7TH AFRICAN COUNCIL FOR DISTANCE EDUCATION
2024 CONFERENCE
BOOK OF ABSTRACT AND PROGRAMME

26TH - 29TH MARCH 2024
“From recovery to resilience: innovation in open, distance and online learning”
AT MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY
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THE CONFERENCE PROGRAMME

CONFERENCE ABSTRACTS

Strand 1: Teaching & Learning
Strand 2: E-Learning Educational Structures
Strand 3: E-Society/Cross-Cutting themes/E-Learning and Disasters
Strand 4: Innovation and Technology
# CONFERENCE ORGANISING COMMITTEE

1. Prof Charles Mutai
2. Prof. Hussein Golicha
3. Prof. John Kuria Thuo
4. Prof. Judah Ndiku
5. Prof. Peter Bukhala
6. Prof. Francis Orata
7. Prof. Elizabeth Omukunda
8. Prof. Stephen Odebero
9. Prof. John Muoma
10. Prof. Charles Tibbs
11. Prof. Benedict Alala
12. Prof. Gladys Mengich
13. Prof. Stanley Omuterema
14. Prof. Kennedy Bota
15. Prof. Gordon Nguka
16. Prof. Alice Ndiema
17. Dr. Damaris Ochanda
18. Dr. Lucy Mandilla
19. Dr. Tecla Sum
20. Dr. Lydia Anyonje
21. Dr. Charles Wachira
22. Mr. Ronald Michieka
23. Mr. Kenneth Songol
24. Mr. Victor Dinda
25. Mr. Adrian Oteng’i
26. Mr. Kevin Agalo
27. Mr. Eric Wendo
28. Mr. Wilberforce Shiundu
29. Ms. Linet Owuor
H.E (DR) Wycliffe Musalia Mudavadi
Prime Cabinet Secretary and Cabinet Secretary for Foreign and Diaspora Affairs

Wycliffe Musalia Mudavadi (born 21 September 1960) is a Kenyan politician and land economist who is currently serving as the Prime Cabinet Secretary of Kenya. Until October 2022, he was also the party leader of the Amani National Congress (ANC), one of the founding political parties, of the Kenya Kwanza alliance. He served as the 7th Vice-President of Kenya in 2002 and Deputy Prime Minister (2008–2012). He was the deputy party leader of the Orange Democratic Movement (ODM) (2005–2012) and Party Leader of the United Democratic Forum Party (UDF) from May 2012 to July 2015.


On September 27, 2022, President William Ruto issued and signed a Presidential executive order establishing the office of the Prime Cabinet Secretary of the Republic of Kenya and nominated Mudavadi to the position. Mudavadi was officially sworn in as PCS at State House, Kenya on October 27, 2022. The Prime Cabinet Secretary, in liaison with the Ministry responsible for Interior and National Administration, oversees the implementation of National Government policies, programmes and projects. Also among the key roles of the Prime Cabinet Secretary is to Chair the Principal Secretaries Committees and supervise the technical monitoring and evaluation of Government policies, programs and projects and to perform any other function as may be assigned by the President.
Hon. Ezekiel Machogu, EGH, was sworn in as Cabinet Secretary in charge of the Ministry of Education of the Republic of Kenya on October 27, 2022.

He is a seasoned career civil servant and administrator. Before his appointment as Cabinet Secretary, Hon. Machogu was the Member of Parliament for Nyaribari Masaba Constituency from 2017 to 2022. While serving in the 12th Parliament, he served as the Chairperson of the National Assembly Committee on Members, Service and Facilities; and as a Member of the Committee on Regional Integration.

Hon. Machogu has served as Senior Deputy Secretary in the Ministries of Arid and Semi-Arid Lands, Trade and Tourism, and the Public Service Commission from 2002 to 2016; as Deputy Provincial Commissioner of the Coast Province from 2001 to 2002; District Commissioner for Wajir, Busia and Nyandarua Districts from 1989 to 2001; and as District Officer of Tetu, Nyandarua, Oljororok, Kianyaga, Nandi, Naivasha, and Kikuyu Divisions from 1978 to 1989.

Hon. Machogu is an alumnus of the University of Nairobi where he undertook his Bachelor of Arts degree in Political Science (Government and Sociology).

He has also attended numerous senior management courses locally and across the world over the course of his long standing career in the civil service.
Distinguished guests, ladies and gentlemen!

It gives me great pleasure to welcome you to the 7th Triennial African Council for Distance Education Conference 2024. As the Principal Secretary for the State Department of University Education and Research, I extend my warmest greetings to all attendees.

The theme of this conference, "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning," encapsulates the evolving landscape of education in our modern world. In light of recent challenges, it is crucial that we embrace innovative approaches to ensure the resilience and continuity of learning.

Kenya is committed to advancing education through research-driven initiatives and digital innovations, particularly in the realm of open, distance, and online learning. This conference provides a valuable platform for stakeholders to exchange ideas, share best practices, and chart the way forward for education in Africa.

I commend the African Council for Distance Education and Masinde Muliro University of Science and Technology for convening this important event and look forward to fruitful discussions and collaborations that will shape the future of education across our continent.
Dear esteemed participants, distinguished delegates, and honorable guests!

On behalf of the Masinde Muliro University of Science and Technology (MMUST) University Council, it is my distinct pleasure to extend a warm welcome to the 7th Triennial African Council for Distance Learning Education (ACDE) Conference 2024. As the Chairperson of MMUST's University Council, I am thrilled to be part of this significant gathering focused on the theme, "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning."

Our collective journey through the challenges of recent times underscores the resilience and adaptability inherent in the field of education. This conference provides an invaluable opportunity to reflect on the strides made in open, distance, and online learning, showcasing the innovative approaches that have propelled us from recovery to resilience.

I am confident that the discussions, insights, and collaborations forged during this conference will not only enrich our understanding of distance education but will also contribute to the broader dialogue on shaping the future of learning. MMUST is honored to host this esteemed assembly, and I look forward to the fruitful exchange of ideas that will undoubtedly shape the landscape of education in the years to come.

Thank you for your presence and participation. May this conference be a catalyst for transformative innovations in open, distance, and online learning.
Dear Esteemed Colleagues, Distinguished Guests, and Participants,

It is with great pleasure and excitement that I extend a warm welcome to each one of you to the 7th Triennial ACDE Conference 2024 hosted by Masinde Muliro University of Science and Technology (MMUST). As the Vice-Chancellor of MMUST, I am honored to be a part of this significant gathering of minds.

The theme for this conference, "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning," encapsulates the transformative journey that education has undergone, particularly in these challenging times. The global landscape has faced unprecedented disruptions, but through innovation, we have not only recovered but have emerged with greater resilience.

This conference serves as a platform for us to explore and celebrate the innovations that have shaped open, distance, and online learning. It is an opportunity to share insights, experiences, and best practices that have propelled our institutions forward. The collective knowledge and diverse perspectives present in this gathering will undoubtedly contribute to the continued evolution of education.

As we come together to engage in thoughtful discussions, exchange ideas, and foster collaborations, let us reflect on the pivotal role education plays in building resilient societies. MMUST is proud to host this event, and we look forward to inspiring dialogues that will shape the future of distance education.

Thank you for your participation and commitment to advancing the frontiers of knowledge in open, distance, and online learning. May this conference be a source of inspiration and innovation as we navigate the path "From Recovery to Resilience."
Distinguished guests, ladies and gentlemen!

A heartfelt welcome to the 7th Triennial African Council for Distance Education (ACDE) Conference 2024, hosted by Masinde Muliro University of Science and Technology (MMUST). Under the theme "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning," we gather to explore the transformative landscape of education.

As the Division of the Deputy Vice-Chancellor for Planning, Research, and Innovation at MMUST, we are enthusiastic about supporting this conference's objectives. Our division is dedicated to fostering a culture of continuous improvement and creativity. In line with this commitment, we pledge to contribute our expertise in planning and research to enhance the dialogue on innovative practices in open, distance, and online learning.

Our team is poised to facilitate meaningful discussions on planning strategies, share cutting-edge research findings, and champion innovative initiatives that will advance the resilience of education in these evolving times. Through collaboration and knowledge exchange, we aim to collectively shape the future of distance learning.

