**EQUITY AND ACCESS IN DIGITAL TRANSFORMATION: ENHANCING CURRICULUM DELIVERY AT RURAL UNIVERSITIES**

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**ABSTRACT**

This study explores the role of digital education in rural universities, focusing on equity and access in the digital transformation of curriculum delivery. With the Fourth Industrial Revolution significantly impacting higher education through the integration of learning technologies, the digital divide remains a substantial barrier, particularly in developing countries. The research aims to address this challenge by investigating how digital education can bridge the gap in rural universities. A scoping review of literature published between 2022 and 2024 in South Africa was conducted, utilising the Technology Acceptance Model as the theoretical framework. The study followed a systematic approach using the PRISMA procedure to access, screen, and analyse relevant literature. Thematic analysis revealed key insights into the challenges and opportunities of digital transformation in rural universities. The study provides practical recommendations aimed at promoting equity and access, contributing to ongoing discussions on how to improve digital curriculum delivery in under-resourced areas.

**Keywords:** Digital transformation, curriculum delivery, digital divide, learning technologies, rural universities