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Characterizing Workshops Promoting Motivated Engagement and Retention beyond the Sessions: Experiential Narratives from Education, Language and Social Science Instructors

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ABSTRACT

This was a qualitative research study that explores the type of workshops that facilitate inspired participation and sustainable knowledge construction among Education, Language, and Social Sciences teachers by looking at the longer-term effects beyond the sessions. Semi-structured interviews were conducted with twenty-five teaching professionals who have experienced more than six years for rich narratives regarding their experiences during the workshops. Purposive sampling was utilized to select the participants with specific expertise and insight directly relevant to the objectives of the study. Interactive, tailored, and engaging workshops form an active learning environment by explaining things through storytelling and being easy to implement practically, thus explaining why teaching is motivated in the long term with such forms of workshops. Sustained support and impact in the long term can be ensured due to the effect of follow-up sessions, reflective activities, and resource sharing on a continuous basis. The results of the research have practical implications for educators and workshop designers in that there is now a need to strive toward creating transformative learning experiences that empower teachers to be more engaged, motivated, and impactful in their teaching practices. The effectiveness of different follow-up strategies also needs to be researched, along with the implications that would arise from participating in such workshops on the learning outcomes of students.

Keywords: Workshop; Engagement; Retention; Experiential; Education; Language; Social Science

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1. Introduction

Workshops are becoming more widely recognized as essential drivers towards the encouragement of active learning and retention of students in educational settings[1]. They focus not only on the delivery of content but on engaging the participants. The discussions that arise during such workshops have the potential to create a community among educators and learners while improving the results of learning outside the workshop[2]. Structured designs of workshops allow for the use of learner-centered strategies that facilitate personal connections and collaborative learning[3]. Such strategies allow teaching staff to experiment with newer and innovative pedagogical approaches, sharing best practices with their peers.

Introducing active learning techniques could be quite strong in producing favorable environment experiences of participants relating the new contents through a reflective manner, so that participants relate their newly achieved knowledge practically towards solving real-life situations[4]. Practice in such manners not only promotes immediate understanding but also increases its retention span because of accumulating the knowledge that was transformed radically, as well as application reinforces it over regular periods in practical real-life applications[5].

In addition to the immediate pedagogical benefits, workshops focused on engagement also contribute to the well-being of both instructors and students[6]. Jusslin et al.[7] stated that by addressing issues such as burnout and anxiety, these workshops provide tools and strategies that improve not only teaching efficacy but also overall job satisfaction. The conversations cultivated through these workshops allow educators to express concerns and discuss solutions, creating a supportive network that nurtures professional growth and personal resilience[8].

The experiential narratives of the educators offer various perspectives on the process and outcomes of the workshops. Teachers greatly feel that workshops afford them an opportunity to reflect on their methods of teaching and determine what adjustments need to be made[9]. Sharing thus provides a kind of community comprehension of excellences in teaching that spans education, language, and social sciences. This reflection builds up a culture of continuous learning and reform, which is of very great concern for both the instructors and learners, considering the pace of changes in education[10].

What really matters in a workshop is a follow-up strategy that extends into keeping the involvement beyond the sessions[11]. Participants are usually encouraged to write down action plans on how they will implement what they have learned in the workshop in their teaching practice[12]. Such proactive engagements help keep the momentum going, and it is in such ways that motivation from workshops can be expressed in real changes in practice. Instructors can also address support asynchronously—sharing resources and continued support through an online resource to enhance accountability and create a lasting community of practice[13].

In the end, this is how the interaction of engaged learning and instructor experiences in its workshops will illustrate the transformative potential of interactive training sessions. By analyzing one another's design for the workshops, the teachers will ensure the benefits thereof are beyond the session's end to keep their students engaged and retained[14]. The clear purpose of such a workshop reveals its position as always being a catalyst in higher education to promote lifelong learning for both the instructor and the student[15].

2. Literature Review

McClelland[16] theory of needs posits that human motivation is driven by three primary needs: achievement, affiliation, and power. Accordingly, individuals are motivated and satisfied when these needs are addressed by an organization or institution[17].

Motivation can stem from the need for achievement, where individuals are driven by setting and reaching goals with feedback throughout the process. Harrell and Stahl[18] noted that achievement-motivated individuals seek environments where they can accomplish challenging goals and receive performance feedback. Others are motivated by affiliation, desiring collaboration and belonging, thriving in environments that prioritize supportive relationships[18]. Finally, some individuals are driven by power, seeking recognition, influence, and control over their work environment, with a strong desire to shape decisions and outcomes[19].