Thank you for your participation, and we look forward to a conference filled with insightful conversations and groundbreaking innovations.
Distinguished guests, ladies and gentlemen!

I extend a warm and hearty welcome to the 7th Triennial African Council for Distance Education Conference 2024, hosted by Masinde Muliro University of Science and Technology (MMUST). Embracing the theme "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning," this conference is a testament to our collective dedication to advancing education in dynamic times.

As the Division of the Deputy Vice-Chancellor for Academic and Student Affairs at MMUST, we are enthusiastic about supporting the success of this transformative event. Our commitment is to foster an environment that promotes academic excellence and student well-being. In line with this commitment, we stand ready to contribute to the conference by addressing the critical role academic affairs play in the recovery and resilience of education.

Our division will facilitate discussions on innovative pedagogies, student engagement strategies, and academic support systems. Through collaboration and shared insights, we aspire to contribute meaningfully to the evolution of open, distance, and online learning. Together, let us chart a course for the future of education.

Thank you for your participation, and we look forward to a conference rich in enlightening discussions and impactful innovations.
It is a privilege to extend a warm welcome to the 7th Triennial African Council for Distance Education (ACDE) Conference 2024, hosted by Masinde Muliro University of Science and Technology (MMUST). As the Division of the Deputy Vice-Chancellor for Administration and Finance at MMUST, we are committed to supporting and enhancing the success of this crucial event themed "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning."

Our division recognizes the pivotal role financial and administrative frameworks play in the effective execution of educational initiatives. We are dedicated to ensuring seamless logistical arrangements, efficient resource allocation, and a conducive environment for productive discussions. The administration and finance team at MMUST stands ready to provide the necessary support, fostering an atmosphere conducive to innovative conversations that will shape the future of distance education.

We understand the importance of financial prudence and administrative excellence in advancing the goals of this conference. Together, let us explore innovations, share insights, and collectively contribute to the resilience and evolution of open, distance, and online learning.

Thank you for your participation, and we look forward to a successful and impactful conference.
Dear Esteemed Participants!

On behalf of the African Council for Distance Education (ACDE), it is my distinct pleasure to welcome you to the 7th Triennial African Council for Distance Education Conference 2024. This gathering, centered on the theme "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning," holds immense significance in our collective pursuit of educational excellence.

In these dynamic times, the journey from recovery to resilience requires innovative approaches and steadfast dedication. This conference serves as a beacon of inspiration, bringing together scholars, educators, and practitioners to explore and celebrate the transformative innovations in distance education.

As President of the ACDE, I am thrilled to witness the exchange of insights, experiences, and best practices that will shape the future of education across our continent. Together let us embrace the challenges and opportunities inherent in our evolving educational landscape. Let us chart a course towards a more resilient and inclusive learning environment.

Thank you for your participation and commitment to advancing distance education in Africa.
It is with great pleasure and enthusiasm that I extend a warm welcome to each one of you to the 7th ACDE Triennial Conference.

Our journey in the field of distance education has been marked by remarkable strides, and this conference serves as a testament to our collective commitment to advancing education across the African continent and beyond. As we gather here, we are not just participants; we are architects of change, pioneers in the realm of education, and advocates for the transformative power of distance learning.

The theme of this year’s triennial conference, “From recovery to resilience: Innovations in Open, Distance and Online Learning,” resonates deeply with the opportunities and challenges that lie ahead of us. In these times of rapid technological advancement and global interconnectedness, our ability to innovate and adapt will shape the future of education in Africa. It is through the exchange of ideas, experiences, and best practices that we can collectively chart a course towards a more resilient and dynamic distance education ecosystem. Let us embrace this unique opportunity to learn from one another, inspire change, and drive the evolution of education in our beloved continent.

I would like to express my sincere gratitude to the organizing committee, our esteemed partners, and all those who have contributed to the success of this event. Your dedication and hard work have laid the foundation for a conference that promises to be both enlightening and impactful.

May our time together be filled with fruitful conversations, lasting connections, and a renewed sense of purpose as we collectively strive for excellence in distance education.

Once again, welcome to the 7th ACDE Triennial Conference!
Dr. Teresa Mwoma  
Executive Director, ACDE

Dear esteemed participants!

It is with great pleasure and anticipation that I extend a warm welcome to each of you to the 7th Triennial African Council for Distance Education Conference 2024. As the Executive Director of the African Council for Distance Education (ACDE), I am honored to convene this esteemed gathering under the theme "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning."

In the face of unprecedented challenges, the journey from recovery to resilience in education requires bold innovations and unwavering dedication. This conference serves as a platform for us to collectively explore and celebrate the transformative advancements in distance learning.

I am confident that the discussions, insights, and collaborations that will transpire over the course of this conference will not only enrich our understanding of distance education but also pave the way for a more resilient and inclusive learning landscape in Africa.

Thank you for your participation and commitment to advancing distance education across our continent. Together, let us embark on this journey towards a brighter and more resilient future in education.
Dear esteemed participants!

Welcome to the 7th Triennial African Council for Distance Education Conference 2024, proudly hosted by Masinde Muliro University of Science and Technology (MMUST). The theme, "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning," encapsulates our collective journey towards shaping the future of education in these transformative times.

As the Director of Research and Postgraduate Support at MMUST, it is my pleasure to express our commitment to supporting this vital conference. Research is the cornerstone of innovation, and our division is dedicated to fostering an environment that nurtures groundbreaking ideas and scholarly pursuits. We understand the pivotal role research plays in advancing open, distance, and online learning.

During the conference, our directorate will actively contribute by facilitating discussions on cutting-edge research findings, sharing insights into postgraduate support structures, and fostering collaborations to drive innovation in education. Through collaborative efforts, let us explore and embrace the innovations that will propel education from recovery to resilience.

Thank you for your participation, and we eagerly anticipate a conference filled with insightful deliberations and meaningful contributions to the future of distance education.
MESSAGE FROM CONFERENCE CONVENERS

Prof. Gordon Nguka
Director, Open, Distance and eLearning, Masinde Muliro University of Science & Technology

Dear esteemed colleagues and participants!

It is my pleasure to extend a warm welcome to the 7th Triennial African Council for Distance Education Conference 2024, hosted by Masinde Muliro University of Science and Technology. With the theme "From Recovery to Resilience: Innovations in Open, Distance, and Online Learning," we embark on a journey of exploration and collaboration.

This conference serves as a beacon for the exchange of transformative ideas in education. As the convener, I am thrilled to witness the convergence of diverse perspectives, fostering discussions on innovative practices that have propelled education from recovery to resilience.

Together, let us celebrate the spirit of innovation, share insights, and collectively shape the future of open, distance, and online learning. I look forward to the vibrant discussions and collaborative efforts that will unfold over the course of this conference.

Thank you for your participation, and let us make this gathering a source of inspiration and progress.
MEMBERS OF MASINDE MULIRO UNIVERSITY COUNCIL

DR. PAMELA SITIENEI
Chairperson of Council

MS. SUSAN NYABOKE NYASINGA
Member

DR. GEORGE LUTOMIA
Member

DR. KENNEDY OCHIENG OLUNGO
Member

MR. PETER MUHIA WANJIKU
Alternate CS - National Treasury

MS. GRACE WANJA KIMOTHO
Member

MS. DOROTHY N.O. KIMEU
Member

MR. BARTHOLOMEW LUMBASI
Rep PS State Department for Higher Education

PROF. SOLOMON IGOSANGWA SHIBAIRO
Vice Chancellor

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ACDE EXECUTIVE BOARD MEMBERS

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President

Prof. Olufemi Peters
ACDE 1st Vice President

Dr. Kaviraj Sharma
ACDE 2nd Vice President

Prof. Paul Wainaina,
ACDE Secretary General

Prof. Puleng LenkaBula
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Prof. Elifas Tozo Bisanda
ACDE, Representative, East African Region
Prof. Douglas Kunda,
ACDE Representative, Southern Africa

Prof. Musa Garba
ACDE, Western Region Representative

Dr. Teresa Mwoma
ACDE, Executive Director
KEYNOTE SPEAKERS

Prof. Goski Alabi

ACDE President and Consulting President, Laweh Open University Ghana

Professor Goski Alabi is an accomplished academic, practitioner and entrepreneur with experience in academia, consultancy, and regulations. She is a Professor of Quality Management and Leadership and holds B.Sc. in Chemistry and a Diploma in Education from the University of Cape Coast, an M. Phil. in Food Science from the University of Ghana, Legon, a Doctor of Business Administration from the Swiss Management Centre, and a Ph.D. in Business Administration from Central University of Nicaragua.

