Developing Adaptive Learning Platforms for Remote Education in Somali Rural Environments

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Abstract

Remote learning in rural areas of Somalia presents significant challenges due to infrastructure limitations and digital literacy gaps. The study employed a mixed-methods approach involving surveys ($n=120$)$\wedge$*focus group discussions*. Statistical models were applied to analyse data using logistic regression. Adaptive learning platforms showed an average adoption rate of 75% among rural learners, with higher engagement in interactive content formats such as videos and quizzes. Effective user interfaces and adaptive algorithms significantly improved educational outcomes for remote learners in Somali rural areas. Implementing continuous monitoring systems to ensure platform usability and adaptability is recommended. Adaptive learning, Remote education, Rural Somalia, Educational technology

Keywords: *Geographic Terms Related to Somalia: Somali*

Methodological and Theoretical Terms Relevant to EdTech Research: Qualitative Analysis Mixed-Methods Evaluation Technology Acceptance Model Educational Ecosystems Learning Analytics

ABSTRACT-ONLY PUBLICATION

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