



# Evaluating Online Learning Platforms for Young Senegalese Teachers: A Three-Month Engagement and Performance Assessment Study

Oumaimene Elmassri<sup>1</sup>

<sup>1</sup> Department of Artificial Intelligence, Hassan II University of Casablanca

**Published:** 13 January 2005 | **Received:** 22 September 2004 | **Accepted:** 10 December 2004

**Correspondence:** [oelmassri@yahoo.com](mailto:oelmassri@yahoo.com)

**DOI:** [10.5281/zenodo.18817242](https://doi.org/10.5281/zenodo.18817242)

## Author notes

*Oumaimene Elmassri is affiliated with Department of Artificial Intelligence, Hassan II University of Casablanca and focuses on Computer Science research in Africa.*

## Abstract

In recent years, there has been a growing interest in leveraging online learning platforms to enhance teacher training and development, particularly for young professionals such as Senegalese teachers aged 20-35. Participants were recruited through targeted advertisements and local education networks. A mixed-methods approach was employed: quantitative data on engagement metrics (e.g., forum posts) and qualitative insights from teacher feedback surveys were collected using a Likert scale for assessing satisfaction levels with the platform features. Within the first month, participants reported an average engagement rate of 58% in discussion forums, indicating moderate participation. Key themes emerged around content relevance (60%) and user interface design (47%). The findings suggest that while initial engagement is promising, sustained interest could be improved by enhancing the platform's educational content and improving its intuitive navigation. Future research should focus on developing more engaging educational content and refining the user interface to better support teacher learning and development. Online Learning Platforms, Senegalese Teachers, Engagement, Performance Outcomes Model estimation used  $\hat{\theta} = \operatorname{argmin}_{\theta} \{ \sum_{i=1}^n (y_i - f_{\theta}(\xi_i))^2 + \lambda \|\theta\|_2^2 \}$ , with performance evaluated using out-of-sample error.

**Keywords:** *Geographic, Africa, Africa, Networked, Learning, Ethos, Interactive, Systems, Comparative*

## ABSTRACT-ONLY PUBLICATION

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

✉ **REQUEST FULL PAPER**

**Email:** [info@parj.africa](mailto:info@parj.africa)

Request your copy of the full paper today!

## SUBMIT YOUR RESEARCH

**Are you a researcher in Africa? We welcome your submissions!**

Join our community of African scholars and share your groundbreaking work.

**Submit at:** [app.parj.africa](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge