



Online Learning Platforms in Urban South African High Schools: A Theoretical Framework

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Abstract

Online learning platforms (OLPs) have become increasingly prevalent in urban South African high schools as a supplement to traditional classroom instruction. The study will employ a qualitative approach involving interviews with educators and students to understand perceptions and experiences related to OLP integration in urban high schools. The theoretical framework will highlight the importance of supportive educational environments for effective implementation of OLPs, emphasising the need for tailored strategies to enhance student engagement. School administrators should prioritise fostering a culture that values digital learning resources and provide ongoing professional development for teachers on integrating technology into their curriculum effectively.

Keywords: *African diaspora, urbanization, socio-economic disparities, critical theory, postcolonial critique, digital divide, constructivist epistemology*

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