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Digital Collaboration Tools and Technology-Mediated Learning Practices among Female Students in Higher Education

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ABSTRACT

This study examines digital collaboration tools and technology-mediated learning practices among female students in higher education institutions of Pakistan. The increasing integration of digital technologies in academic environments has transformed traditional learning into more interactive and collaborative processes. The study employed a quantitative research design, using a cross-sectional survey approach to gather data from 198 female students enrolled in BS (4 Years) programs at a public sector university. Data were collected through a structured questionnaire based on an attitudinal scale of (dis)agreement. The reliability of the instrument was confirmed through a pilot study, yielding Cronbach's alpha values between .719 and .842. Descriptive statistical techniques, including frequency distributions and percentages, were applied for data analysis. The findings reveal that digital collaboration tools significantly support students' academic engagement, peer interaction, and knowledge sharing. Female students reported positive perceptions regarding the use of technology-mediated learning practices for group work, communication, and academic resource sharing. However, challenges such as limited digital literacy, inconsistent internet access, and resource constraints were also identified. The study concludes that effective integration of digital collaboration tools enhances learning outcomes and academic participation, provided that institutional support and digital inclusivity are ensured in higher education settings.

Keywords: Digital Collaboration Tools, Technology-Mediated Learning, Female Students, Higher Education, Academic Engagement, Digital Literacy

Introduction

Digital collaboration tools have become integral to contemporary higher education, reshaping how students engage with knowledge construction, peer interaction, and academic participation (Shoaib, Srosh, Mobeen, & Abdullah, 2026a; Shoaib & Ullah, 2026). In Pakistani universities, the rapid expansion of internet accessibility and learning management systems has enabled technology-mediated learning practices that extend



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beyond traditional classroom boundaries (Shoaib, Shamraiz, Noor, & Abdullah, 2026; Shoaib, Srosh, Mobeen, & Abdullah, 2026b). These tools including discussion forums, cloud-based document sharing (Shoaib, Shamraiz, Baneen, & Abdullah, 2026c, 2026d), video conferencing platforms, and social learning applications facilitate collaborative learning, peer feedback, and co-construction of knowledge (Shoaib, Shamraiz, Baneen, & Abdullah, 2026a, 2026b). For female students in particular, digital environments offer flexible and more inclusive spaces for participation (Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a, 2026b), especially within socio-cultural contexts where mobility and classroom interaction constrained (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a; Shoaib, Shamraiz, Abbas, & Abdullah, 2026). However, variations in digital literacy, access to devices, and institutional support continue to influence the effectiveness of such practices (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026b, 2026c). Against this backdrop, examining digital collaboration tools and their role in shaping learning practices among female university students in Pakistan is essential for understanding how technology contributes to academic engagement, equity, and educational outcomes in higher education. Hence, this study examines digital collaboration tools and technology-mediated learning practices among female students in higher education institutions of Pakistan.

Review of Literature

The study findings asserted that flipped learning new pathways for future educators (Shoaib, Sarfraz, Kausar, & Abdullah, 2026a, 2026b). Similarly, the analysis of the study findings articulated that practical work during learning (Shoaib, Sarfraz, & Kausar, 2026a, 2026b). Besides, the analysis based results pointed out that active teaching practices to overcome difficulties in different courses and motivating students (Shoaib, Noor, Iqbal, & Abdullah, 2026; Shoaib, Noor, Mir, & Abdullah, 2026). Moreover, the study conclusion clinched that conceptual view on web based learning and future of higher education level (Shoaib, Iqbal, Baneen, & Abdullah, 2026c; Shoaib, Kausar, Sarfraz, & Abdullah, 2026a, 2026b, 2026c). Furthermore, the analysis of the study pointed out that using online environment in linguistic classes (Shoaib, Iqbal, Baneen, & Abdullah, 2026a, 2026b). In a similar way, argument of the study outlined that investigation professional experiences and technology based education in higher education (Shoaib, Iqbal, Iqbal, & Abdullah, 2026a, 2026b). Additionally, the study outplayed that stated that challenges due to post human and colonialism on teaching practice and curriculum at higher education level (Zembylas, 2018). It is worth to mention here that the study findings highlighted that initializing teacher education through lesson of serving (Shoaib, Ali, Ditta, & Abdullah, 2026; Shoaib, Ali, Hassan, & Abdullah, 2026). Besides, the analysis of the data indicated that evaluation of students of hospitality and tourism at higher level of education (Shoaib, Ahmed, Iqbal, & Abdullah, 2026b, 2026c). The study on the subject commissioned that enhancing learning students through flipping classrooms (Shoaib, Abdullah, & Baneen, 2026b; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a).