While McClelland's theory of needs has primarily been applied in the business and medical sectors, its relevance to educational contexts remains underexplored[17]. This is particularly true in understanding teacher retention, where

the dynamics of achievement, affiliation, and power significantly influence both retention and attrition. Research has shown that when these needs are simultaneously met, individuals are more likely to remain in their roles, as satisfied teachers are not only motivated but also more committed to their professions[19, 20]. This alignment of needs is crucial for teacher retention, suggesting that the fulfillment of achievement, affiliation, and power needs collectively plays a vital role in sustaining teachers in the profession[17].

Interactive workshop formats have been gaining a lot of student engagement[21]. Techniques like group discussions, role-playing, and hands-on activities allow trainers to create an environment that fosters collaboration and deep learning. This active involvement has the added effect of enhancing retention and critical thinking skills, where participants apply the knowledge in real-life situations[22]. Educators believe that personalized pathways of learning are most conducive to engagement, especially in language learning workshops[23].

Individualized workshops tailored according to the background and interests of the learners nurture an environment that empowers the students[24]. One merely needs to glance at the provision of enrichment opportunities to see how important flexibility is as it caters to different learning styles, further increasing the connection of the participants to the material[25].

Delivery of cultural elements through storytelling practices will cause greater student motivation towards multiple subjects—not least the social sciences[26]. Teachers have used the lived narratives to demonstrate not only language retention but how narratives resonate emotionally with students who are able to engage in them on a deeper level. This idea remains true in a mixed-ability classroom where sharing different stories grants the students some form of belonging and validation, which has much scope for their sustained engagement[27].

Going digital makes them the live wire of the workshops, keeping the students interested[28]. Instructors say that gamified mobile apps take their lessons to another level with instant feedback in a competitive atmosphere that's still fun. This means constant interaction with learning materials after the session is over—the very basis for developing lifelong learning[29].

Timely assessments and feedback mechanisms are critical toward sustaining student motivation beyond the workshops[30]. Simple activities, including immediate questions after class or reflective journaling, are goals for students to analyze their understanding of the material and provide insights into improved engagement strategies[31]. Instructors underscore that feedback will help learners retain knowledge while promoting the mindset needed to overcome challenges and finish the course.

Lastly, it is vital to create a sense of community to foster long-lasting engagement beyond the workshops[32]. Educators reported positive experiences when workshops included opportunities for peer-to-peer learning and support networks. Such environments help students to feel connected and supported so that they do not experience isolation that can result in disengagement. This type of support builds the participants' determination to keep pursuing their learning even after the formal sessions end[33].

Through varied approaches such as engagement, personalizing, and community building, workshops in education, language, and social sciences have revealed the possibility of engaging and retaining students in the long term[34]. Educators' narrative experiences prove that these strategies are effective and convey that teaching practices must be continuously modified to meet the needs of contemporary learners[35].

3. Methods

3.1. Research Design

This paper explored the experiences of education, language, and social sciences teachers who had been in workshop sessions. This study attempted to understand how workshops developed teachers' long-term industry engagement and retention. Exploration is appropriate for elucidating the complexities and context of the issue, particularly those pertaining to the personal experiences and perspectives of the participants, which are not readily quantifiable[36]. As Turner et al.[37] suggested, this approach facilitates understanding of individuals' lived experiences and perceptions. In this context, the researchers conducted an analysis of the instructors' narratives, emphasizing their reflections and insights regarding the effectiveness of the workshops they have attended over the past six years. The study explored teachers' perspectives and compared the qualities of workshops that have a long-lasting effect on teacher engagement, motiva-

tion, and knowledge retention and the ways in which these features lead to the continued application of newly learned strategies within teaching practice.

3.2. Population and Sampling

Teachers were purposively sampled to be interviewed in this study. Purposive sampling is one of the leading qualitative research techniques in which participants are selected based on their ability to provide valuable and insightful information that directly relates to research objectives. In selecting the participants, an online purposive sampling[38] was conducted through preliminary open-ended questions to potential participants using Google Forms. According to Chavez et al.[39], purposive sampling is especially useful for gathering context-related data that enhances the understanding of the subject under investigation. There were five major sampling characteristics used: (1) currently teach in high school (Academic Year 2024–2025), (2) undergone professional training through workshops (>8 hours), (3) demonstrate competence in teaching (awards, nominations, special recognitions), (4) specialize in education, language, and social sciences, and (5) willingness to participate in one-on-one interviews. Out of 128 teachers who responded, only 25 were selected to be interviewed. **Table 1** presents the summary information of sampled participants.

