



Digital Libraries in South African Townships: Impact on Teacher Practice and Student Learning Outcomes

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Abstract

Digital libraries have emerged as a critical tool for educational inclusion in South Africa's townships, where access to technology is often limited. A mixed-methods approach was employed, including surveys of teachers and students, focus group discussions with educators, and observations in classrooms. The analysis revealed that digital library use significantly enhanced student engagement and knowledge acquisition. Specifically, 75% of teachers reported increased student participation in interactive activities, while 60% noted improved problem-solving skills among their pupils. While digital libraries have shown promise for educational enhancement, challenges remain regarding equitable access and teacher training to maximise benefits. To further support the use of digital resources, professional development programmes should be established to train teachers in effective technology integration. Additionally, policy makers must ensure that all schools have adequate internet connectivity and hardware.

Keywords: *Sub-Saharan, township, ethnography, pedagogy, e-learning, digital divide, inclusion models*

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