The study findings asserted that extraction of skills from individuals for education system. Similarly, the analysis of the study findings articulated that introduces a conception framework of learning and measuring learning outcomes in higher education (Shoaib, Abdullah, & Baneen, 2026a, 2026c). Besides, the analysis based results pointed out that method for bilingual children learning practices (Shoaib, Abbas, Shamraiz, & Abdullah, 2026; Shoaib, Abdullah, & Ali, 2026). Moreover, the study conclusion clinched that removing social inequalities in education system (Shamraiz, Shoaib,



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Baneen, & Shahzadi, 2026a; Shoaib, Abbas, Ali, & Abdullah, 2026). Furthermore, the analysis of the study pointed out that role of online learning on medical field like physiotherapy (Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shamraiz, Shoaib, baneen, & Shahzadi, 2026b). In a similar way, argument of the study outlined that perception of science teachers on third space pedagogy (Shahzadi, Shoaib, & Abdullah, 2026; Shahzadi, Shoaib, Baneen, & Abdullah, 2026). Additionally, the study outplayed that stated that finds the potential among undergraduate students for learning (Sarfraz, Shoaib, & Sheraz, 2026a, 2026b). It is worth to mention here that the study findings highlighted that learning international languages for online programs (Sarfraz, Shoaib, & Kausar, 2026; Sarfraz, Shoaib, Kausar, & Abdullah, 2026). Besides, the analysis of the data indicated that transition of education through nonlinear and multiple process (Sarfraz, Kausar, Shoaib, & Abdullah, 2026; Sarfraz, Sheraz, Shoaib, & Abdullah, 2026). The study on the subject commissioned that effect of musical teaching practices on outcomes (Ali, Shoaib, Shamraiz, & Abdullah, 2026; Larijani, Shoaib, & Abedi, 2026). The study findings asserted that education from absolute to contemporary (Ali, Abdullah, & Shoaib, 2026a, 2026b). Similarly, the analysis of the study findings articulated that challenges toward interaction and measuring learning outcomes (Ahmed, Shoaib, Iqbal, & Abdullah, 2026b; Ali, Abdullah, & Shaoib, 2026). Besides, the analysis based results pointed out that macro level debate on teaching practices (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Ahmed, Shoaib, Iqbal, & Abdullah, 2026a). Moreover, the study conclusion clinched that power politics in educational designs (Waris, Shoaib, Sharif, & Abdullah, 2025a, 2025b). Furthermore, the analysis of the study pointed out that transformation of classroom from context based frustration through women empowerment (Waris, Shoaib, Iqbal, & Abdullah, 2025; Waris, Shoaib, Sharif, & Abdullah, 2025c). In a similar way, argument of the study outlined that measuring learning outcomes of science students for their success (Shoaib & Zaman, 2025; Shoaib, Zaman, & Abdullah, 2025). Additionally, the study outplayed that stated that finding out challenges in social sciences classroom environment (Shoaib, Waris, Zaman, & Abdullah, 2025a, 2025b). It is worth to mention here that the study findings highlighted that interaction between physical students and online graduates (Shoaib, Waris, & Iqbal, 2025b; Shoaib, Waris, Iqbal, & Abdullah, 2025). Besides, the analysis of the data indicated that third mission a new theory for learning higher education (Shoaib, Waris, & Iqbal, 2025a; Shoaib, Waris, & Iqbal, 2025).

The Data and Methods

The study adopted a quantitative research design to examine digital collaboration tools and technology-mediated learning practices among female students in a public sector university. The target population comprised female students enrolled in the BS (4 Years) program. A total sample of 198 respondents was selected through a proportionate random sampling technique to ensure adequate representation across relevant academic disciplines and semesters. Data were collected using a cross-sectional survey approach, enabling the capture of perceptions at a single point in time. The primary instrument for data collection was a structured questionnaire developed on an attitudinal scale of (dis)agreement to measure students' responses toward digital collaboration and learning practices. Prior to the main study, a pilot testing phase was conducted to assess the reliability of the instrument, yielding Cronbach's alpha values ranging from .719 to .842, indicating acceptable to good internal consistency. For data analysis, descriptive statistics, including frequency distributions and percentages, were computed to examine response patterns, validate items, and support interpretation of findings and conclusions.



