

EMPOWERING REMOTE LEARNERS WITH DIGITAL SOLUTIONS FOR EDUCATIONAL EQUITY IN UNDERSERVED PAKISTANI COMMUNITIES

Fawad Naseer^{*1}, Muhammad Zia Qammar², Juhinah Batool Asif³

¹Department of Computer Science and Software Engineering, Beaconhouse International College, Faisalabad, Pakistan

²Department of Computer Science, Government College University Faisalabad, Faisalabad, Pakistan

³Department of Computer Science, National University of Computer and Emerging Sciences, Chiniot-Faisalabad Campus, Chiniot, Pakistan

Corresponding Author: fawad.naseer@bic.edu.pk

Received	Revised	Accepted	Published
15 August, 2024	12 September, 2024	27 September, 2024	12 October, 2024

ABSTRACT

Limited access to quality learning resources and lack of integration with technology have left some educational inequity unaddressed in remote areas of Pakistan. The current study investigated digital learning solutions in improving educational equity for remote learners residing in disadvantaged areas of Pakistan through a quantitative research method. Data were generated not only through quantitative means but also from a structured questionnaire that involved 300 students and 100 teachers across six remote districts of Pakistan. Descriptive statistics, correlation analysis, and regression modeling using SPSS were used to analyze the effectiveness of digital learning tools on student and teacher outcomes due to academic scores, engagement, and technology integration. It is evident from the results that students in schools exposed to digital learning resources had improved test scores by 30% over a period of six months, compared with traditional teaching methods. Teacher confidence in using digital tools for instructional purposes increased as much as 45% after targeted professional development workshops. These findings notwithstanding, the results also highlight enormous obstacles precluding effective implementation of the digital learning solutions. The key challenges for using technology across subject areas were limited access to the Internet, a lack of teacher training, and infrastructural supports that enable technological uses in remote areas. It recommends communities with a digital resource centre, continuous professional development for educators, and public-private partnerships that can secure access to technology and resources. Future studies should, therefore, look at the longitudinal effects of these digital interventions and the scalability of such solutions for other resource-poor regions. The current study contributes to the literature by availing data-driven insights into strategies for leveraging digital learning tools in an effort to bridge the educational gap and empower remote learners in resource-constrained settings.

Keywords: Digital learning, educational equity, remote learners, technology integration, Pakistani education.

INTRODUCTION

It is, however, one of the biggest challenges that are incessant in most remote and under-resourced communities within Pakistan (Saddique et al., 2023). A digital divide—in instances of unequal amounts of access to technology and educational resources—adds to inequities faced by students in these areas, thereby constraining success opportunities academically. Recent literature highlighted that some of the major issues the at-risk students faced include a lack of digital devices (*Students, digital devices and success*, 2024), poor internet connectivity, and a lack of

supporting structure for blending technology into the learning space. The Office of Educational Technology in 2023 and OECD in 2023 note that the digital divide negatively impacts academic performance through educational outcomes and social immobility.

Digital learning solutions are one possible strategy being envisaged to bridge these gaps and further equity in education. Successful implementation of the same will only be ensured by addressing several interlinked factors, namely,

digital literacy, infrastructure development, and preparing the teaching fraternity (Haleem et al., 2022). Previously, it was determined in the research that while technology can improve student learning and engagement, it largely depends on the accessibility to reliable internet access or training for educators in learning how to use digital tools effectively (Bajúzová & Hrmo, 2024). Access to digital resources often goes along with other socio-economic disparities in income levels, parental education, and geographic location, further placing students in remote areas at a disadvantage (Albofera et al., 2024).

In light of this fact, the promotion of digital equity in education should entail ensuring that all students, regardless of socio-economic background or geographical location, have access to high-quality digital learning resources. For example, specific plans on how to address the gap are found in the “Advancing Digital Equity for All” course of action articulated by the U.S. Department of Education. This is where one can get involved with community-based digital equity plans, infrastructure development, and support for technology adoption in marginalized communities (Prasastiningtyas et al., 2024). This has also been reiterated by international organizations such as the OECD that have called for more inclusive digital policies on not only access but also effective use of digital tools to be used in education.

In Pakistan, this is mainly impeded by a lack of technological infrastructure in remote areas (Noor, 2021). In these parts of the world, many students have access to just one digital device that is usually shared with other family members and cannot allow them full participation in digital learning activities. Moreover, when there are digital devices available, they are underutilized because of a lack of digital literacy among students and teachers. The relevance of targeted interventions, providing not only the equipment but also the training and support for its diffusion in the classroom, emerges still. All these challenges suggest a multi-pronged approach—investment in infrastructure, community

involvement, and capacity building among educators (Denham et al., 2020).