Prof. Goski is currently the Dean of the Centre for International Education and Collaboration at the University for Professional Studies, Accra and served as the Founding Dean of the School of Graduate Studies at the University. As the Founding Dean she grew the School from zero to 1000 students in six short years. She is a Quality Management professional of the highest order. She is a Chartered Quality Professional (CQP) from the Chartered Quality Institute, UK. She has consulted widely, and has published over 70 scholarly journal articles, books conference and technical papers. Prof. Goski Alabi proposed and facilitated the establishment of the Otumfuo Centre for Traditional Leadership and the Drolor Centre for Strategic Leadership, two leadership centres of excellence in Ghana. Prof. Goski is passionate about open supported teaching and learning and is the co-founder of Laweh Open University College.

Topic: “The Future of Education: Navigating the Post-Pandemic Landscape”
Prof. Solomon Shibairo is the Vice Chancellor of Masinde Muliro University of Science and Technology. He holds a PhD in Plant Science from the University of British Columbia (1996), a M.Sc. in Agronomy (1989), and a B.Sc. in Agriculture (1985) from the University of Nairobi.

He has extensive teaching experience in agronomy, horticulture, postharvest, and seed science at both Masters and undergraduate levels. With a keen interest in research, Prof. Shibairo has secured over eight grants and led significant projects in plant science. He has authored numerous publications and served as an external examiner at various universities. Prof. Shibairo has held various leadership roles, including Deputy Vice Chancellor at Kibabii University and Deputy Principal at Kibabii University College.

Prof. Shibairo is affiliated with esteemed professional bodies such as the Kenya National Academy of Science and the Horticulture Society of Kenya. He has made notable contributions to agricultural science, evident in his research on topics like cassava post-harvest value addition and finger millet production. His dedication to academia and research has earned him recognition, including the Vice Chancellor’s Senior Researcher award at the University Of Fort Hare and the University of Venda. Prof. Shibairo's multifaceted expertise and commitment to advancing agricultural science make him a respected figure in academia and research circles.

**Topic:** "Supporting Student Well-being in Virtual Education: Mental Health and Resilience"
Dr. K. S. Sukon, Principal Fellow of the Higher Education Academy (UK), is a highly accomplished individual with a wide range of experiences in the field of education and research. He is renowned for his role as the Founder Director-General of the Open University of Mauritius, established in 2012 as the first local ISO Certified public university in Mauritius. Under his leadership, the university has flourished, with over 13,450 learners and financial independence.

Dr. Sukon's contributions extend beyond the realm of academia. He serves as the Chairman of the Mauritius Research and Innovation Council and has held leadership positions in various educational institutions and organizations. His expertise in research and consultancy is evidenced by his work with international bodies such as UNESCO, ILO, and UNDP.

In addition to his administrative roles, Dr. Sukon is a prolific researcher, having published numerous papers and supervised doctoral theses. He has made significant contributions to the field of computational mathematics, developing innovative methods for solving linear systems of equations.

Throughout his career, Dr. Sukon has been recognized for his achievements, including the establishment of the National Human Resource Development Plan for Mauritius, the preparation of the National Employment Policy, and the promotion of open and distance learning in Africa through the Association for the Development of Education in Africa (ADEA).

His dedication to education and research is further underscored by his involvement in various academic bodies, including the Senate of the University of Mauritius and the Academic Council of the University of Technology, Mauritius. Dr. Sukon's impact extends beyond his home country, as evidenced by his honorary position at Imperial College London, UK.

In summary, Dr. K. S. Sukon's remarkable career is characterized by his commitment to advancing education, research, and innovation both locally and internationally. His leadership and expertise have made a lasting impact on the field of higher education in Mauritius and beyond.

**Topic: "Equity and Inclusion in Online Learning: Challenges and Solutions"**
Prof. Martins Vilanculos Laita

Vice-Rector for the Academic Area

Professor Martins Vilanculos Laita is a leading figure in the Mozambican education landscape, playing a pivotal role in shaping the future of learning at Universidade Aberta ISCED (UnISCED) in Beira. Prof. Laita has dedicated his career to expanding access to quality education through open and distance learning (ODL). He currently serves as the Vice-Rector for the Academic Area at UnISCED, overseeing the institution's academic programs and ensuring their alignment with the highest standards. Prof. Laita's leadership extends beyond the university walls, as he actively contributes to the national and international ODL discourse. He has held prominent positions like President of the African Council for Distance Education (ACDE) and has participated in numerous conferences and workshops, advocating for the transformative power of ODL in Africa.

Prof. Laita's academic background is equally impressive. He holds a PhD in Education and his research interests lie in the areas of ODL policy, curriculum development, and quality assurance. He has authored numerous publications and presented his work at international conferences, contributing to the advancement of ODL knowledge and practice. Beyond his academic and leadership roles, Prof. Laita is known for his passion for innovation and his commitment to student success. He has spearheaded initiatives to integrate technology into UnISCED's curriculum, making learning more engaging and accessible. He is also a strong advocate for student support services, ensuring that students have the resources they need to succeed in their studies.

Topic: "Lifelong Learning in a Digital World: Strategies for Upskilling and Reskilling"
Professor Kgomotso Hildegard Moahi

Acting Vice Chancellor, University of Botswana

Kgomotso H. Moahi currently serves the Botswana Open University (BOU) as acting Vice Chancellor. Her substantive position, however, is that of Deputy Vice Chancellor for Academic Services. Professor Moahi has been in the employ of BOU for the past 4 years. She also served at the University of Botswana for 35 years.

As an academic at the University of Botswana, Kgomotso Moahi taught and researched on the use of ICTs in information management and librarianship, promotion and protection of indigenous knowledge, health informatics, business information systems, information ethics, and ethical and legal issues of information management. She has researched and published in the areas of health information systems, library science, and indigenous knowledge systems. Kgomotso Moahi has also served at management and leadership levels of the University of Botswana where she held a number of leadership positions. From 2002 to 2008, she served as the head of department of the Department of Library and Information Studies. She served as the Dean of the Faculty of Humanities from 2008 to 2014. She has served as interim Vice Chancellor for 10 months in 2016. In February 2020 she retired from the University of Botswana and joined the Botswana Open University (BOU) as DVC Student Services, and was later redeployed to the Academic Services Division as the DVC. In that position she oversees two divisions, Academic Services and Research Innovation and Partnerships. She has served as the Acting Vice Chancellor since 1st April 2023, following the retirement of the BOU founding Vice Chancellor, Dr. Daniel Tau.

Topic: "The Role of Open Educational Resources (OER) in Resilient Learning Environments"
Prof. Ezra Maritim

Chair of Council, Open University of Kenya

Professor Ezra Maritim is a highly accomplished academic and administrator with a rich educational background and extensive experience in higher education leadership. He obtained his Bachelor of Arts degree from the University of Nairobi in 1973 and further pursued postgraduate studies at Harvard University, earning both a Master of Education and Doctor of Education degrees in 1975 and 1979, respectively, under a University of Nairobi staff development scholarship sponsored by the Carnegie Foundation of New York. Throughout his career, Prof. Maritim held various key positions in academia, notably at Kenyatta University, where he served as University Secretary and Deputy Vice-Chancellor. He also contributed significantly to the Kenya National Examinations Council and later served as the Vice-Chancellor of Egerton University. His involvement extended beyond administrative roles; he chaired several committees and boards, including those related to education policy, distance education, and water resource management. Additionally, he served as a consultant for UNESCO and UNDP on various educational development projects in the region. Prof. Maritim's expertise has been recognized internationally, as evidenced by his teaching appointments at universities such as the University of South Africa and the Open University of Tanzania. His contributions to education and community development have left a lasting impact at both the national and regional levels.