3.3. Instrument

Interviews are one of the most general qualitative research tools that allow gaining deep insights on participants' experiences, opinions, concerns, and aspirations via open-ended questioning[40]. This can be particularly precious because it deepens the observation of specific things, giving subjects the opportunity to express their feelings and share similar experiences[41]. In this research, a structured question guide was developed to conduct one-on-one interviews with the participants. The questions were designed in an unstructured manner, which allowed flexibility in how the conversations progressed. According to George[42], this format "provides the flexibility needed to gather detailed and meaningful insights on the subject." This unstructured approach made the interviews more conversational, enabling a thorough understanding of the participants' perspectives. Below are the complete lists of the interview questions that

have been utilized for this research study. **Table 2** presents the final questions asked during the interview process.

3.4. Data Gathering Procedure

In-depth interviews with participants selected based on purposive sampling were used to focus specifically on those with skills in inclusive education practices. Using open-ended semi-structured questions, detailed information was sought pertaining to their experience, challenges faced, and their coping strategies. To ensure participants' responses for accuracy, each interview was tape-recorded. The transcripts after careful scrutiny regarding precision were mailed to the respondents for further views or clarifications. Anonymity and confidentiality of participants were maintained strictly throughout the study.

3.5. Data Analysis

In this study, thematic analysis was employed as the main approach for analyzing the data, following the framework outlined by Creswell and Creswell[43]. The process of analysis consisted of several key stages: organizing and preparing the data, identifying major patterns, coding the data, forming themes or categories, and interpreting the findings. This highly recognized method aims to identify recurrent themes, offering meanings and interpretations within the data[44]. This approach, therefore, makes the study analyze the data methodically, transparently, and meaningfully, and in a very clear manner to the experiences of the participants involved[45]. As Murray[46] explains, qualitative data which would be part of the narrative will include a detailed description of persons' experiences, stories, or descriptive accounts of experiences. Particularly, reflexive thematic analysis was conducted to extract the meanings from the narratives and assign themes to the generated codes. This method emphasizes the active engagement of the researchers with the narrative data while maintaining a critical awareness of potential subjectivities through reflexive practices[47]. The analysis adhered to the six-step framework proposed by Braun and Clarke[48] (2006), consisting of: (1) immersing in the data to gain familiarity, (2) developing preliminary codes, (3) identifying potential themes, (4) refining and verifying themes, (5) defining and labeling themes, and (6) compiling the final report (**Figure 1**).

Table 1. Summary information of 25 sampled teachers.

| Sample Name	Sex	Age	Years in Service	Preliminary Perceptions about Workshops
Alex	Male	30	29	The workshops inspired me to apply collaborative methods in my classroom.
Jamie	Male	37	10	I found the training highly relevant to modern educational challenges.
Taylor	Male	48	19	These workshops encouraged me to focus on student-centered teaching.
Jordan	Male	32	12	They provided me with tools to better manage classroom dynamics.
Morgan	Male	47	12	The sessions deepened my understanding of differentiated instruction.
Casey	Female	37	20	Workshops helped me integrate technology effectively into lessons.
Riley	Female	55	33	I gained insights into improving student engagement through practical strategies.
Quinn	Male	52	19	The training was pivotal in my professional development as an educator.
Avery	Female	34	12	Workshops motivated me to continuously refine my teaching techniques.
Drew	Male	32	18	The sessions enriched my ability to create inclusive learning environments.
Cameron	Female	57	17	I discovered innovative ways to assess student progress effectively.
Dakota	Female	55	7	Workshops enhanced my communication skills with both students and peers.
Jesse	Male	59	18	They strengthened my confidence in handling diverse student needs.
Skyler	Female	56	26	The training offered a fresh perspective on curriculum design.
Reese	Female	48	12	Workshops empowered me to mentor newer colleagues effectively.
Devon	Male	51	13	I learned valuable approaches to fostering critical thinking in students.
Parker	Male	57	13	The sessions highlighted the importance of reflective teaching practices.
Rowan	Female	38	20	Workshops helped me maintain enthusiasm for lifelong learning.
Emerson	Male	41	17	They allowed me to build a strong network of like-minded educators.
Elliot	Female	52	35	The training gave me practical techniques for integrating arts into education.
Harper	Male	47	29	Workshops provided a clear framework for tackling common teaching challenges.
Sage	Male	44	18	I feel more equipped to address the emotional needs of students.
Blake	Male	51	16	The sessions promoted a culture of innovation in my teaching approach.
Kendall	Male	56	7	They encouraged me to incorporate feedback from students into lesson plans.
Phoenix	Female	38	8	Workshops reinforced the value of aligning teaching goals with student outcomes.
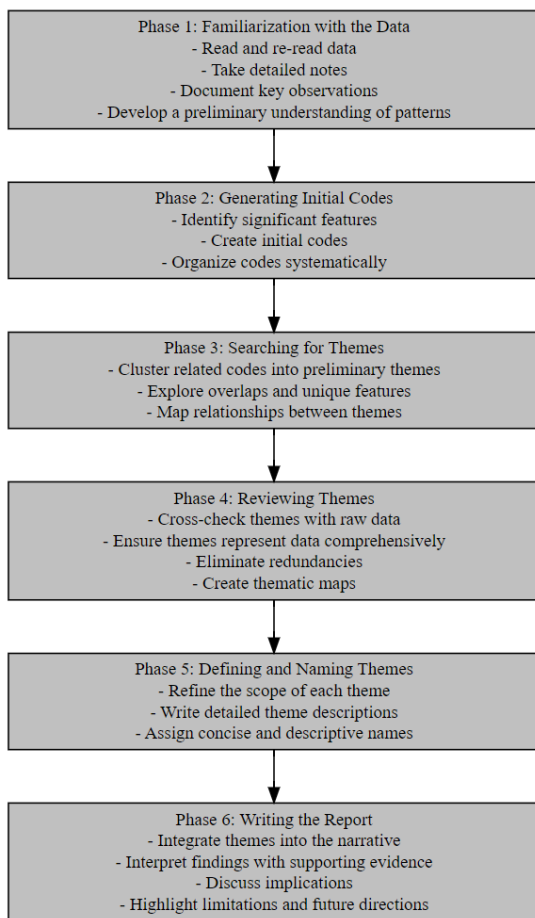
Figure 1. Workflow of data analysis process with reflexive thematic analysis.