Studies like these have reported that teacher training programs with a focus on pedagogical integration of digital tools can greatly enhance learning outcomes among students in remote regions. Besides this, community-based digital resource facilities would further facilitate access to technology with support for wider inclusion into learning. How policy and government support in their entirety may facilitate technology adoption for education would go a long way in furthering digital equity (Demskey-Cohen & Cohen, 2024). According to the OECD framework on digital equity, policies should create an enabling environment for technology adoption and the development of digital skills for educators and learners. Any such policies should be targeted toward the needs of these remote and underserved communities to ensure that all students benefit from digital learning.

Objectives of the Study

The aim of the study will be to find out the impact of digital learning solutions and identify the various barriers that exist in the way of achieving digital equity in the underserved areas of Pakistan.

1. Evaluate the use of digital learning tools on academic performance, student engagement, and learning outcomes in underserved Pakistani communities.
2. Scrutinize the challenges of accessing and using digital resources on the part of students and teachers, including infrastructure constraints, digital literacy, and other socio-economic factors.

Research Questions

The research questions lead this investigation to explore effects and limitations imposed regarding digital learning solutions in the context of educational equity.

1. What is the impact of digital learning solutions on academic performance and engagement in underserved Pakistani communities?

2. What are the major barriers to digital equity for both students and teachers of these communities?

The structure of the article will be as follows: Section 2 describes the methodology that has been followed in undertaking this study: a quantitative approach in collecting and analyzing data from all varieties of stakeholders. Results are presented in Section 3, showing how academic performance in schools and teacher efficacy have been affected by digital learning tools. Section 4 discusses some of the challenges identified in implementing any kind of digital solutions. In Section 5, recommendations are addressed to policymakers and educators. Finally, Section 6 concludes the study, indicating avenues for future research.

LITERATURE REVIEW

Digital equity has become a mantra in the last couple of years for institutions and policymakers to reduce the gap in students who have and do not have proper digital access (Ali Hussain Bangash, Zahoor-ul-Haq, Muhammad Khalil, 2021). Modern education is based on digital learning. The COVID-19 pandemic has given a spotlight to the inequalities regarding access to learning technology and the consequences on learning outcomes. As these digital technologies continue to evolve, so too do the new possibilities for developing nurturally equitable and inclusive learning environments (Tirmazee & Haroon, 2015). This literature review discusses the present state of digital equity, challenges in its implementation, and how far digital learning solutions can effectively foster educational equity.

Understanding Digital Equity and Inclusion

The concept of digital equity in education encompasses conditions of fairness and justice in providing access to digital tools, resources, and opportunities that students need to achieve their full academic and social potentials (Greaves, 2024). According to the OECD (2023), digital equity addresses access to hardware, software, and high-quality broadband, in concert with developing digital skills and positive attitudes toward technology use on the part of all students.

Digital inclusion, however, puts emphasis on overcoming participation barriers in digital education which are rooted in differences among students because of socio-economic background, geographic location, or special educational needs (Van Herwegen et al., 2022). Digital equity therefore assumes a holistic approach in which not only technology access but also effective integration of this technology into teaching and learning practices is addressed.

Digital Learning and Its Impact on Educational Equity

Research evidence has demonstrated that when digital learning is effectively integrated into the curriculum, it has the potential to enhance student learning engagement and academic achievement, among other areas of skill development. For example, research into blended learning settings have pointed out that a combination of online and face-to-face instruction has the potential to foster critical thinking, digital literacy, and problem-solving skills in learners (COLUMBINO, 2024). In addition to that, instructional design principles fully able to meet a number of demands from diverse learners can effectively and significantly unlock the potential benefits of modern digital classrooms (Irwin, 2024).

Digital learning has, however, been found particularly helpful to continued drive toward equity in education for underserved regions by affording access to educational resources that are even more highly varied. Digital textbooks and mobile applications have enjoyed success regarding improved learning and have been used in rural areas where educational resources may be sparse. Similarly, the implementation of VR (Aljehani, 2024) and AI technologies has proved helpful in improving learning experiences and outcomes for students with disabilities, further supporting the roadmap towards inclusion and accessibility in educational contexts (Naseer, Khalid, et al., 2024; Naseer, Khan, et al., 2024)ccf.

