), 1459-1487.
- Dell'Era, C., Magistretti, S., Cautela, C., Verganti, R., & Zurlo, F. (2020). Four kinds of design thinking: From ideating to making, engaging, and criticizing. *Creativity and Innovation Management*, 29(2), 324-344.

- Denk, D. (2022). Elementary General Education Teachers' Perceptions of Effective Math Instruction for Students with Disabilities [Walden University].
- Desveaux, L., Ivers, N. M., Devotta, K., Ramji, N., Weyman, K., & Kiran, T. (2021). Unpacking the intention to action gap: a qualitative study understanding how physicians engage with audit and feedback. *Implementation Science*, 16(1), 1-9.
- Donato, R., Menchaca, M., & Valencia, R. R. (2020). Segregation, desegregation, and integration of Chicano students: Problems and prospects. In *Interdisciplinary Perspectives on the New Immigration* (pp. 141-177). Routledge.
- Duan, J., Zhang, C., Gong, Y., Brown, S., & Li, Z. (2020). A content-analysis based literature review in blockchain adoption within food supply chain. *International journal of environmental research and public health*, 17(5), 1784.
- El Hedhli, K., Zourrig, H., & Becheur, I. (2021). Celebrity endorsements: Investigating the interactive effects of internalization, identification and product type on consumers' attitudes and intentions. *Journal of Retailing and Consumer Services*, 58, 102260.
- Eli, T. (2021). Students Perspectives on the Use of Innovative and Interactive Teaching Methods at the University of Nouakchott Al Aasriya, Mauritania: English Department as a Case Study. *International Journal of Technology, Innovation and Management (IJTIM)*, 1(2), 90-104.