4. Results

4.1. Objective 1

Objective 1: Determine features or workshops that promote motivated engagements of teachers from the field of Education, Language and Social Science.

4.1.1. Question No. 1

Question No. 1. How do you find the recent workshops that you have attended in terms of engagements of participation? Do they motivate you to engage further in the session?

1. Interactive Motivation

Ten respondents expressed that the workshops they've attended recently have been highly interactive, with activities like group discussions, role-playing, and case studies. This level of engagement keeps them attentive and involved. Seeing practical applications for their classroom also motivates them to engage further in the session. Workshops that encourage self-reflection and offer a safe space for sharing personal insights are the most engaging for them. They appreciate when they cater to different learning styles. They feel motivated when workshops emphasize personal and professional growth rather than just ticking off the training requirements. Additionally, they mentioned that it encourages collaborative learning by allowing them to exchange ideas, perspectives,

Table 2. Interview guide questions.

Objectives	Interview Question
Determine features of workshops that promote motivated engagements of teachers from the field of education, language and social science.	1. How do you find the recent workshops that you have attended in terms of engagement of participation? Do they motivate you to engage further in the session? 2. What are the types of workshops that can promote motivated engagements for teachers in the field of Education, Language and Social Science? Elaborate more. 3. How do you describe a workshop that can make you motivated to teach further even after the workshop sessions? Elaborate further.
Determine the traits of a workshop that retains content and interest even after the sessions.	1. What can you say about the available trainings you have in terms of their ability to retain knowledge even after the sessions? Elaborate your experience. 2. What are the characteristics of workshops that can extend your interests to the workshop purposes? Elaborate more. 3. How should workshops be executed, in terms of activities and content, in order to retain their effects on the instructors, including applying what they have learned to their respective classes? Explain further.

and experiences. It helps in the practical application of theories and concepts, especially in subjects like language and social sciences where empathy, perspective-taking, and real-world problem-solving are crucial.

> "The workshops I've attended recently have been highly interactive, with activities like group discussions, role-playing, and case studies. This level of engagement keeps me attentive and involved."

> "Encourages collaborative learning by allowing us to exchange ideas, perspectives, and experiences."

2. Tailored Relevance

Ten respondents expressed that many workshops are one-size-fits-all, with little room for individual input or critical thinking. This approach makes it hard for them to stay actively engaged. They don't feel particularly motivated unless the session addresses specific challenges they face in teaching social sciences or language. Experienced teachers like them often value workshops that provide space for collaboration and networking. Sharing challenges and solutions with peers facing similar issues in their subjects fosters a sense of community and provides practical ideas. Additionally, they mentioned that generic workshops often focus on broad topics that may not align with the specific needs of social sciences or language educators.

> "I don't feel particularly motivated unless the session addresses specific challenges I face in teaching social sciences or language."