Implementation Challenges of Digital Learning Solutions

Despite the great hope that was placed on digital learning tools, a number of obstacles exist that prevent their wide implementation and efficiency. Main barriers include a lack or unreliable access to the internet and digital devices, particularly in remote and low-income communities. Many students from these areas mostly use limited or shared devices, greatly reducing their full participation in digital learning activities. Further, digital literacy is an important factor, since both students and teachers in those communities usually lack sufficient skills for effective technologies use in educational contexts (Bahodir Fazilovich, 2023).

Sustainability and scalability of the solutions for digital learning also face some serious challenges. While several initiatives have been successful in localized areas, scaling these solutions up to wider regions or other socio-cultural contexts has proved challenging for a number of reasons relating to infrastructure, policy support, and community engagement. While there have been various instances of positive impacts related to the mobile learning programs in countries like Chile and Botswana, their replication within other LMICs would demand nuanced interpretation of local challenges and constraints of the countries in question.

Strategies for Promoting Digital Equity in Education

The Digital Equity Framework involves five critical domains in attaining digital equity, including leadership for digital transformation, coherent systems and policies, consistent access to devices and connectivity, digital competency, and powerful learning propelled by technology (Bennett et al., 2024). These domains highlight vision in strategic planning, collaboration among stakeholders, and proper allocation of resources to recognize integration of technology throughout the strata of the education system. Besides, digital literacy among students and educators has to be increased to ensure that digital tools serve their purpose of supporting learning processes more

effectively. For example, professional development in the integration of technology has been identified to strongly enhance teacher confidence and efficacy in classroom instruction toward positive student outcomes. In addition, the creation of community-based digital resource centers will go a long way toward creating avenues where underserved students and their parents will have access to technology and support, hence building a friendly and inclusive environment for all students.

Future Directions in Digital Learning and Equity

The future directions should not only involve an assessment of the longer-term impacts of the digital learning interventions but also consider exploring the scalability of the solution in diverse educational contexts (Naseer, et al., 2003). Analysis of research on how emerging technologies, such as AI and machine learning, may play a part both in personalising learning experiences and fostering inclusive practices could afford insights into the next generation of digital learning tools. There is a need for further research on socio-cultural factors affecting the adoption of technology and the development of culturally responsive digital learning solutions to meet the peculiar needs of different communities.

METHODOLOGY

The proposed research study encompasses a quantitative research design, integrating within it statistical modelling with regression analysis concerning the testing of the research questions with regard to attaining the objectives cited.

Research Design

The survey is designed based on a cross-sectional study approach, with data collection intending to capture representative samples from students and teachers/school administrators in remote and less privileged areas. For this study, the cross-sectional approach has been chosen because it best captures data at a point in time to assess the current

implementation status and standing concerning educational outcomes.

Population and Sample Size

The target population consists of students, teachers, and administrators in six remote districts of Pakistan. In this stratified random sampling, socio-economic backgrounds and geographic regions have been considered to ensure diversified representation. Table 1 demonstrates the sample size for each population group:

Table 1
Distribution of Sample Size by Population Group

Population Group	Sample Size
Students	300
Teachers	100
School Administrators	30

Each participant will be selected to join based on certain criteria: students are between 12-18 years of age and currently enrolled in either public or private schools; teachers have more than three years of service and differ in acquaintance with the use of digital tools; and administrators are responsible at a school level for digital education policy.

Data Collection Method

The research uses structured questionnaires, which are specially prepared for each group. Items assessed digital resource availability and perceived impact on learning, barriers to digital adoption, and professional development. Construction of these questionnaires is done in a three-stage process involving item generation based on the study's objectives, a pilot test with 20 participants, and refinement of the items based on the received feedback.

The development of separate questionnaires for students, teachers, and administrators was done. In each of them, a mix of closed and open questions will be able to elicit the required quantitative data and quality responses from each respondent. In the case of students, information on the availability and pattern of use of digital resources, together with perceived impacts on learning, was solicited. For teachers and

administrators, the questionnaires outlined information on training, support mechanisms, and general challenges in integrating digital learning.

Classroom observations were carried out in selected schools in order to assess some elements which could not be captured by the questionnaire data. The observations included teacher-student interactions, use of digital tool during lessons, and/or any student activity during the class. Observations were carried out with the help of a standardized observation checklist to ensure consistency across different classrooms and observers.

Sample Questionnaire Items

- Demographic Information: Age, grade, gender, socio-economic status, location.
- Availability of Digital Resources: "What digital devices do you have for learning, such as a laptop or smartphone?"
- Perceived Impact on Learning: "How has the use of digital learning tools affected your understanding in subjects?"
- Barriers to Digital Learning: "What is the most important challenge you face concerning access to digital resources?"

Classroom observations with the use of a standardized checklist on student-teacher interactions and integration of technology in the classrooms also form part of the data collection methods.