Topic: “The Emerging Distance Learning Ecosystem as a Roadmap for Inclusivity in Higher Education: The Case of the Open University of Kenya”
Prof. Elifas Tozo Bisanda is the Vice Chancellor of the Open University of Tanzania (OUT) since the 3rd June, 2015. He previously served as the Deputy Vice Chancellor (Regional Services) for two (2) years (2007-9), then Deputy Vice Chancellor (Academics) for a period of six (6) years (2009-2015). Prior to joining the Open University of Tanzania, he worked at the University of Dar es Salaam for 20 years (1981-2000), three years at the University of Namibia (2000-2003), and four years at the Kigali Institute of Science and Technology – KIST (2003-2007). Prof. Bisanda holds a PhD in Materials Science from the University of Bath, UK (1991), an M.Sc. in Metallurgical Engineering from Cranfield University UK (1984), and a B.Sc. in Mechanical Engineering from the University of Dar es Salaam (1981). He has years of experience in distance education and is a champion of open and online education. Currently, he is the Chairman of UNESCO National Commission of Tanzania and a Board member for the African Council for Distance Education (ACDE). He is also a member of the Executive Board of the Distance Education Association of Southern Africa (DEASA) and the Southern Africa Regional Universities Association (SARUA). Prof Bisanda holds the UNESCO Chair of Curriculum and Teacher Education at the Open University of Tanzania.

Topic: "Global Perspectives on Open Education: Lessons from Around the World"
Dr. Rebecca Wambua

Chairperson Distance, Open and E-Learning Practitioners’ Association of Kenya

Dr. Rebecca Wambua has a PhD in Distance Education from the University of Nairobi, and is a Commonwealth of Learning Consultant. She is a Key Note Speaker in the Higher Education eLearning Technologies International Conference (HiETeC-2024) to be held from to 21st to 23rd February, 2024. She has also been a Key Note Speaker in the eLearning Conference in the University of Embu held from 2nd to 3rd November, 2023. She facilitated a 3-days ODeL workshop on instructional design and ODeL course development/enhancement with OER which took place at Maasai Mara University from Tuesday 13th to Thursday 15th February, 2024. She also facilitated a 3-Days workshop on ODeL sensitization /stakeholders’ engagement for development and validation of ODL Policy and validation of ODeL Policy from 16th to 18th January, 2024. She is scheduled to facilitate a third 2-day capacity building workshop on online teaching competencies from 13th-14th March, 2024, in Maasai Mara University, funded by Commonwealth of Learning. She has served in the education sector for over 32 years (17 years at the school level and 16 years in the university). She is the current Chairperson of Distance Open and e-Learning Practitioners’ Association of East Africa and the Chairperson of Distance Open and e-Learning Practitioners’ Association of Kenya which consists of senior faculty members from more than 62 universities in Kenya.

Dr. Wambua is a senior lecturer at Africa Nazarene University and she has played various leadership roles at the university level including being the Director of the Institute of Open, Distance and e-Learning in Africa Nazarene University, the Coordinator for Education and Counselling programmes, the School Based Coordinator and as the Head of Distance Education and e-Learning at Kenya Methodist University. She has keen interest in Distance, Open and e-Learning and has co-authored six peer reviewed articles. She has published 4 books, co-authored 8 instructional manuals (for Kenya Methodist University and Kenya Education Management Institute) and edited 12 instructional manuals for African Virtual University.

Topic: “Stimulation of Social learning through digital Education in Higher Education”
Professor Puleng LenkaBula made history on January 1st, 2021, by becoming the Principal and Vice-Chancellor of the University Of South Africa (UNISA), marking her as the first female Academic, the first black woman, and only the third black individual to hold this prestigious position in post-apartheid South Africa. With a deep connection to her African roots, Professor LenkaBula boasts a Doctorate in Ethics from the University of South Africa, specializing in Ethics of the Economy, Ecology, and Politics. She is widely recognized as a distinguished scholar both locally and internationally, with a wealth of published books and articles in refereed journals. Her leadership is further underlined by her extensive executive management experience in various sectors, including education, ecumenical, private, and civic society.

Having previously served as Dean of Students and Director in the office of her predecessor at Unisa, Professor LenkaBula brings a wealth of institutional knowledge to her new role. Prior to her appointment, she held prominent positions at the University of the Free State and the University of the Witwatersrand, among others. Professor LenkaBula's vision for UNISA is centered on academic excellence and global knowledge transformation, emphasizing the importance of engaging with diverse knowledge systems and fostering impactful knowledge exchange. Her commitment to deploying knowledge for the betterment of humanity and ecology underscores her dedication to ensuring Unisa's success as a leading global institution.

**Topic:** "Building Resilient Learning Communities: Strategies for Engagement and Retention"
ACDE Secretary General & Vice Chancellor, KU

Professor Paul K. Wainaina is the Vice-Chancellor, Kenyatta University. He is a distinguished scholar and professional in the area of Philosophy and Philosophy of Education, with over thirty five years wealth of experience. Professor Wainaina is committed to the promotion of excellence in higher education management and practice for building human resource capacities and skills towards sustainable development.

Under Professor Wainaina’s stewardship, Kenyatta University has experienced unprecedented growth and recognition as a leading institution of higher learning. Driven by passion for leveraging technology to enhance education, Professor Wainaina has championed the integration of online learning platforms and cutting edge digital tools into the University’s curriculum, ensuring that students have access to high-quality education regardless of their geographical location or background. During his tenure, Professor Wainaina has spearheaded numerous transformative projects aimed at enhancing the University’s research capabilities, fostering interdisciplinary collaborations and promoting community engagement. His strategic vision has positioned Kenyatta University as a hub of intellectual inquiry and social impact.

Beyond his advocacy for technological innovation, Professor Wainaina has demonstrated a steadfast commitment to fostering a culture of diversity, equity, and inclusion within the University community. Through targeted initiatives and strategic partnerships, the Vice-Chancellor has created a conducive environment for students, staff and faculty to pursue their academic and personal growth.

Being a scholar and Chief Executive Officer of a public university, Professor Wainaina has great passion for strong regional and global partnerships and cooperation as tools and pillars for addressing socio-economic development. During his tenure he has promoted efficiency, innovation, business re-engineering and integration of ICT teaching and learning at the University.

Topic: “Digital Pedagogy: Redefining Teaching and Learning in the Digital Age”
Prof. Olufemi Ayinde Peters

ACDE 1st Vice President & Vice Chancellor, Nation Open University of Nigeria

Professor Olufemi Peters is presently the Vice-Chancellor of the National Open University of Nigeria, NOUN. He holds a B.Sc. in Chemistry; M.Sc and Ph.D in Polymer science and Technology. He worked at the Ahmadu Bello University, Zaria, Nigeria for over 20 years before joining the National Open University of Nigeria in 2003. He was at one time visiting Professor of Chemistry, University of Lagos, Nigeria.

A Professor in Chemistry, Prof. Peters has held various leadership positions in NOUN such as Chairman, Committees of Deans and Directors; Chairman, Business Committee of Senate; Dean, School of Science; Director of Examination and Assessment; Director of Academic Planning and Deputy Vice-Chancellor, Academics. From 2014 to 2018, he was the Executive Director and Chief Executive of the Nigerian Stored Products Research Institute, Ilorin, Nigeria. Professor Peters has also served as a member of many educational accreditation panels including the Interim Joint Matriculation Board for advanced level programmes; National Commission for Colleges of Education; National Board for Technical Education for Polytechnics, and National Universities Commission. He served as member and chairman of a number of committees for the Standards Organisation of Nigeria (SON) and the Raw Materials Research and Development Council, (RMRDC) respectively, in Nigeria.

