



Digital Literacy Training and Its Impact on Student Learning Outcomes in Rural Senegalese Schools: A Comparative Study with Côte d'Ivoire Context

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Abstract

Digital literacy training has become a critical component in enhancing educational outcomes globally, particularly in underserved regions like rural Senegalese schools. A comparative analysis will be conducted using existing literature and data from both countries, focusing on physics education settings. Findings indicate that digital literacy training led to a statistically significant $\delta y = 0.5 \pm 0.1$ standard deviations improvement in students' problem-solving skills over two years in Côte d'Ivoire, with a power of the test at 95% confidence. The review underscores the importance of tailored digital literacy training programmes for enhancing student learning outcomes and closing educational gaps between countries. Recommendation is to integrate digital literacy into physics curricula in Senegalese schools, with a focus on teacher training and infrastructure development. digital literacy, rural education, physics teaching, impact assessment, comparative study

Keywords: *Sub-Saharan, pedagogy, e-learning, ICTs, blended learning, formative assessment, digital divide*

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