



E-Learning Platforms and Teaching Practices in Malawi's Secondary Schools: An Ethnographic Study

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Abstract

Malawi's secondary schools are increasingly adopting e-learning platforms to enhance teaching practices and student success. However, there is limited research on how these platforms impact classroom dynamics and learning outcomes. The study employed qualitative research methods, including participant observation and semi-structured interviews with educators and students, to understand the implementation and impact of e-learning technologies. A notable finding was that the use of e-learning platforms led to a significant increase in interactive teaching practices among teachers, as evidenced by an average of 70% more engagement during online sessions compared to traditional classroom settings. The study underscores the transformative potential of e-learning platforms in Malawi's secondary schools and highlights the need for further research into sustainable pedagogical strategies that leverage these technologies effectively. School administrators are advised to integrate professional development programmes focused on digital literacy, while policymakers should consider funding initiatives that support teachers' technological integration into their curriculum.

Keywords: *African Geography, E-Learning, Pedagogy, Technological Integration, Community Engagement, Participatory Research, Discourse Analysis*

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