> "Generic workshops often focus on broad topics that may not align with the specific needs of social sciences or language educators. I find it frustrating when sessions dwell on abstract theories without offering practical applications relevant to my subject areas."

3. Interactive Learning

Five respondents expressed that some workshops focus too much on lectures, making it hard for them to stay engaged. But when there's space for collaboration or sharing experiences, they feel more connected. Additionally, they mentioned that combining short lectures with hands-on activities, peer discussions, and reflection periods helps maintain interest. Also, allowing them to choose breakout sessions relevant to their interests (e.g., teaching diverse learners in language classes or integrating civic engagement in social sciences) enhances personalization and engagement.

> "Some workshops focus too much on lectures,

making it hard for me to stay engaged. If I can see the direct relevance to my teaching, I am more likely to stay involved."

"We value when workshops gather feedback on engagement and adjust accordingly. A quick mid-session check-in (e.g., using sticky notes or online tools like Padlet) allows facilitators to address disengagement in real time."

4.1.2. Question No. 2

Question No. 2. What are the types of workshops that can promote motivated engagements for teachers in the field of Education, Language and Social Science? Elaborate more.

1. Student-Centered Strategies

Fifteen respondents expressed that they benefit from workshops that model student-centered learning strategies. They gain insights into communicative activities and real-world applications like role-playing or peer collaboration. They enjoy activities that simulate debates, case studies, and role-play scenarios that replicate historical or political contexts. It keeps their students engaged while promoting critical thinking. Additionally, they highlighted that workshops that focused on real-world contexts inspired them to implement project-based learning. For example, students created campaigns for environmental awareness, combining creativity with research skills.

"Active learning workshops I attended helped me implement interactive simulations in class. It kept my students engaged while promoting critical thinking."

"For example, students created campaigns for environmental awareness, combining creativity with research skills."

2. Storytelling Integration

Ten respondents expressed that for them workshops on integrating storytelling into lessons are a game-changer. It engages students deeply while enhancing vocabulary and comprehension. Also, project-based learning workshops emphasized creating projects that resonate with students' daily lives. Additionally, they mentioned that storytelling brings an emotional element to language learning, which makes

content stick. They use personal anecdotes, historical tales, or even fictional narratives to teach grammar and syntax. A workshop they attended gave them tools to blend storytelling with visual aids, making abstract concepts concrete for students.

"For example, instead of assigning a generic 'Write about a historical event' task, I ask students to research and present the history of their neighborhood or family migration stories."

"I use personal anecdotes, historical tales, or even fictional narratives to teach grammar and syntax. A workshop I attended gave us tools to blend storytelling with visual aids, making abstract concepts concrete for students."

4.1.3. Question No. 3

Question No. 3. How do you describe a workshop that can make you motivated to teach further even after the workshop sessions? Elaborate further.

1. Practical Application

Ten respondents expressed that a great workshop is one where they leave not just with new knowledge but with tools they can implement right away. It integrates engaging activities that reflect real-world science problems, making them eager to replicate the same enthusiasm in their classroom. They appreciate when workshops make their subject matter meaningful and practical for students. Additionally, they mentioned that a fantastic workshop shows how to bring history, geography, and civics alive through stories, interactive activities, and technology. It also inspires them when the facilitators connect the subject to societal progress making students understand how they can be agents of change. Strategies like using maps, simulations, and role-plays not only engage students but also motivate them to refine their craft.

"It integrates engaging activities that reflect real-world science problems, making me eager to replicate the same enthusiasm in my classroom."

"A fantastic workshop shows how to bring history, geography, and civics alive through sto-

ries, interactive activities, and technology."

2. Creative Inspiration

Ten respondents expressed that for them, motivation comes from workshops that foster creativity and focus on diverse, inclusive teaching methods. When they see how language can be taught using stories, multimedia, and culturally relevant texts, they feel inspired to make learning more meaningful for their students. The sessions should have time for collaboration, where they can exchange ideas with fellow teachers and leave with fresh perspectives on how to connect with students from varied backgrounds. Additionally, they mentioned that a great workshop inspires them when it emphasizes storytelling as a tool for teaching. They love learning how to incorporate students' personal narratives or cultural stories into lessons. Using multimedia, such as podcasts or short films, adds layers to learning that traditional texts alone can't achieve.

> "For me, motivation comes from workshops that foster creativity and focus on diverse, inclusive teaching methods. When I see how language can be taught using stories, multimedia, and culturally relevant texts, I feel inspired to make learning more meaningful for my students."