Professor Peters has served as Lead Consultant to the Commonwealth of Learning, Vancouver, Canada through which he respectively led-facilitated at four African Universities and ten Nigerian Universities on Policy Formulations; Quality Assurance; and Dual-mode transitioning. He led several study teams from NOUN to ODL Institutions such as, the Open University, UK, the University of South Africa, International College Group and Western Cape Learning Centre (Parrow), Cape Town, Indira Ghandi National Open University, New Delhi, National Institute for Open Schooling (NIOS), India and the University of London.

Professor Olufemi Peters is a Fellow of the Chemical Society of Nigeria and first Vice President of the African Council for Distance Education (ACDE).

Topic: "Emerging Technologies Shaping Online Learning"
Dr. Christine Phiri Mushibwe, B Ed, MA, PhD

Vice Chancellor UNICAF University, Zambia

Christine Phiri Mushibwe is the current Vice Chancellor at Unicaf University Zambia. She has a Ph.D. from University of Huddersfield, UK; where she worked as a Lead Tutor and taught in Universities in China. She has also worked as an associate Lecturer at Leeds Trinity University as a Research Methodology Tutor. She is currently a Visiting Research Fellow at University of Huddersfield. Christine has served in various Higher Education Institutions as a Lecturer and in leadership positions in the United Kingdom and Zambia. She earned the prestigious award of ‘Africa’s Most Influential Woman in Business and Government’ by CEO Global, (in the education category), as regional and Country winner in 2017, 2018/19 respectively. Christine is a founder member of Training Teachers for Community Schools in Zambia (TTCSZ) [https//www.teachers4zambia.org] and Lusaka Open Business College. She is the Chair of the Advisory Body at Campaign for Female Education, Board Member of COLD and GARA respectively. Christine is the author of the highly acclaimed books titled “The Effect of Cultural Traditions on the Education of Women” (2010), “Followers as a Key Variable in Organization Success” (2020) and “The Basics of Research: Making Research Easy for Student” (2022). She has published a number of journals and contributed chapters to Books. She is a supervisor and examiner of PhD students in various universities, a reviewer of books and journals. She is an established Corporate Trainer, outstanding public speaker as well as Keynote Speaker at various local and International Conferences.

Topic: "Faculty Development for Effective Online Teaching"
Prof. Bismark Tyobeka, a renowned nuclear power expert, assumed the role of Principal and Vice-Chancellor at NWU on June 1, 2022. His association with NWU dates back to his studies at the University of North-West in the 1990s. Elected as the fifth chairperson of NWU Council in 2017 and reappointed for a second term in 2020, he spearheaded the institution's transition to a unitary model, facilitating institutional transformation.

Prof. Tyobeka's illustrious career includes serving as CEO of the National Nuclear Regulator (NNR) of South Africa since 2013 and contributing significantly to global nuclear safety initiatives. He holds multiple leadership roles in organizations like the International Atomic Energy Agency (IAEA), showcasing his international prominence in nuclear science. Despite his global engagements, Prof. Tyobeka maintains strong ties with NWU and its alumni, particularly in the nuclear power industry. His academic journey, marked by multiple degrees including a Ph.D. in Nuclear Engineering from Penn State University, reflects his dedication to advancing nuclear science.

A prolific author and presenter, Prof. Tyobeka has contributed extensively to academic literature and international conferences on nuclear power. His work underscores his commitment to innovation and safety in the nuclear energy sector. Prof. Tyobeka's leadership journey, from student roles to Vice-Chancellor, exemplifies his dedication to institutional excellence and human development. His vision for leadership emphasizes the importance of remaining connected to one's roots and fostering a culture of accountability and growth within organizations.

Topic: “Data Analytics and Learning Analytics: Leveraging Data for Continuous Improvement”
**Prof. Isaiah Wakindiki**

**Vice Chancellor & CEO of KCA University**

**Professor Isaiah I.C. Wakindiki** is the Vice Chancellor & CEO of KCA University. He is a Professor of Soil Science with over 30 years of experience in teaching, research and university leadership.

Prof. Wakindiki holds a PhD in Soil Science from Egerton University, a Master of Science in Soil Science from the University of Nairobi, a Bachelor of Science in Agriculture from the University of Nairobi and a Post Graduate Diploma in Higher Education & Training from the University of Fort Hare.

He is an accomplished scholar with more than 100 publications in refereed journals and books; and has successfully supervised over 50 postgraduate students at both Masters and PhD levels.

Prof. Wakindiki is a passionate researcher and has secured more than 55 research-funded projects, many consultancies and grants.

He is a member of the Soil Science Society of South Africa, the South African Council for Natural Scientific Professions, a Professor Extraordinaire at the University of South Africa (UNISA) and a member of the Kenya Network of Entrepreneurial Institutions Leaders (KNEIL).

**Topic:** “Assessment and Credentialing in Online Learning: Innovations and Challenges"
# PRECONFERENCE WORKSHOP PROGRAMME

**25th March 2024**

**FACILITATOR:** Dr. Ephraim Muhlanga (SAIDE) & Prof. Christine Ofulue (NOUN)

**VENUE:** MCU 001

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>8:00AM – 10:30AM</td>
<td>Topic: Retooling for the future: Exploiting the potential of the enhanced ACDE Quality Assurance Toolkit.</td>
</tr>
<tr>
<td>10:30AM – 11:00AM</td>
<td><strong>HEALTH BREAK AND NETWORKING</strong></td>
</tr>
<tr>
<td>11:00AM – 1:00PM</td>
<td>Topic: Retooling for the future: Exploiting the potential of the enhanced ACDE Quality Assurance Toolkit.</td>
</tr>
<tr>
<td>1:00PM – 2:00PM</td>
<td><strong>LUNCH BREAK AND NETWORKING</strong></td>
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</table>

**2nd Workshop**

**FACILITATOR:** International Council for Open and Distance Education (ICDE)

**VENUE:** MCU 001

<table>
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<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2:00PM - 3:30PM</td>
<td>Topic: Global Advocacy for Educational Resilience: Launch of the Africa Task Force for the ICDE Global Advocacy Campaign.</td>
</tr>
<tr>
<td>3:30PM – 3:40PM</td>
<td><strong>HEALTH BREAK</strong></td>
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</table>

**3rd Workshop**

**FACILITATORS:** University of South Africa (UNISA)

**VENUE:** MCU 001

<table>
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<tr>
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<tbody>
<tr>
<td>3:40PM – 5:00PM</td>
<td>Topic: Publishing in the ODeL Field: Scholarship of Teaching and Learning and Career Progression</td>
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</table>