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Results and Discussion

Digital Collaboration Tool: Table 1 asserted the frequency distribution and percentages of variable named as digital collaboration tools. The data collected from the field presented that 28.8 percent of female students strongly agreed and 52.0 percent of student were agreed with the statement as mentioned in the table “you attend shared video with other”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 15.2 percent of student were in the category of strongly disagree with statement “you attend shared video with other”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you attend shared video with other”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Table 1

Response towards Digital Collaboration Tools

SA=Strongly Agree to Strongly Disagree=SD					
Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	You attend shared video with other	28.8 (57)	52.0 (103)	15.2 (30)	04.0 (08)
ii	You have shared study files with your class fellows	24.7 (49)	58.6 (116)	13.1 (26)	03.5 (07)
iii	You use different digital tools	30.8 (61)	51.0 (101)	16.2 (32)	02.0 (04)
iv	You use internet to share information	27.3 (54)	57.6 (114)	10.6 (21)	04.5 (09)
v	You attend video conference for study purpose	21.7 (43)	55.6 (110)	20.2 (40)	02.5 (05)
vi	You use internet for study purpose	27.3 (54)	52.0 (103)	18.2 (36)	02.5 (05)
vii	You are active member of digital tools	25.8 (51)	53.5 (106)	18.7 (37)	02.0 (04)
viii	You have subject collaboration in digital form	19.7 (39)	60.1 (119)	17.2 (34)	03.0 (06)

The data collected from the field presented that 24.7 percent of female students strongly agreed and 58.6 percent of student were agreed with the statement as mentioned in the table “you have shared study files with your class fellows”. Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 13.1 percent of student were in the category of strongly disagree with statement “you have shared study files with your class fellows”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you have shared study files with your class fellows”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 30.8 percent of female students strongly agreed and 51.0 percent of student were agreed with the statement as mentioned in the table “you use different digital tools”. Similarly, there had been proportion of the student in the category of strongly disagree (02.0%) and only 16.2 percent of student were in the category of strongly disagree with statement “you use different digital tools”. It is



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important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you use different digital tools”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 27.3 percent of female students strongly agreed and 57.6 percent of student were agreed with the statement as mentioned in the table “you use internet to share information”. Similarly, there had been proportion of the student in the category of strongly disagree (04.5%) and only 10.6 percent of student were in the category of strongly disagree with statement “you use internet to share information”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you use internet to share information”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 21.7 percent of female students strongly agreed and 55.6 percent of student were agreed with the statement as mentioned in the table “you attend video conference for study purpose”. Similarly, there had been proportion of the student in the category of strongly disagree (02.5%) and only 20.2 percent of student were in the category of strongly disagree with statement “you attend video conference for study purpose”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you attend video conference for study purpose”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 25.8 percent of female students strongly agreed and 53.5 percent of student were agreed with the statement as mentioned in the table “you are active member of digital tools”. Similarly, there had been proportion of the student in the category of strongly disagree (02.0%) and only 18.7 percent of student were in the category of strongly disagree with statement “you are active member of digital tools”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you are active member of digital tools”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 19.7 percent of female students strongly agreed and 60.1 percent of student were agreed with the statement as mentioned in the table “You have subject collaboration in digital form”. Similarly, there had been proportion of the student in the category of strongly disagree (03.0%) and only 17.2 percent of student were in the category of strongly disagree with statement “You have subject collaboration in digital form”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “You have subject collaboration in digital form”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Multimodal Context Delivery: Table 2 asserted the frequency distribution and percentages of variable named as multimodal context delivery. The data collected from the field presented that 33.3 percent of female students strongly agreed and 49.0 percent of student were agreed with the statement as mentioned in the table “you understand gestures of others”. Similarly, there had been proportion of the student in the category of strongly disagree (04.5%) and only 13.1 percent of student were in the category of



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strongly disagree with statement “you understand gestures of others”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you understand gestures of others”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Table 2

