



Teacher Professional Development Workshops on Collaborative Learning Methods: A Theoretical Framework for Enhancing Student Engagement and Academic Performance in Kenyan Public Schools

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Abstract

This article is set within the context of teacher professional development workshops aimed at enhancing collaborative learning methods in Kenyan public schools, focusing on student engagement and academic performance metrics. No empirical data from experiments or surveys are used; instead, a comprehensive review of existing literature, including theoretical models and case studies, is conducted to inform the development of the proposed framework. This theoretical framework provides essential guidance for educators and policymakers seeking to integrate collaborative learning into their curriculum, with the aim of improving educational outcomes. Based on the findings, it is recommended that schools allocate time and resources for teacher training in collaborative learning methods. Additionally, ongoing support through workshops should be provided to sustain these practices over time.

Keywords: Kenya, Collaborative Learning, Professional Development, Engagement Metrics, Constructivism, Community of Practice, Curriculum Integration

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