



A Framework for Exploring Educational Robotics on Science Achievement in Ugandan Primary Schools

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Abstract

Educational robotics has gained traction as an innovative teaching method in recent years, particularly for enhancing science education. This study will not involve empirical results but aims to conceptualize existing literature and suggest areas for further investigation through a theoretical lens. The framework developed here provides a solid foundation for understanding and improving educational robotics programmes in Uganda's primary education system. Future research should focus on longitudinal studies examining long-term impacts of educational robotics and exploring how to optimise programme delivery across different socio-economic backgrounds.

Keywords: *African neuroscience, cognitive load theory, constructivism, embodied cognition, educational interventions, learning landscapes, scaffolding techniques*

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