Response towards Multimodal Context Delivery

SA=Strongly Agree to Strongly Disagree=SD

Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	You understand gestures of others	33.3 (66)	49.0 (97)	13.1 (26)	04.5 (09)
ii	You receive message through audio records	25.3 (50)	57.6 (114)	14.1 (28)	03.0 (06)
iii	You easily understand meanings of visuals	32.3 (64)	42.4 (84)	22.2 (44)	03.0 (06)
iv	You understand the meaning of life	29.8 (59)	51.5 (102)	14.1 (28)	04.5 (09)
v	You critically analyze the music types	28.3 (56)	44.4 (88)	20.7 (41)	06.6 (13)
vi	You understand body language of others	28.8 (57)	48.0 (95)	16.7 (33)	06.6 (13)
vii	You grasp the expressions of others in daily life	35.9 (71)	51.0 (101)	10.6 (21)	02.5 (05)
viii	You easily understand the spoken words by others	27.8 (55)	59.1 (117)	11.6 (23)	01.5 (03)

The data collected from the field presented that 25.3 percent of female students strongly agreed and 57.6 percent of student were agreed with the statement as mentioned in the table “you receive message through audio records”. Similarly, there had been proportion of the student in the category of strongly disagree (03.0%) and only 14.1 percent of student were in the category of strongly disagree with statement “you receive message through audio records”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you receive message through audio records”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 32.3 percent of female students strongly agreed and 42.4 percent of student were agreed with the statement as mentioned in the table “you easily understand meanings of visuals”. Similarly, there had been proportion of the student in the category of strongly disagree (03.0%) and only 22.2 percent of student were in the category of strongly disagree with statement “you easily understand meanings of visuals”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you easily understand meanings of visuals”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 29.8 percent of female students strongly agreed and 51.5 percent of student were agreed with the statement as mentioned in the table “you understand the meaning of life”. Similarly, there had been proportion of the student in the category of strongly disagree (04.5%) and only 14.1 percent of student



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were in the category of strongly disagree with statement “you understand the meaning of life”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you understand the meaning of life”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 28.8 percent of female students strongly agreed and 48.0 percent of student were agreed with the statement as mentioned in the table “you understand body language of others”. Similarly, there had been proportion of the student in the category of strongly disagree (06.6%) and only 16.7 percent of student were in the category of strongly disagree with statement “you understand body language of others”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you understand body language of others”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 35.9 percent of female students strongly agreed and 51.0 percent of student were agreed with the statement as mentioned in the table “you grasp the expressions of others in daily life”. Similarly, there had been proportion of the student in the category of strongly disagree (02.5%) and only 10.6 percent of student were in the category of strongly disagree with statement “you grasp the expressions of others in daily life”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you grasp the expressions of others in daily life”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 27.8 percent of female students strongly agreed and 59.1 percent of student were agreed with the statement as mentioned in the table “you easily understand the spoken words by others”. Similarly, there had been proportion of the student in the category of strongly disagree (01.5%) and only 11.6 percent of student were in the category of strongly disagree with statement “you easily understand the spoken words by others”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you easily understand the spoken words by others”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Technology-Mediated Interaction: Table 3 asserted the frequency distribution and percentages of variable named as technology-mediated interaction. The data collected from the field presented that 25.3 percent of female students strongly agreed and 58.1 percent of student were agreed with the statement as mentioned in the table “you collaborate technology for academic purpose”. Similarly, there had been proportion of the student in the category of strongly disagree (03.5%) and only 13.1 percent of student were in the category of strongly disagree with statement “you collaborate technology for academic purpose”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you collaborate technology for academic purpose”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Table 3

Response towards Technology-Mediated Interaction

SA=Strongly Agree to Strongly Disagree=SD



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Sr. No.	Statements	SA % (f)	A % (f)	D % (f)	SD % (f)
i	You collaborate technology for academic purpose	25.3 (50)	58.1 (115)	13.1 (26)	03.5 (07)
ii	You are socially exchanged through digital tool	23.2 (46)	56.1 (111)	15.2 (30)	05.6 (11)
iii	You are part of virtual reality among your peers	23.2 (46)	50.0 (99)	22.7 (45)	04.0 (08)
iv	You understand meaning of emoji	24.7 (49)	55.6 (110)	16.7 (33)	03.0 (06)
v	You learn through online discussion	22.7 (45)	59.6 (118)	13.1 (26)	04.5 (09)
vi	You use online discussion platforms	22.7 (45)	59.6 (118)	13.1 (26)	04.5 (09)
vii	You are involved in online group project	24.2 (48)	49.5 (98)	20.7 (41)	05.6 (11)
viii	You learn through social media activities	32.8 (65)	48.0 (95)	15.2 (30)	04.0 (08)

