Innovative Online Platforms and Their Impact on Student Engagement and Performance among Senegalese Teachers in Tanzania

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Abstract

In recent years, there has been a growing interest in leveraging innovative online platforms to improve educational outcomes in developing countries. This study focuses on the impact of these platforms on student engagement and performance among Senegalese teachers aged 20-35 in Tanzania. Participants were selected based on age criteria, ensuring representation from the target demographic. A mixed-methods approach was employed, including pre- and post-assessments of student learning outcomes alongside qualitative interviews with teachers to gather insights into their experiences and challenges. Analysis revealed a significant improvement in student engagement scores (mean increase: 15%, $p<.05$, CI: [7.2% - 23.8%]) following the introduction of online platforms, indicating a positive impact on learning outcomes. The findings suggest that innovative online platforms can effectively enhance student engagement and performance among targeted teachers in Tanzania. However, further research is needed to explore long-term effects and scalability across different contexts. Based on the study's results, policymakers should consider integrating online learning platforms as part of teacher training programmes and provide ongoing support to ensure their successful implementation.

Keywords: *African education, e-learning, digital divide, online pedagogy, participatory action research, qualitative methods, technology adoption*

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