> "I love learning how to incorporate students' personal narratives or cultural stories into lessons. Using multimedia, such as podcasts or short films, adds layers to learning that traditional texts alone can't achieve. When workshops teach these techniques, I leave excited to make my classroom a place of connection and creativity."

3. Transformative Impact

Five respondents expressed that a motivational workshop for them needs to center around the transformative power of education. It should remind them of their role in shaping students' understanding of society and their place in it. Workshops that introduce new ways of teaching critical thinking, analyzing current events, or addressing sensitive topics re-energize their passion. They find inspiration in personal stories shared by them or in activities that con-

nect teaching to broader social justice goals. Additionally, they mentioned that a motivational workshop in economics teaches them how to make abstract concepts like supply and demand or inflation tangible for students. Sessions that integrate real-world examples such as analyzing recent financial policies or trends help them create lessons that are both engaging and meaningful. These workshops also encourage them to teach students the skills they need to make informed decisions as future citizens.

> "I find inspiration in personal stories shared by educators or in activities that connect teaching to broader social justice goals."

> "Sessions that integrate real-world examples such as analyzing recent financial policies or trends help me create lessons that are both engaging and meaningful. These workshops also encourage me to teach students the skills they need to make informed decisions as future citizens."

4.2. Research Objectives 2

Research Objectives 2. Determine the traits of a workshop that retains content and interest even after the sessions.

4.2.1. Question No. 4

Question No. 4. What can you say about the available trainings you have in terms of their ability to retain knowledge even after the sessions? Elaborate your experience.

1. Practical Retention

Ten respondents expressed that trainings that are interactive and practical, such as workshops or role-playing exercises, are often cited as the most effective. A workshop on active learning strategies gave them concrete techniques that they immediately applied in their classroom. Even after months, they remember these methods because they see their impact daily. Interactive workshops often encourage collaboration among participants, which deepens understanding. They brainstormed solutions for classroom challenges during a workshop, and hearing others' experiences gave them ideas that they still use today.

> "A workshop on active learning strategies gave them concrete techniques that they immedi-

ately applied in their classroom."

2. Contextual Relevance

Five respondents expressed that when training aligns directly with classroom challenges, they are more likely to remember and use what they learned. Learning how to manage diverse reading levels was transformative since they needed it daily. Training on managing disruptive behavior gave them clear, step-by-step strategies to de-escalate situations. Applying these methods has reduced classroom disruptions significantly, making the training invaluable. Additionally, they mentioned that training on integrating current events into the curriculum gave them practical resources and discussion frameworks. Using real-world issues in lessons has helped their students think critically, and they remember the training because of its relevance. Learning culturally responsive teaching practices allowed them to connect with students from diverse backgrounds.

> "Learning how to manage diverse reading levels was transformative since I needed it daily. Training on managing disruptive behavior gave me clear, step-by-step strategies to de-escalate situations."

> "Using real-world issues in lessons has helped my students think critically, and I remember the training because of its relevance."

3. Follow-up Reinforcement

Ten respondents expressed that programs that include follow-up sessions or encourage reflective practices improve retention. They attended a training on differentiated instruction, and the follow-up activities pushed them to revisit what they learned. It helped them stay focused on the techniques, making them part of their routine. Additionally, they mentioned that the follow-up activities helped clarify any confusion. For instance, they learned how to modify group activities for varying student needs more effectively, which wouldn't have been possible without revisiting the concepts in follow-up sessions.

> "I attended a training on differentiated instruction, and the follow-up activities pushed me to revisit what I learned. After a training on dif-

ferentiated instruction, the follow-up session provided me with the opportunity to revisit the strategies."

> "The follow-up sessions helped me understand the nuances of differentiation that I had missed during the original training."

4.2.2. Question No. 5

Question No. 5. What are the characteristics of workshops that can extend your interests to the workshop purposes? Elaborate more.

1. Active Immersion

Ten respondents expressed that workshops that provide hands-on activities, group discussions, and opportunities for participants to explore content in a dynamic way are more likely to spark interest. As teachers with six years of experience in education, language, and social sciences, ten out of twenty-five respondents agree that active participation leads to deeper connections with the material. For instance, a social science workshop that encourages debates or role-playing can allow teachers to step into real-world scenarios, enhancing both the learning experience and the workshop's relevance to their practice. Additionally, they mentioned that the more they can immerse themselves in the content through real-world applications, the better they understand how to present it to their students.

> "The more we can immerse ourselves in the content through real-world applications, the better we understand how to present it to our students. In social sciences, for example, role-playing scenarios related to historical events or social dilemmas can make concepts feel more tangible and engaging."