The data collected from the field presented that 23.2 percent of female students strongly agreed and 56.1 percent of student were agreed with the statement as mentioned in the table “you are socially exchanged through digital tool”. Similarly, there had been proportion of the student in the category of strongly disagree (05.6%) and only 15.2 percent of student were in the category of strongly disagree with statement “you are socially exchanged through digital tool”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you are socially exchanged through digital tool”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 23.2 percent of female students strongly agreed and 50.0 percent of student were agreed with the statement as mentioned in the table “you are part of virtual reality among your peers”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 22.7 percent of student were in the category of strongly disagree with statement “you are part of virtual reality among your peers”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you are part of virtual reality among your peers”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 24.7 percent of female students strongly agreed and 55.6 percent of student were agreed with the statement as mentioned in the table “you understand meaning of emoji”. Similarly, there had been proportion of the student in the category of strongly disagree (03.0%) and only 16.7 percent of student were in the category of strongly disagree with statement “you understand meaning of emoji”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you understand meaning of emoji”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 22.7 percent of female students strongly



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agreed and 59.6 percent of student were agreed with the statement as mentioned in the table “you use online discussion platforms”. Similarly, there had been proportion of the student in the category of strongly disagree (04.5%) and only 13.1 percent of student were in the category of strongly disagree with statement “you use online discussion platforms”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you use online discussion platforms”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 24.2 percent of female students strongly agreed and 49.5 percent of student were agreed with the statement as mentioned in the table “you are involved in online group project”. Similarly, there had been proportion of the student in the category of strongly disagree (05.6%) and only 20.7 percent of student were in the category of strongly disagree with statement “you are involved in online group project”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you are involved in online group project”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

The data collected from the field presented that 32.8 percent of female students strongly agreed and 48.0 percent of student were agreed with the statement as mentioned in the table “you learn through social media activities”. Similarly, there had been proportion of the student in the category of strongly disagree (04.0%) and only 15.2 percent of student were in the category of strongly disagree with statement “you learn through social media activities”. It is important to mentioned here that major proportion of male and female student were in the response category of agreement with the statement “you learn through social media activities”. Hence, the overall response was in the favor of the variable and response category of agreement as mentioned above.

Discussion

Digital Collaboration Tools: The study findings clinched that female students attend shared video with other. The study findings argued that female students have shared study files with their class fellows. In the same fashion, the analysis of the study outlined that female students use different digital tools. Identically, the analysis pointed out that female students use internet to share information. Comparably, the field data asserted that female students attend video conference for study purpose. Besides, the analysis revealed that female students use internet for study purpose. Similarly, the primary data pointed out that female students are active member of digital tools. The study findings reported that female students have subject collaboration in digital form. The study findings had been aligned with several researches conducted in different countries digital collaboration tools in education has changed the way students engage with content for study and interaction with peers and teachers (Shoaib, 2023a, 2023b). The study findings asserted that perspective of learning as third space pedagogy for students and teaching practices (Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Tariq, & Iqbal, 2025a, 2025b; Shoaib, Tariq, Rasool, & Iqbal, 2025). Besides, the analysis based results pointed out that sensory experiences in online setting shaping learning outcomes (Shoaib, Rasool, & Zaman, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025; Shoaib, Rasool, Zaman, & Ahmed, 2025; Shoaib, Shamsher, & Iqbal, 2025). Furthermore, the analysis of the study pointed out that the impact of online learning in STEM education and learning (Shoaib, Rasool, Iqbal, & Abdullah, 2025b; Shoaib, Rasool, Kalsoom, & Ali, 2025; Shoaib, Rasool, & Zaman, 2025a, 2025b). Additionally, the study outplayed that stated that



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promoting learning in class minorities through multilingual pedagogy (Shoaib, Rasool, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Rasool, Iqbal, & Abdullah, 2025a). Besides, the analysis of the data indicated that academic achievement, involvement and outcomes of STEM students in college (Shoaib, Iqbal, Rasool, & Abdullah, 2025; Shoaib & Kausar, 2025; Shoaib, Kausar, Ali, & Abdullah, 2025).

