



Frameworks for Evaluating Online Learning Platforms' Impact on Rural Senegalese Students' Academic Performance: A Psychological Perspective

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Abstract

The use of online learning platforms (OLPs) has become increasingly prevalent in educational settings worldwide, yet their efficacy and impact on students' academic performance remain underexplored, especially for rural populations in developing countries like Senegal. No empirical data will be presented; instead, we propose a conceptual model based on existing literature in educational psychology and technology integration into learning environments. The theoretical framework developed here provides a foundation for future empirical studies aiming to quantify the impact of OLPs on rural Senegalese students' academic success. Future research should focus on designing interventions that address psychological barriers, ensuring equitable access to technology, and monitoring student engagement and learning outcomes.

Keywords: *Sub-Saharan, Senegalese, Geographic, Socioeconomic, Intergroup, Hierarchical, Causal*

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