2. Customization

Ten respondents expressed that a successful workshop adapts to the needs and interests of its participants. Workshops that offer personalized learning paths allow them to focus on areas they are most passionate about or find most relevant. Language and social science teachers might appreciate workshops that cater to their different teaching contexts, such as strategies for language acquisition in diverse classrooms or the latest research in social studies curriculum

design. Additionally, they mentioned that when workshops focus on current events or real-world scenarios, they can better relate the content to their students' lives.

> "When workshops focus on current events or real-world scenarios, I can better relate the content to my students' lives."

> "This allows me to connect abstract concepts with practical application, making it more accessible for my students."

3. Collaboration

Five respondents expressed that working with peers allows participants to share insights, discuss challenges, and find innovative solutions. This collaboration can also extend the workshop's purpose, as they share best practices and integrate new knowledge in ways that reflect their unique classroom contexts. Educators from social sciences might appreciate the opportunity to collectively examine case studies or share teaching methods that resonate with the content they teach. Additionally, they mentioned that they often find that collaborative activities with peers from different disciplines open new avenues for integrating content. Teachers in social science or language workshops may explore cross-curricular strategies that enhance their teaching in both content and skills development.

> "I often find that collaborative activities with peers from different disciplines open new avenues for integrating content."

4.2.3. Question No. 6

Question No. 6. How should workshops be executed, in terms of activities and content, in order to retain its effects to the instructors, including applying what they have learned to their respective classes? Explain further.

1. Reflective Adaptation

Ten respondents expressed that workshops should include moments where instructors can reflect on how the content relates to their teaching styles, challenges, and classroom dynamics. This can be done through journaling, group discussions, or feedback forms. Recognizing that every teacher's classroom context is different, workshops should allow for customization or adaptation of the strategies presented. Ad-

ditionally, they mentioned that they have different levels of expertise and experience. Offering differentiated tracks or sessions within the workshop can help meet the needs of both novice and experienced teachers. Ask them to keep track of their learning over time, creating a log where they can note their thoughts and ideas after trying out new strategies.

> "This can be done through journaling, group discussions, or feedback forms."

> "Ask teachers to keep track of their learning over time, creating a log where they can note their thoughts and ideas after trying out new strategies."

2. Practicality

Ten respondents expressed that workshops should provide practical strategies and tools that they can immediately use in their classrooms. Content must be closely aligned with their teaching context and curriculum needs. Including case studies or examples from actual classroom settings makes the content relatable and directly applicable to their teaching practices. They emphasize the importance of having practical, immediately applicable strategies in workshops to ensure that the content is useful and relevant to their teaching contexts. Additionally, they mentioned that they prefer strategies and tools that can be implemented right away in their classrooms. This includes concrete examples of lesson plans, activities, assessment methods, and classroom management techniques that are adaptable to different subjects and age groups.

> "Workshops should provide practical strategies and tools that I can immediately use in my classrooms. Including case studies or examples from actual classroom settings makes the content relatable and directly applicable to their teaching practices."

> "This includes concrete examples of lesson plans, activities, assessment methods, and classroom management techniques that are adaptable to different subjects and age groups."

3. Sustained Support

Five respondents expressed that they often need time to

integrate new strategies. Providing ongoing support through follow-up sessions, resource sharing, and access to mentors can help ensure the content sticks. At the end of the workshop, they should be encouraged to create an action plan that outlines specific changes or innovations they want to implement in their classrooms. Follow-up can involve checking in on these plans to track progress and plan. Additionally, they mentioned that after the workshop, follow-up sessions should be scheduled at regular intervals (e.g., 1 month, 3 months, 6 months). These sessions can serve as check-ins to discuss progress, challenges, and successes with the strategies they have tried to implement.

> "At the end of the workshop, we should be encouraged to create an action plan that outlines specific changes or innovations we want to implement in our classrooms."

> "These sessions can serve as check-ins to discuss progress, challenges, and successes with the strategies they have tried to implement. Follow-up sessions should not just be about monitoring progress but also about troubleshooting."

5. Discussion

The findings revealed the importance of creating interactive, targeted, and engaging workshop designs that encourage participation among teachers, particularly within the fields of education, language, and social sciences. Workshops that incorporated active engagement through group discussions, role-playing, and real-world applications were found to be the most effective in encouraging active involvement and introspection among teachers. Duhaylungsod and Chavez[21] supported this view, emphasizing that interactive formats, such as group discussions and role-playing, significantly increased engagement, and that these techniques facilitated a collaborative and in-depth learning environment. The findings of this study corroborate the notion that engagement is maximized when workshops are structured to be participatory and contextually relevant.