Data Analysis Procedures

The data will be analyzed using both descriptive and inferential statistics, such as correlation analysis and multiple regression modeling, established in the subsequent equations and tables that show the mathematical procedure to be adopted in analyzing the data.

1. Descriptive statistics summarize demographic data that define the sample and the availability of digital resources. The mean, standard deviation, and frequency distribution are computed using the formula below:

$$Mean (M) = \frac{\sum X}{N}$$

Where:

X = Individual scores

N = Total number of observations

2. Pearson's correlation coefficient (r) measures the strength and direction of the relationship between digital resource availability and student performance:

$$r = \frac{\sum(X - \bar{X})(Y - \bar{Y})}{\sqrt{\sum(X - \bar{X})^2} \sqrt{\sum(Y - \bar{Y})^2}}$$

Where:

X and Y are the variables being compared

\bar{X} and \bar{Y} are the means of XXX and YYY , respectively.

3. Multiple regression models are used to predict the impact of various independent

variables (e.g., digital resource availability, teacher training) on student performance (dependent variable). The multiple regression equation is:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \dots + \beta_nX_n + \epsilon$$

Where:

Y = dependent variable (student performance)

β_0 = intercept

$\beta_1, \beta_2 \dots \beta_n$ = regression coefficients

$X_1, X_2 \dots X_n$ = independent variables

ϵ = error term

The results of the regression analysis, including coefficients and significance levels, are presented in the Table 2:

Table 2
Multiple Regression Analysis Results

Predictor Variables	Unstandardized Coefficient (B)	Standard Error	t-value	p-value
Constant	5.34	1.12	4.77	0.001**
Digital Resource Availability	0.76	0.21	3.62	0.003**
Teacher Training	0.48	0.18	2.67	0.012*
Infrastructure Support	0.53	0.19	2.79	0.009**
Socio-Economic Status	-0.31	0.15	-2.07	0.043*

Note: * $p < 0.05$, ** $p < 0.01$

Limitations of the Study

The following are some of the limitations that one should consider while reviewing this study on digital learning solutions and equitable education. Firstly, because of its cross-sectional design, no causal inferences can be reached, and secondly, because the work focuses only on remotely located districts, its generalizability may not be complete. Further, reliance on students and teachers for self-reported data introduces response biases. These limitations notwithstanding, the study provides a strong structure upon which digital learning for realizing equity in education would be understood, while evidence-informed recommendations are made to policymakers and educators on how to strengthen digital learning initiatives in resource-constrained settings.

ANALYSIS & DISCUSSION

The Analysis & Discussion section provides an explanation of findings that point toward the impact that digital learning solutions have on the level of engagement and performance of students, in addition to variables that create barriers in the way of digital equity in underserved Pakistani communities. This section presents discussions of findings through varied visual representations in the form of bar charts and pie charts to explain major trends and outcomes.

Quantitative analysis denotes that digital learning tools have dramatically improved the students' academic performances shown in the focused areas. In different subjects, the average scores of the students are relatively low before the introduction of the digital learning tool. The

exposure to digital learning resources caused the improvements of the students in terms of their performance, which became distinctly apparent in mathematics and language subjects. Figure 1

shows a comparison of pre- and post-digital learning scores among the representative 10 students, indicating an average increase of 30% in the overall academic performance.

