



Educational Technology Innovations for Remote Learning in Zambian Rural Settings

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Abstract

Remote learning in Zambian rural settings faces significant challenges due to limited access to digital infrastructure such as internet connectivity and electricity. A mixed-methods approach was employed, integrating surveys, focus groups, and qualitative interviews to gather data from teachers, administrators, and students in selected rural schools. A statistical model for analysing survey responses will be used to identify key factors influencing student engagement and learning outcomes. Survey results indicate that 70% of respondents favour interactive multimedia tools over traditional methods for engaging students, with a notable preference for platforms providing real-time feedback (mean score = 4.2 out of 5). The study concludes that tailored EdTech solutions can significantly improve remote learning in rural Zambia by addressing specific needs and preferences. Recommendation 1: Schools should prioritise the integration of interactive multimedia tools to maintain student interest and engagement. Recommendation 2: Continuous professional development for educators is essential to effectively utilise these technologies.

Keywords: *African Geography, Rural Development, E-Learning, Technological Diffusion, Access Studies, Mobile Learning, Digital Divide*

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