



The Digital Classroom in Ghana: Evaluating Online Learning Platforms Among Primary School Children

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Abstract

Online learning platforms have become increasingly popular in Ghana's education sector despite limited empirical research on their effectiveness among primary school children. The study employed a qualitative approach with interviews and observations, focusing on student engagement and teacher feedback from selected schools in urban and rural areas of Ghana. Online learning platforms have the potential to enhance educational outcomes if infrastructure challenges are addressed, particularly in remote areas. Investment should be prioritised in improving internet access and digital literacy programmes for children and teachers alike.

Keywords: *Sub-Saharan, pedagogy, e-learning, digital divide, informetrics, accessibility, interactivity*

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