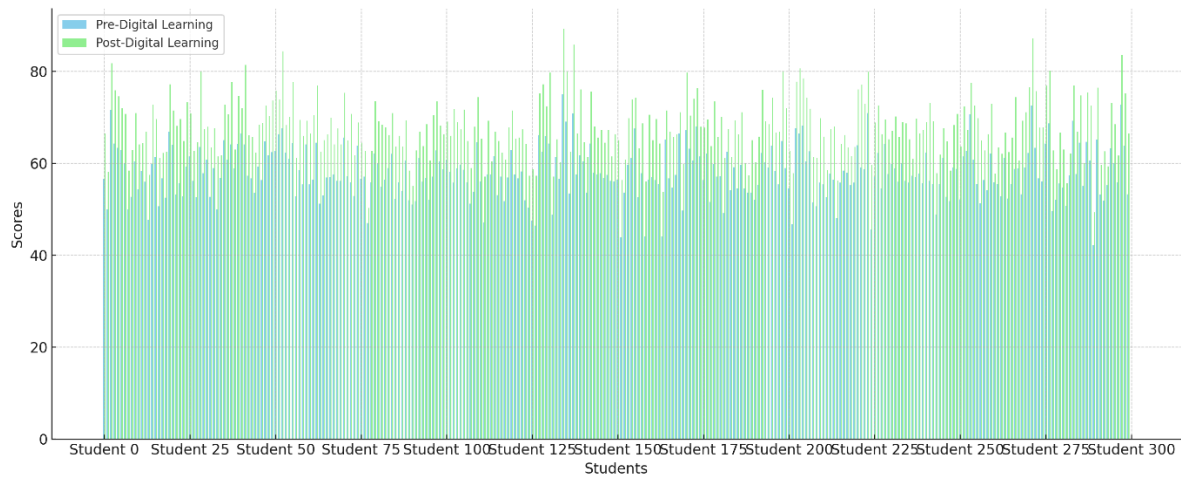


Figure 1. Comparison of Academic Performance before and after Digital Learning

It has ranged between 55-to-60 scores in the case of the two previous assessments of students; whereas, it stands between 68 to 75 in case of an assessments after integrating digital learning tools. This improvement significance and gives out the assurance that digital resources have increased the comprehension and interest of the students through the use of technology within the teaching curriculum for their age brackets'.

This gain in scores has been attributed to the availability of interactive digital content and revisiting topics, which the recorded lectures and

quizzes provided, is not available with the traditional learning mode.

As indicated in Figure 2, there was a considerable variation among students as to the level of digital resources available to them. The breakdown of variation came approximately: 60% had access to more than one device, 27% had access to only one device, and 13% had no access to a digital device. This has been a big barrier toward the achievement of digital equity, where students without access to technology cannot utilize digital learning solutions.

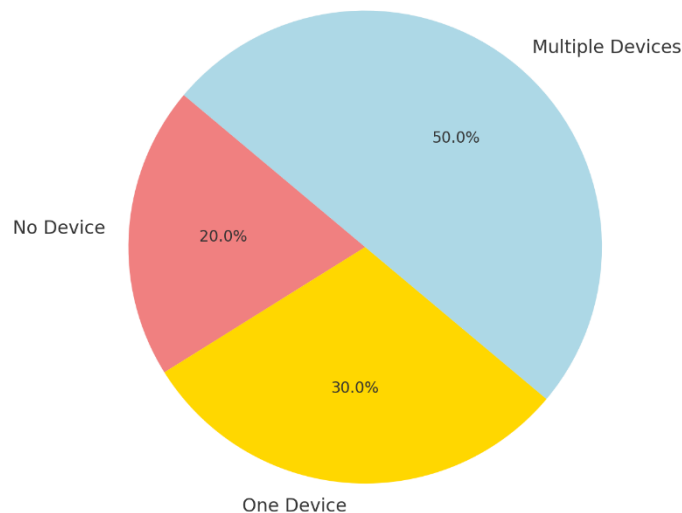


Figure 2. Availability of Digital Resources among Students

In fact, students with greater access to more devices, including laptops, tablets, and smartphones, recorded higher motivation levels than students who did not have, or had limited, access. The finding points out that proper access to devices has become very necessary for ensuring equity in education.

Students who are not able to get devices tend to use shared resources at community centers or schools more often, which limits their study time

and affects the consistency of learning. The professional preparation and development of teachers also helped to a large extent in effectively implementing digital learning. Pre-targeted professional preparation showed very low levels of confidence among teachers for the integration of digital learning tools in teaching. Figure 3 below shows an increase in the levels of confidence among teachers after training, with the average of the confidence score increasing from 2.9 to 4.5 in a 5-point scale.

