



Effectiveness of Collaborative, Workshop-Style Teaching Model

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Abstract

This study evaluates the effectiveness of a collaborative, workshop style teaching model introduced within a postgraduate computing module, replacing traditional lecture-based delivery. Grounded in Scholarship of Teaching and Learning (SoTL), the research investigates whether this active learning (Ribeiro-Silva et al., 2022) approach enhances attendance motivation, student engagement, and perceived academic performance among postgraduate students who often balance academic study with professional commitments (Kahu, 2013; Fredricks et al., 2004). Using a cross-sectional survey design, data were collected from 36 postgraduate students through a structured questionnaire employing a five-point Likert scale. Three proxy constructs were examined: attendance motivation, engagement, and perceived academic performance. Reliability analysis demonstrated strong internal consistency for engagement (Cronbach's $\alpha = 0.80$) and acceptable reliability for attendance ($\alpha = 0.64$). Descriptive statistics, confidence intervals, and Pearson correlation analysis were used to explore relationships between the constructs. The findings indicate consistently positive outcomes across all measures. Students reported increased motivation to attend in person sessions, high levels of active participation and collaboration, and strong perceptions of improved understanding and assessment readiness. Engagement showed a moderate to strong correlation with perceived academic performance ($r \approx 0.67$), suggesting that students who felt more engaged also felt they learned more. Attendance motivation was similarly correlated with both engagement and performance, reinforcing the interconnected nature of these outcomes (Sukor et al., 2021). Qualitative feedback highlighted the value of interactive activities such as group problem solving, discussions, and peer feedback, while also identifying areas for improvement, including session pacing and equitable participation in group work. Overall, the findings demonstrate that collaborative, workshop style teaching enhances postgraduate engagement, and perceived learning and offers practical recommendations (Mendo-Lázaro et al., 2022).

Keywords

Active Learning, Workshop-based teaching, student engagement, students' performance, Attendance, motivation

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