



Promotional Collaborative Learning Sessions in Urban Bangladesh Schools: Evaluating Student Engagement and Attitude Shifts in South Sudan Context

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Abstract

Promotional Collaborative Learning Sessions in Urban Bangladesh Schools A mixed-methods approach involving pre- and post-session surveys, focus group discussions, and observational notes to assess changes in students' attitudes towards mental health. Findings indicate a significant increase ($p < .05$) of 18% in positive attitudes toward mental health education among participants after the sessions compared to baseline scores. Collaborative learning sessions effectively enhance student engagement and positively influence their attitude towards mental health education. Future research should explore long-term effects and scalability of these interventions across different cultural contexts. school-based mental health, collaborative learning, South Sudan context, student attitudes Treatment effect was estimated with $\text{text}\{logit\}(\pi) = \beta_0 + \beta^T X_i$, and uncertainty reported using confidence-interval based inference.

Keywords: Bangladesh, Collaborative Learning, Mental Health Education, Mixed Methods, Focus Groups, Pre-Post Surveys, Attitude Shifts

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