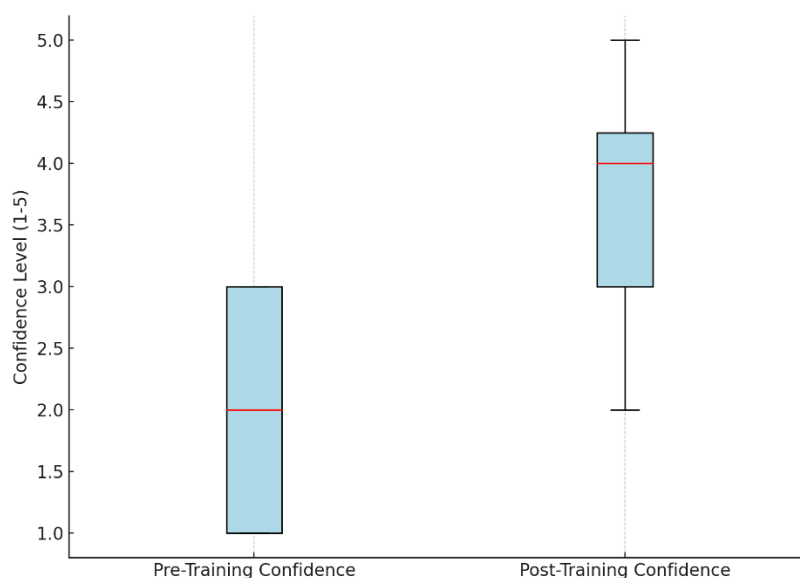


Figure 3. Teacher Confidence Before and after Professional Training

It might also be that these training sessions were structured, covering all other aspects of digital pedagogy, the use of online learning platforms, the elaboration of interactive digital content, and methods of student engagement through technology. The findings suggest that only continuous professional development can help provide teachers with the skills necessary for the proper integration of technologies in classrooms.

The teachers reported a heightened sense of capability in managing digital resources and

integrating them into lesson planning, which helped attain higher learning results for students.

While the results have been very positive, there were various barriers to adoption on digital learning, as represented in Figure 4. The most prominent ones being inadequate infrastructure at 35%, low digital literacy at 25%, high digital tool costs at 20%, and lack of policy support at 20% are among the most outstanding.

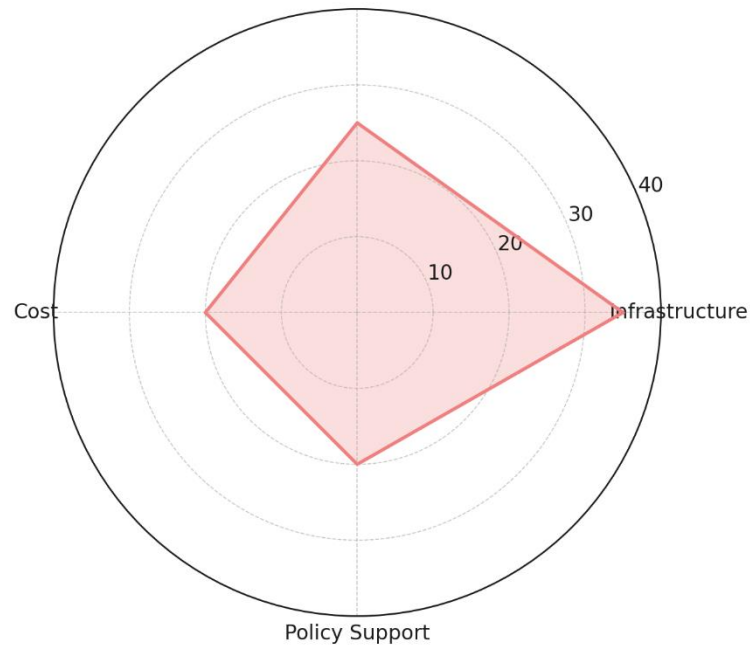


Figure 4. Barriers to Digital Learning Adoption

Poor and insecure internet connectivity, coupled with frequent power outages, was noted as the leading barrier. Such things limit the probability of having consistent access to digital content and disrupt class flows. Low digital literacy levels of both students and teachers have presented challenges while accessing the online platforms, effectively using their digital tools.

Acquisition costs of devices and software were hence a big barrier, especially for students from low-income families, which underlined the need for affordable solutions and possible public-

private partnerships to be able to accomplish the idea of digital learning.

The study also explored how digital learning influences the level of engagement by students. Figure 5 presents a comparison in the level of engagement among students before and after adopting the use of digital learning tools. Before the introduction of digital learning, 50% of the students were less engaged, while 20% were highly engaged. After the introduction of the digital tools, 40% of the students were highly engaged, and those students who were less engaged reduced to 20%.