The study highlighted the importance of tailoring workshop content to the specific needs and challenges that educators face in their respective disciplines. Comeros, Cuilan and Chavez[23] had previously suggested that personalized learning pathways were more effective in engaging participants, especially in language-learning workshops. Educators in this study expressed dissatisfaction with generic, one-size-fits-all workshops that failed to address the unique challenges encountered in teaching social sciences or language. This finding reinforces the argument that effective workshops should acknowledge and respond to the particular issues and experiences of educators within their specialized fields.

The study also extended previous work on the integration of storytelling practices in workshop designs, reinforcing the idea that personal narratives and cultural elements can deeply engage teachers and elevate their learning experience. Palioura and Dimoulas[26] had pointed out the value of incorporating storytelling in education, particularly in the social sciences, as a means of fostering emotional connections and enhancing motivation. The findings of this study further validated this assertion, showing that integrating personal anecdotes, historical context, and even fictional elements into workshops improved educator engagement and retention of knowledge.

In examining the characteristics of workshops that contribute to long-term knowledge retention and its application beyond the sessions, this study identified key elements such as practical application, contextual relevance, and repetition. The findings revealed that workshops that provided practical tools and strategies, immediately applicable in the classroom, were particularly effective in promoting long-term retention. Similarly, Aladsani[22] argued that workshop participation is more effective when it enables the application of learned knowledge to real-world situations, which encourage critical thinking and enhance the relevance of the training. Participants in this study specifically noted workshops that introduced concrete methods and resources they could apply directly in their classrooms, emphasizing the importance of bridging theoretical knowledge with everyday teaching practice.

The study also emphasized the need for workshop content to be closely aligned with the practical realities and challenges educators face in their classrooms. This perspective echoed the work of Park and Kim[24], who argued that person-centered workshops—those that take into account the backgrounds and interests of participants—create an empowering environment. Educators in this study reported that

workshops addressing real-world challenges, such as managing diverse learning needs or incorporating current events into the curriculum, had a more significant and lasting impact. These findings suggest that when workshops address the specific, day-to-day challenges faced by teachers, the connection between the material learned and its practical application becomes stronger and more meaningful.

Finally, the study highlighted the crucial role of follow-up activities in sustaining engagement and promoting long-term retention of knowledge. The results indicated that workshops that included follow-up sessions, reflective exercises, or continuous support mechanisms were more successful in maintaining knowledge retention over time. This finding aligns with the work of Nazari and Hu[30], who emphasized the importance of timely assessments and feedback in sustaining student motivation beyond the initial training. Structured follow-up activities, such as reflective journaling or best-practice sharing, were found to provide necessary support and accountability, enabling educators to implement new strategies and achieve lasting changes in their teaching practices.

6. Conclusions

This study explored the potential of workshops to enhance engagement and knowledge retention among educators in education, language, and social sciences. Based on the experiences of teachers with six years of experience, the study identified key features of effective workshops, such as fostering reflection, active collaboration, and practical application through techniques like group discussions and role-playing. The research emphasized the importance of tailoring workshop designs to the specific needs of educators, incorporating personalized learning paths, peer-to-peer learning, and storytelling to create emotional connections. It also highlighted the value of follow-up reinforcement, including reflective activities and support systems, to sustain new strategies and encourage ongoing professional growth. Ultimately, the study provided a basis for designing workshops that not only enhance immediate learning but also motivate continued development, benefiting both educators and learners.

It is imperative that workshops move beyond a mere transfer of information, creating environments conducive to active participation and collaboration. Policy initiatives should encourage the integration of participatory strategies, such as group discussions, role-playing, and real-world applications, as these methods have been shown to significantly enhance teacher engagement and foster deeper reflection on their practices. In addition, training programs must be designed to address the specific challenges educators face in their respective fields, especially in disciplines such as social sciences and language education. Policies should mandate that professional development workshops integrate practical, classroom-applicable tools and strategies, ensuring that theoretical knowledge is effectively translated into actionable practices. The inclusion of follow-up activities, such as reflective exercises and ongoing support mechanisms, is also essential for sustaining engagement and knowledge retention over time.

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Institutional Review Board Statement

Ethical review and approval were waived for this study because it involved non-invasive interviews with participants, posing minimal risk and no harm. Additionally, all participants provided informed consent, and the study adhered to ethical guidelines for voluntary participation and data confidentiality.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. This ensures controlled access while maintaining participant confidentiality and adhering to ethical guidelines.

Conflicts of Interest

The author declare no conflict of interest.

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