



# Digital Literacy Pedagogy in Rural Ugandan High Schools: A Theoretical Framework

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## Abstract

Digital literacy programmes have emerged as a critical component in enhancing students' technological skills for academic success and future employability. In rural Ugandan high schools, these initiatives are underdeveloped, highlighting an area needing theoretical attention. Theoretical synthesis will be employed through literature review and discourse analysis to construct a robust model of digital literacy pedagogy suitable for rural settings. The theoretical framework identifies key areas such as curriculum adaptation and stakeholder engagement that require focused attention to achieve sustainable digital literacy development in rural Ugandan high schools. Policy recommendations include the need for government funding, teacher training programmes, and collaborative partnerships with local organizations to support these initiatives effectively.

**Keywords:** *Sub-Saharan, Africanist, Socio-Didactic, CriticalTheory, DigitalInclusion, MultimodalAnalysis, Heteroglossia*

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