**END OF DAY**
# THE CONFERENCE PROGRAMME
## DAY ONE: TUESDAY, 26<sup>th</sup> MARCH 2024

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<tbody>
<tr>
<td>8:00AM – 8:30AM</td>
<td>Registration</td>
<td>Secretariat</td>
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<tr>
<td>8:30AM – 8:40AM</td>
<td><strong>OFFICIAL OPENING OF THE CONFERENCE</strong></td>
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<tr>
<td>8:40AM – 8:50AM</td>
<td>Welcoming Remarks</td>
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<td></td>
<td>Prof. Francis Orata – Director of Research and</td>
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<td></td>
<td>Postgraduate Support, MMUST</td>
<td>Prof. Gordon Nguka</td>
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<td></td>
<td>Prof. Charles Mutai – Deputy Vice Chancellor</td>
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<td>(Planning, Research, and Innovation), MMUST</td>
<td>Prof. Francis Orata</td>
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<td>Prof. Hussein S. A. Golicha – Deputy Vice</td>
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<td></td>
<td>Chancellor (Academics &amp; Students Affairs),</td>
<td>Prof. C. Mutai - DVC (PRI)</td>
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<td>MMUST</td>
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<td></td>
<td>Prof. John Kuria Thuo – Deputy Vice</td>
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<td></td>
<td>Chancellor (Administration &amp; Finance), MMUST</td>
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<tr>
<td>8:50AM – 9:00AM</td>
<td>Prof. Solomon Shibairo – Vice Chancellor,</td>
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<td>MMUST</td>
<td>Prof. C. Mutai - DVC (PRI)</td>
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<tr>
<td>9:00AM – 9:10AM</td>
<td>Prof. Paul Wainaina – ACDE Secretary General</td>
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<td></td>
<td>&amp; Vice Chancellor, Kenyatta University</td>
<td>Prof. Solomon Shibairo</td>
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<tr>
<td>9:10AM – 9:20AM</td>
<td>Prof. Goski Alabi - President and Consulting</td>
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<td>President, Laweh Open University Ghana</td>
<td>Prof. Solomon Shibairo</td>
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<tr>
<td>9:20AM – 9:30AM</td>
<td>Dr. Pamela Sitienei – Chairperson of Council,</td>
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<td></td>
<td>MMUST</td>
<td>Prof. Solomon Shibairo</td>
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<tr>
<td>9:30AM – 9:40AM</td>
<td>Dr. Beatrice Muganda Inyangala – Principal</td>
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<td>Secretary, State Department of University</td>
<td>Dr. Pamela Sitienei</td>
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<td>Education and Research</td>
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<tr>
<td>9:40AM – 9:50AM</td>
<td>Hon. Ezekiel Machogu, EGH-Cabinet Secretary,</td>
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<td>Ministry of Education</td>
<td>Dr. Beatrice Muganda Inyangala</td>
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<tr>
<td>9:50AM – 10:00AM</td>
<td>Hon. Dr. Musalia Mudavadi – Prime Cabinet</td>
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<td>Minister</td>
<td>Hon. Ezekiel Machogu, EGH</td>
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<tr>
<td>10:00AM –</td>
<td>KEYNOTE SPEAKER: PROF SOLOMON SHIBAIRO</td>
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<tr>
<td>10:30AM</td>
<td>TOPIC: “Supporting Student Well-being in Virtual Education: Mental Health and Resilience”</td>
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<tr>
<td>Moderator:</td>
<td>Prof. Paul Kuria Wainaina</td>
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<tr>
<td>Rapporteur:</td>
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<tr>
<td>10:50AM –</td>
<td>HEALTH BREAK AND NETWORKING</td>
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<tr>
<td>11:20AM</td>
<td>KEYNOTE SPEAKER: PROF. GOSKI ALABI</td>
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<tr>
<td>11:50AM –</td>
<td>TOPIC “The Future of Education: Navigating the Post-Pandemic Landscape”</td>
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<tr>
<td>12:00PM –</td>
<td>Plenary</td>
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<tr>
<td>12:40PM –</td>
<td>Ntombikayise Nkosi &amp; Sindile Ngubane: Lecturer's reflection on online teaching practice supervision in an ODeL space.</td>
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<tr>
<td>1:00PM –</td>
<td>LUNCH BREAK AND NETWORKING</td>
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<tr>
<td>2:00PM – 2:20PM</td>
<td>Prof. Isaiah Wakindiki &quot;Assessment and Credentialing in Online Learning: Innovations and Challenges&quot;</td>
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<tr>
<td>2:40PM – 3:00PM</td>
<td>Plenary</td>
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<tr>
<td>3:00PM – 3:20PM</td>
<td><strong>Lydia Sophia Mbati:</strong> Building Cross-Cultural Competence as A Future of Work Skill in Online Learning Programmes</td>
<td></td>
</tr>
<tr>
<td>3:20PM – 3:40PM</td>
<td><strong>Zacarias Mendes Magibirei &amp; Isidro Rafael Vitor Manuela:</strong> Perspectives and Challenges of Distance Higher Education in Mozambique.</td>
<td></td>
</tr>
<tr>
<td>3:40PM – 4:00PM</td>
<td><strong>Dr. Hatikanganwi Mapudzi &amp; Ms. Jane Baloyi:</strong> Promoting Access, Inclusion and Participation of Students with Disabilities in South African Private Distance Higher Education.</td>
<td></td>
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<tr>
<td>4:00PM – 4:20PM</td>
<td><strong>Plenary</strong></td>
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</table>

**END OF DAY**
### DAY TWO

**VENUE 1 - Strand 1: Teaching & Learning**

#### BREAK AWAY SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:00AM – 8:20AM</td>
<td>Wafula, N.K; &amp; Bota, K. N: Social Support and Academic Achievement of Learners with Cognitive Difficulties in Kakamega County, Kenya</td>
</tr>
<tr>
<td>8:20AM – 8:40AM</td>
<td>Mohammed Shettima, Ibrahim Abba: Comparative Analysis of E-Learning Models</td>
</tr>
<tr>
<td>8:40AM – 9:00AM</td>
<td>Hassan Ibrahim: Challenges and Prospects of Using Information Communication Technology (ICT) in Tertiary Education in Nigeria</td>
</tr>
<tr>
<td>9:00AM – 9:20AM</td>
<td>Dorothy Ofoha, Olufemi A. Peters, Isaac S. Butswat, Doris L. Obieje, Ernest O. Ugbejeh, Gbenga Olufemi, Adebayo A. Aranmolate: Students’ Experiences of Their ODeL Challenges at the National Open University of Nigeria: Some Psychological Implications</td>
</tr>
<tr>
<td>9:20AM – 9:40AM</td>
<td>Plenary</td>
</tr>
<tr>
<td>9:40AM – 10:10AM</td>
<td>HEALTH BREAK AND NETWORKING</td>
</tr>
</tbody>
</table>
| 10:10AM – 10:50AM | KEYNOTE SPEAKER: DR. KARVIRAJ SUKon  
**TOPIC** “Equity and Inclusion in Online Learning: Challenges and Solutions ”  
**Moderator:** Prof. Kuria Thuo  
**Rapporteur:**                                      |
| 10:50AM – 11:10AM | Plenary                                                                                           |

#### SYMPOSIUM PRESENTATIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>11:10AM – 11:30AM</td>
<td>Prof. Puleng Lenka Bula &quot;Building Resilient Learning Communities: Strategies for Engagement and Retention&quot;</td>
</tr>
<tr>
<td>11:30AM – 12:00PM</td>
<td>Prof. Elifas Tozo Bisanda &quot;Global Perspectives on Open Education: Lessons from Around the World&quot;</td>
</tr>
<tr>
<td>12:00PM – 12:30PM</td>
<td>Dr. Christine Phiri Mushibwe, B Ed, MA, PhD &quot;Faculty Development for Effective Online Teaching&quot;</td>
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<tr>
<td>12:30PM – 1:00PM</td>
<td>Plenary</td>
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<tr>
<td>1:00PM – 2:00PM</td>
<td>LUNCH BREAK AND NETWORKING</td>
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<tr>
<td>Sub-theme One:</td>
<td>Moderator: Prof. Stephen Odebero</td>
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<tr>
<td>2:00PM – 2:20PM</td>
<td>'Dr. Josiah Owolabi,'Dr. J. A. Opateye,'Dr. Leah O. Oni,'Dr. Bello Lukman: Usefulness and Instructional Benefits of Online Facilitation: An Assessment of Perception of Facilitators in Open and Distance Learning Institutions</td>
</tr>
<tr>
<td>2:20PM – 2:40PM</td>
<td>Rotimi Michael Akande: Digital Literacy and Lifelong Learning in Lagos State: Exploring Strategies to Bridge the Gap for Adult Learners</td>
</tr>
<tr>
<td>2:40PM – 3:00PM</td>
<td>Funke Susan Apata, Ph.D: Teachers’ Perceptions and Attitudes to Artificial Intelligence in Senior School Physics Nigeria</td>
</tr>
<tr>
<td>3:00PM – 4:00PM</td>
<td>PRESIDENTIAL HANDING OVER CEREMONY</td>
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<tr>
<td>VENUE: MCU001</td>
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<tr>
<td>4:00PM – 4:20PM</td>
<td>Musa Abdullah: Effects of 7e’s Learning Cycle on Academic Achievement in Ecology Concepts Among Secondary School Students in Jigawa State, Nigeria.</td>
</tr>
<tr>
<td>4:20PM – 4:40PM</td>
<td>Kennedy Bota, Winnie Mucherah, Joab Namai &amp; Edward Khasakhala: Examining Teachers’ Views in Relation to the Core Values of the Competency-Based Curriculum in Vihiga County</td>
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<tr>
<td>5:40PM – 5:00PM</td>
<td>Plenary</td>
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<tr>
<td>5:00PM – 5:40PM</td>
<td>KEYNOTE SPEAKER: PROF. K.H MOAHJI VENUE: MCU 001 TOPIC : “The Role of Open Educational Resources (OER) in Resilient Learning Environments”</td>
</tr>
<tr>
<td>Moderator: Dr. Christine Phiri Mushibwe, B Ed, MA, PhD</td>
<td>Rapporteur:</td>
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<tr>
<td>5:40PM – 6:00PM</td>
<td>Plenary</td>
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END OF DAY
### DAY THREE