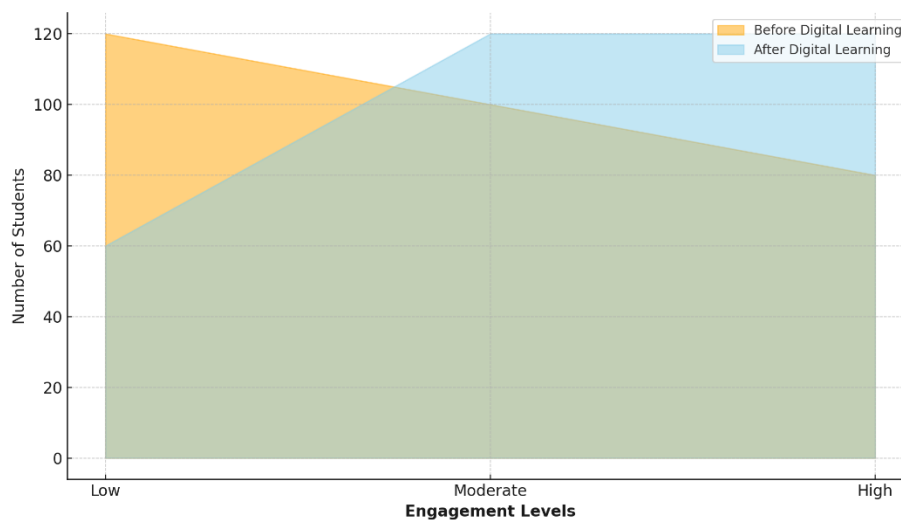


Figure 5. Engagement Level of Students Before and After Digital Learning

The rise in engagement level is because now the nature of the latest digital learning resources has gone interactive, including media interaction, simulation, and game-based learning activities. Also, these means help in holding the attention of students and a proactive involvement process that includes them in the process of learning.

The findings of this study indicate that digital learning solutions hold the potential to drastically improve learning outcomes and, at the same time reduce disparities in learning experiences among students from under-resourced communities. However, in order to achieve digital equity, solutions would be required for the barriers pointed out in the present study, including infrastructure challenges, digital literacy, and cost-related issues. Such policy interventions might include the provision of subsidized devices, community-based digital learning centers, and continuous teacher training to make digital learning both sustainable and scalable.

It also brings into view a possible role of digital learning in bridging the existing educational gaps and helping students, especially those in remote areas, achieve academic success. However, such a far-reaching development strategy should include infrastructure development, teacher training, and policy support in order to overcome prevailing barriers to achieving long-term equity in education.

The analysis presented in this section shows, in detail, the results from the study done in relation to digital learning in underprivileged communities. In addition, further research could be done to measure long-term impact, as well as explore the scalability of such solutions in other low-resource settings. The findings also enumerate those emerging technologies, including artificial intelligence and machine learning, could be explored in ways they can contribute to the future of Personal Learning to support students with diverse learning needs.

CONCLUSION

The results of this study highlight that the most transformational power of digital learning solutions is in the position to achieve greater equity for underserved communities in Pakistan. In fact, there was significant improvement in academic performance after implementing the use of digital learning tools; students' average scores increased by 30% after exposure to digital resources. Student engagement also started to increase; the percentage of students reporting high engagement increased from 20% to 40%. These results certainly suggest that digital learning improves comprehension and classroom engagement. Specifically, access to interactive and multimedia content allowed students to review concepts that they found particularly challenging, thus supporting more personalized learning experiences. One of the critical issues of the successful adoption of digital learning was teacher training and professional development. Targeted training in digital pedagogy raised the confidence levels of teachers from 2.9 to 4.5 on a 5-point scale. The improvement suggests that when equipped with competency and knowledge, teachers are supportive of an environment that fosters effective use of digital tools. Despite such promising findings, there are still quite a few barriers in the way of fully realizing digital equity. Poor infrastructure, low levels of digital literacy, the unaffordability of digital tools and devices, and a lack of policy support are discussed as major challenges to the widespread use of digital learning in this paper. Such challenges require multi-pronged approaches, including investment in infrastructure development, subsidized access to digital devices, and continuous professional development for educators. The following studies, therefore, need to be longitudinal—to measure the eventual long-term impact that digital learning solutions might have on student outcomes—and need to explore how such an intervention can be scaled up across diverse educational settings. Furthermore, understanding how emerging technologies like AI and machine learning could play an important role in keeping personalized

learning experiences for the students will provide useful insights into future educational strategies. A more extended approach to policy development and public-private partnership might even underpin integration into education systems using digital tools as instrumental in further bridging the digital divide and promoting sustainable educational equity in low-resource settings.

