Digital Literacy Pedagogy for Rural Ethiopian Teachers: A Theoretical Framework

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Abstract

Digital literacy has become increasingly important in contemporary education, particularly for primary school teachers who often lack formal training in this area. Theoretical synthesis will be employed, drawing from existing literature on digital literacy education and educational psychology. The theoretical framework proposed integrates various pedagogical strategies to address the unique challenges faced by rural Ethiopian teachers in adopting and utilising digital technologies effectively. School administrators should consider implementing a blended approach that includes both online modules and face-to-face workshops, tailored to meet the specific needs of rural communities.

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

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