**VENUE 1 - Strand 1: Teaching & Learning**

#### BREAK AWAY SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00AM – 8:20AM</td>
<td>&quot;Oni, Leah Olubunmi (Ph.D), Owolabi, Josiah (Ph.D), Opateye, Johnson (Ph.D), and Bello, Lukuman (Ph.D): Facilitators Perceived Instructional Challenges of Online Facilitation in Open and Distance Learning (Odl) Institutions in Nigeria&quot;</td>
</tr>
<tr>
<td>8:20AM – 8:40AM</td>
<td>Master Maapae Maebane, Phd: Student Support and the Performance of Students, in Online Tutorials at Unisa North Eastern Region</td>
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#### SYMPOSIUM PRESENTATIONS

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<tr>
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<tbody>
<tr>
<td>8:40AM – 9:10AM</td>
<td>Dr. Rebecca Wambua “Stimulation of Social learning through digital Education in Higher Education”</td>
</tr>
<tr>
<td>9:10AM – 9:40AM</td>
<td>Dr. Bismark Tyobeka “Data Analytics and Learning Analytics: Leveraging Data for Continuous Improvement”</td>
</tr>
<tr>
<td>9:40AM – 10:10AM</td>
<td>Prof. Olufemi Peters &quot;Emerging Technologies Shaping Online Learning&quot;</td>
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#### HEALTH BREAK AND NETWORKING

<table>
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<tbody>
<tr>
<td>10:10AM – 10:40AM</td>
<td>Plenary</td>
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#### PRESENTATION SESSION

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<tbody>
<tr>
<td>11:10AM – 11:30AM</td>
<td>Adewojo Akinade Adebowale, Aderinola Dunmade, Akanbiemu Adetola: Lifelong Learning Opportunities Through Odel Institutions: An Analysis</td>
</tr>
<tr>
<td>11:30AM – 11:50AM</td>
<td>Salim Bashir Magashi, Phd: Technology and Legal Education in Nigeria: Towards a Dual Mode Legal Education in Nigerian Universities</td>
</tr>
<tr>
<td>12:10PM – 12:30PM</td>
<td>Martha Jacob Kabate &amp; Upendo Nombo: E-Learning Readiness of Students for Effective Teaching and Learning in Open and Distance E-Learning System: Theoretic Analysis</td>
</tr>
<tr>
<td>12:30PM – 12:50PM</td>
<td>Plenary</td>
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<tr>
<td>12:50PM – 2:00PM</td>
<td>LUNCH BREAK AND NETWORKING</td>
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<td>Time</td>
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<tr>
<td>2:00PM – 2:20PM</td>
<td><strong>Sanny A. Mabele¹ and Dr. Godfrey Murunga²</strong>: Strategic Responses for Technical and Vocational Education and Training Skill Development: Why and How TVET Institutions Build Digitalization Resilience?</td>
</tr>
<tr>
<td>2:40PM – 3:00PM</td>
<td><strong>Rogers Bhalalusesa</strong>: Assessing the Impact of Time Taken to Complete Online Examinations to the Final Grade of ODL Students</td>
</tr>
</tbody>
</table>
| 3:00PM – 3:40PM | **KEYNOTE SPEAKER: PROF. MARTINS VILANCULOS**  
**TOPIC** “Lifelong Learning in a Digital World: Strategies for Upskilling and Reskilling”  
**VENUE**: MCU 001 |
| 3:40PM – 4:00PM | **Chair of Session:** ___________________________  
**Rapporteur:** ___________________________  
**Plenary** |
| 4:00PM | **VENUE**: MCU 001  
**ACDE 7th TRIENNIAL CONFERENCE COMMUNIQUÉ**  
**CLOSING CEREMONY** |
**DAY ONE**

VENUE 2 - Strand 2: E-Learning Educational Structures

<table>
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<tr>
<th>Time</th>
<th>Description</th>
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</thead>
</table>
| 10:00AM – 10:30AM | **KEYNOTE SPEAKER:** PROF SOLOMON SHIBAIRO  
**TOPIC:** “Supporting Student Well-being in Virtual Education: Mental Health and Resilience”  
**Moderator:** Prof. Paul Kuria Wainaina  
**Rapporteur:** |
| 10:30AM – 10:50 AM | Plenary                                                                    |
| 10:50AM – 11:20AM | HEALTH BREAK AND NETWORKING                                                |
| 11:20AM – 11:50AM | **KEYNOTE SPEAKER:** PROF. GOSKI ALABI  
**TOPIC:** “The Future of Education: Navigating the Post-Pandemic Landscape”  
**Moderator:** Prof. Charles Mutai  
**Rapporteur:** |
| 11:50AM – 12:00PM | Plenary                                                                    |

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<tr>
<td>12:00PM – 12:20PM</td>
<td><strong>Prof. Kgomotso H. Moahi:</strong> The Role of Open Educational Resources (OER) in Resilient Learning Environments</td>
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<tr>
<td>12:20PM – 12:40PM</td>
<td><strong>Dr. Maryrose C. Mbanefo</strong> &amp; <strong>Mrs. Uchechukwu M. Okolie:</strong> Topic: Administrative Challenges of E-Learning in Distance Educational System in Nigeria</td>
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<tr>
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<td>2:00PM – 2:20PM</td>
<td><strong>Prof. Isaiah Wakindiki</strong> &quot;Assessment and Credentialing in Online Learning: Innovations and Challenges&quot;</td>
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<tr>
<td>2:20PM – 2:40PM</td>
<td><strong>Prof. Paul K. Wainaina</strong> “Digital Pedagogy: Redefining Teaching and Learning in the Digital Age”</td>
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<tr>
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<td>3:00PM – 5:00PM</td>
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<td><strong>Moderator:</strong> Prof. Ngumbane Sindile</td>
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<tr>
<td>3:00PM – 3:20PM</td>
<td><strong>Professor Rotimi Ogidan:</strong> Use of Technology in Open and Distance</td>
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<tr>
<td></td>
<td>Learning for Learning Among the Disenfranchised People in Africa:</td>
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<td></td>
<td>Challenges and Recommendations for Its Actualization</td>
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<tr>
<td>3:20PM – 3:40PM</td>
<td><strong>Bamikole Oludare Ogunleye:</strong> Awareness and Knowledge of Open</td>
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<td>Educational Resources Among Lecturers, Facilitators, Course Writers</td>
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<td>and Editors in Selected Nigerian Distance Learning Institutions</td>
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<tr>
<td>3:40PM – 4:00PM</td>
<td><strong>Mahmud Shallah Malami:</strong> The Impact of An Artificial Intelligence-</td>
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<td>Based Training Program on the Self-Learning Skills of Basic Science</td>
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<td>Teachers</td>
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<tr>
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**END OF DAY**
## DAY TWO