REFERENCES

- Albofera, Q. K. L., Digan, D. A., Torres, J. R., & Quezada, R. J. C. (2024). Technology acceptance among college students living in remote areas. *American Journal of Multidisciplinary Research and Innovation*, 3(4), 138–147. <https://doi.org/10.54536/ajmri.v3i4.2898>
- Ali Hussain Bangash, Zahoor-ul-Haq, Muhammad Khalil. (2021). Factors affecting learning of english as second language in remote areas of pakistan. *Pakistan Journal of Educational Research*, 4(4). <https://doi.org/10.52337/pjerr.v4i4.376>
- Aljehani, S. B. (2024). Virtual reality advertising for education services. *Educational Administration: Theory and Practice*, 11736–11741. <https://doi.org/10.53555/kuey.v30i5.5008>
- Bahodir Fazilovich, S. (2023). Use of simulation educational technologies in the educational process of professional institutions. *European Journal of Education and Applied Psychology*, 19–21. <https://doi.org/10.29013/ejeap-23-3-19-21>
- Bajúzová, M., & Hrmo, R. (2024). Digital tools in education. *R&e-Source*, 4–18. <https://doi.org/10.53349/resource.2024.i.s1.a1236>
- Bennett, A., Naylor, R., Hanley, J., & Burgess, C. (2024). Access and equity in Australian higher education: The equity initiatives framework version 2.0. *Student Success*, 15(2), 67–74. <https://doi.org/10.5204/ssj.3559>
- Columbino, L. A. (2024). Enhancing motivation, problem-solving skills and performance of grade 2 learners in mathematics. *CC the Journal*, 13(1-4). <https://doi.org/10.69502/mddl7834>
- Demsky-Cohen, S., & Cohen, A. (2024). Promoting equity in civics education: Teaching marginalized students in Israel's remote areas. *Teaching and Teacher Education*, 145, 104616. <https://doi.org/10.1016/j.tate.2024.104616>
- Denham, D., Rozance, M. A., Malone, M., & Goodling, E. (2020). Sustaining future environmental educators: Building critical interdisciplinary teaching capacity among graduate students. *Journal of Environmental Studies and Sciences*. <https://doi.org/10.1007/s13412-020-00611-y>
- Greaves, D. E. (2024). Bridging the digital divide: The role of online education in promoting equity. *International Journal of Contemporary Education*, 7(2), 1. <https://doi.org/10.11114/ijce.v7i2.6768>
- Haleem, P. A., Javaid, D. M., Qadri, P. M. A., & Suman, D. R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Irwin, B. (2024). Smartphones as pedagogical tools: Transforming analog classrooms through digital storytelling. *JALTCALL Publications*, (1), 32–41. <https://doi.org/10.37546/jaltsig.call.pcp2023-04>
- Klees, S. J., & Qargha, O. (2014). Equity in education: The case of UNICEF and the need for participative debate. *PROSPECTS*, 44(3), 321–333. <https://doi.org/10.1007/s11125-014-9295-0>
- Naseer, F., Khalid, M. U., Ayub, N., Rasool, A., Abbas, T., & Afzal, M. W. (2024). Automated assessment and feedback in higher education using generative AI. In *Transforming education with generative AI* (pp. 433–461). IGI Global. <https://doi.org/10.4018/979-8-3693-1351-0.ch021>

- Naseer, F., Rasool, A. & Ayub, N. (2023). Fostering Sustainable Development Values through Innovative Pedagogies in STEM Higher Education. 11th International Conference on Sustainable Development, conference paper: https://ic-sd.org/wp-content/uploads/2023/10/2023-submission_407.pdf
- Naseer, F., Khan, M. N., Tahir, M., Addas, A., & Aejaaz, S. M. H. (2024). Integrating deep learning techniques for personalized learning pathways in higher education. *Heliyon*, Article e32628. <https://doi.org/10.1016/j.heliyon.2024.e32628>
- Noor, B. (2021). Challenges to private school teachers in remote areas of pakistan during pandemic: An exploratory study. *Global Educational Studies Review*, VI(II), 124–132. [https://doi.org/10.31703/gesr.2021\(vi-ii\).12](https://doi.org/10.31703/gesr.2021(vi-ii).12)
- Prasastiningtyas, W., Kurniawan, A. A., Ruswandi, A., Gymnastiar, I. A., & Amin, F. (2024). Digital literacy initiatives empowering marginalized communities through technology integration. *Indonesian Journal of Studies on Humanities, Social Sciences and Education*, 1(2), 60–76. <https://doi.org/10.54783/gf8b0m66>
- Saddique, R., Zeng, W., Zhao, P., & Awan, A. (2023). Understanding multidimensional poverty in pakistan: Implications for regional and demographic-specific policies. *Environmental Science and Pollution Research*. <https://doi.org/10.1007/s11356-023-28026-6>
- Students, digital devices and success. (2024). Organisation for Economic Co-Operation and Development (OECD). <https://doi.org/10.1787/9e4c0624-en>
- Tirmazee, Z. S., & Haroon, M. (2015). Growth in pakistan: Inclusive or not? *The Pakistan Development Review*, 54(4I-II), 335–350. <https://doi.org/10.30541/v54i4i-iiip.335-350>
- Van Herwegen, J., Thomas, M., Marshall, C., & Gordon, R. (2022). Busting neuromyths about special educational needs. *Developmental Psychology Forum*, 1(96), 7–9. <https://doi.org/10.53841/bpsdev.2022.1.9.6.7>