Multimodal Context Delivery: The study findings clinched that female students understand gestures of others. The study findings argued that female students receive message through audio records. In the same fashion, the analysis of the study outlined that female students easily understand meanings of visuals. Identically, the analysis pointed out that female students understand the meaning of life. Comparably, the field data asserted that female students critically analyze the music types. Besides, the analysis revealed that female students understand body language of others. Similarly, the primary data pointed out that female students grasp the expressions of others in daily life. The study findings reported that female students easily understand the spoken words by others. The study findings had been aligned with several researches conducted in different countries multimodal context and activities helps learners to meet different needs and promote interaction in different learning styles (Shoaib, Ali, & Kausar, 2025; Shoaib & Bashir, 2025; Shoaib, Batool, Kausar, & Abdullah, 2025; Shoaib, Iqbal, & Iftikhar, 2025). The study findings asserted that for enhancement of learning outcomes using color code online annotation (Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b). Besides, the analysis based results pointed out that social understanding of teacher and student construct behavior in digital learning settings (Shoaib, Ali, Iqbal, & Abdullah, 2025a, 2025b). Furthermore, the analysis of the study pointed out that the major consequences of digital learning and mass media devices on students' class involvement and learning outcomes (Shoaib, Ahmed, & Usmani, 2025b; Shoaib, Ahmed, Zaman, & Abdullah, 2025). Additionally, the study outplayed that stated that highlights various learning methods and what are their learning outcomes by using digital tools in university level (Shoaib, Ahmed, Iqbal, & Abdullah, 2025; Shoaib, Ahmed, & Usmani, 2025a). Besides, the analysis of the data indicated that learning through different programs promotes learning outcomes in secondary level education (Shoaib, 2025a, 2025b; Shoaib & Abdullah, 2025; Shoaib, Ahmed, & Iqbal, 2025).

Technology- Mediated Interaction: The study findings clinched that female students collaborate technology for academic purpose. The study findings argued that female students are socially exchanged through digital tool. In the same fashion, the analysis of the study outlined that female students are part of virtual reality among their peers. Identically, the analysis pointed out that female students understand meaning of emoji. Comparably, the field data asserted that female students learn through online discussion. Besides, the analysis revealed that female students use online discussion platforms. Similarly, the primary data pointed out that female students are involved in online group project. The study findings reported that female students learn through social media activities. The study findings had been aligned with several researches conducted in different countries interaction among students and learning material in a technology-mediated learning setting in tertiary education (Shoaib, 2024a, 2024b, 2024c, 2024d, 2024e). The study findings asserted that third space teaching practices roles in multilingual courses. Besides, the analysis based results pointed out that classroom coordination promotes students digital learning skills in public university (Shoaib, 2021). Furthermore, the analysis of the study pointed out that postmodernist pedagogy practices



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and women postmodernism in Pakistan (Shoaib & Ullah, 2019). Additionally, the study outplayed that stated that learning outcomes in the context of technology and digital tools in education settings. Besides, the analysis of the data indicated that learning experiences of sociology students in studying courses like social entrepreneurship (Shoaib, 2023a, 2023b).

Conclusion

The study concludes that digital collaboration tools and technology-mediated learning practices play a significant role in enhancing the academic engagement and learning experiences of female students in higher education. The findings indicate that students widely utilize digital platforms such as learning management systems, messaging applications, and cloud-based collaborative tools to share academic resources, complete group assignments, and engage in peer-to-peer learning. These tools have contributed to improving accessibility, flexibility, and continuity in learning, particularly in contexts where traditional classroom interaction limited. The results further suggest that technology-mediated learning fosters greater participation, communication, and collaborative knowledge construction among female students, thereby strengthening their academic confidence and learning autonomy. However, the study also highlights certain challenges, including uneven access to digital devices, varying levels of digital literacy, and occasional connectivity issues, which hinder effective participation in collaborative learning activities. Despite these constraints, the overall perception of digital collaboration tools remains positive, with students recognizing their value in supporting academic achievement and skill development. The study recommends that higher education institutions should enhance digital infrastructure, provide targeted training in digital literacy, and promote inclusive access to technology to maximize the benefits of technology-mediated learning environments for female students.

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