



# Digital Literacy Workshops for Rural Teachers' Continuous Professional Development in Zambia: Longitudinal Impact Studies

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## Abstract

Rural teachers in Zambia often lack digital literacy skills necessary for integrating technology into their teaching practices. A longitudinal study was conducted, involving pre- and post-workshop assessments with a sample of 120 rural teachers across four provinces in Zambia. Significant improvements were observed in teachers' technological confidence and competence after the workshops, with an increase of 45% in self-reported digital literacy skills. The CPD workshops have had a positive impact on teachers' ability to use technology effectively in their classrooms. Further training should be offered annually to sustain teacher engagement and skill development.

**Keywords:** *African Geography, Digital Divide, Pedagogy, Technology Integration, Professional Development, Quantitative Research, Qualitative Analysis*

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