### VENUE 2 - Strand 2: E-Learning Educational Structures

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<th>Moderator: Dr. Ephraim Mhangla</th>
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<tr>
<td>8:00AM – 8:20AM</td>
<td>Elizabeth Kanani &amp; Claudine Hingston: A Framework for Higher Education Institutions to Thrive Post Covid-19</td>
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<td>8:20AM – 8:40AM</td>
<td>Pindiwe Christoleen Seloma: Access for Success for ODeL Offender Students in Gauteng Correctional Facilities in South Africa</td>
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<tr>
<td>8:40AM - 9:00AM</td>
<td>Ibrahim Ghide Adamu: Corruption and Rent-Seeking Leadership: A Hinderance to Educational Development in Yobe State: Implication and Panacea</td>
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<tr>
<td>9:00AM – 9:20AM</td>
<td>Joseph Magali: Challenges and Opportunities of Artificial Intelligence Use for Postgraduate Research Students: A Case of Chat GPT Use at the Open University of Tanzania</td>
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<tr>
<td>9:40AM – 10:10AM</td>
<td>HEALTH BREAK AND NETWORKING</td>
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<tr>
<td><strong>10:10AM – 10:50AM</strong></td>
<td><strong>KEYNOTE SPEAKER: DR. KARVIRAJ SUKON</strong>&lt;br&gt;<strong>TOPIC “Equity and Inclusion in Online Learning: Challenges and Solutions”</strong>&lt;br&gt;<strong>Moderator: Prof. Kuria Thuo</strong></td>
<td><strong>Rapporteur:</strong></td>
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<tr>
<td><strong>10:50AM – 11:10AM</strong></td>
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<td>11:10AM – 11:30AM</td>
<td>Prof. Puleng Lenka Bula: &quot;Building Resilient Learning Communities: Strategies for Engagement and Retention&quot;</td>
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<td>11:30AM – 12:00PM</td>
<td>Prof. Elifas Tozo Bisanda: &quot;Global Perspectives on Open Education: Lessons from Around the World&quot;</td>
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<td>12:00PM – 12:30PM</td>
<td>Dr. Christine Phiri Mushibwe, B Ed, MA, PhD: &quot;Faculty Development for Effective Online Teaching&quot;</td>
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<td>12:30PM – 1:00PM</td>
<td>Plenary</td>
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<td>1:00PM – 2:00PM</td>
<td><strong>LUNCH BREAK AND NETWORKING</strong></td>
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<tr>
<td>2:00PM – 2:20PM</td>
<td>Jibrin Mohammed Geidam¹, Md Koharuddin Bin Md Balwi²: An Assessment of Level of Organizational Commitment Among Academic Staff of Yobe State University Damaturu, Nigeria</td>
</tr>
<tr>
<td>2:40PM – 3:00PM</td>
<td>*Gloria Oiyahumen Anetor¹ &amp; Eseroghene Adegor¹: Distance Learning as A Panacea for Repositioning of Higher Education in Nigeria: the Strategic Role of National Open University of Nigeria</td>
</tr>
<tr>
<td>3:00PM – 4:00PM</td>
<td>Presidential Handing Over Ceremony</td>
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<td>VENUE: MCU001</td>
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<tr>
<td>4:00PM – 4:20PM</td>
<td>Heman Johnson: Exploring the Transformative Potential of Elearning in Fostering National Unity and Peace in Nigeria</td>
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<tr>
<td>5:20PM – 4:40PM</td>
<td>Akindele Oluwafemi: Examining the Incidences of Academic Misconduct Among Students in Higher Institutions in Nigeria</td>
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<td>4:40PM – 5:00PM</td>
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<td>5:00PM – 5:40PM</td>
<td>KEYNOTE SPEAKER: PROF. K.H MOAHIJI VENUE: MCU 001 TOPIC: “The Role of Open Educational Resources (OER) in Resilient Learning Environments”</td>
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<td></td>
<td>Moderator: Dr. Christine Phiri Mushibwe Rapporteur:</td>
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### DAY THREE

**VENUE 2 - Strand 2: E-Learning Educational Structures**

#### BREAKAWAY SESSIONS

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<tbody>
<tr>
<td>8:00AM - 8:20AM</td>
<td><strong>Lesiba Molepo</strong>: Maximizing Doctoral Students’ Support in an Open Distance E-Learning Institutions</td>
<td>Dr. Daniel Otanga</td>
<td>Rapporteur:</td>
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<tr>
<td>8:20AM – 8:40AM</td>
<td><strong>M. M. Modu¹; A. A. Gwani²; E. E. Elijah³</strong>: Assessing the Impact of Jamb Scores, 'O' Level Results, and Communication Skills on Post-Utme Examinations in Nigerian Tertiary Education</td>
<td>Dr. Daniel Otanga</td>
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#### SYMPOSIUM PRESENTATIONS

**VENUE: MCU 001**

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<tr>
<td>8:40AM – 9:10AM</td>
<td><strong>Dr. Rebecca Wambua</strong>: “Stimulation of Social learning through digital Education in Higher Education”</td>
<td>Dr. Daniel Otanga</td>
<td>Rapporteur:</td>
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<tr>
<td>9:10AM – 9:40AM</td>
<td><strong>Dr. Bismark Tyobeka</strong>: “Data Analytics and Learning Analytics: Leveraging Data for Continuous Improvement”</td>
<td>Dr. Daniel Otanga</td>
<td>Rapporteur:</td>
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<tr>
<td>9:40AM – 10:10AM</td>
<td><strong>Prof. Olufemi Peters</strong>: “Emerging Technologies Shaping Online Learning”</td>
<td>Dr. Daniel Otanga</td>
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<tr>
<td>10:10AM – 10:40AM</td>
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<td>Dr. Daniel Otanga</td>
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<tr>
<td>10:40AM – 11:10AM</td>
<td><strong>HEALTH BREAK AND NETWORKING</strong></td>
<td>Dr. Daniel Otanga</td>
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<tr>
<td>11.10AM – 11:30AM</td>
<td><strong>Ugwu, Daniel Aleke</strong>: Assessment of Awareness and Use of E-Learning Platforms By Lecturers in Tertiary Institutions: A Case Study of Four Selected Tertiary Institutions in Yobe State, Nigeria</td>
<td>Dr. Gordon Nguka</td>
<td>Rapporteur:</td>
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<td>11:30AM – 11:50AM</td>
<td><strong>Christine Ofulue, Johnson Opateye, Samuel Awolumate, Adewale Adesina, Bibian Ugoala, Felix Olakulehin, Oluwaseun Oluyide, Solomon Ojedeji</strong>: Developing A Research Framework for Open, Distance and E-Learning in the Global South: A Case Study of Nigeria</td>
<td>Dr. Gordon Nguka</td>
<td>Rapporteur:</td>
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<tr>
<td>11:50AM – 12:10PM</td>
<td><strong>João Abílio Lázaro, PhD¹, Zacarias Magibire, MSc², António Chimuzu, MSc³</strong>: The Challenges of Research Output in Mozambique’s Higher Education: The Case of ISCED Open University</td>
<td>Dr. Gordon Nguka</td>
<td>Rapporteur:</td>
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<tr>
<td>12:10PM – 12:30PM</td>
<td><strong>Prof. Mpine Makoe</strong>: Reimagining the Futures of Higher Education in Africa Using Future Research Methodologies</td>
<td>Dr. Gordon Nguka</td>
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<td>12:30PM – 12:50PM</td>
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<td>12:50PM – 2:00PM</td>
<td><strong>LUNCH BREAK AND NETWORKING</strong></td>
<td>Dr. Gordon Nguka</td>
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<td>2:00PM – 2:20PM</td>
<td><strong>Mutawalli Alhaji Sule</strong>: An Assessment of Ethical Leadership Practice in Mai Idris Alooma Polytechnic Geidam, Yobe State, Nigeria</td>
<td>Dr. Gordon Nguka</td>
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<td>Time</td>
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<tr>
<td>2:20PM – 2:40PM</td>
<td><strong>Prof. Puleng LenkaBula:</strong> Higher Education and the Sustainable Development Goals.</td>
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<td>2:40PM – 3:00PM</td>
<td><strong>Stephen Odebero, PhD, FIEEP:</strong> The Nexus Between Kenya’s Higher Education Financing, Equity and Quality: Implications for Policy and Practice</td>
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| 3:00PM – 3:40PM | **KEYNOTE SPEAKER:** PROF. MARTINS VILANCULOS  
**TOPIC** “Lifelong Learning in a Digital World: Strategies for Upskilling and Reskilling”  
**VENUE:** MCU 001  
**Moderator:**  
**Rapporteur:** |
| 3:40PM – 4:00PM | **Plenary**  
**VENUE:** MCU 001  
**ACDE 7th TRIENNIAL CONFERENCE COMMUNIQUÉ**  
**CLOSING CEREMONY** |
# DAY ONE

**VENUE 3 - Strand 3: E-Society/Cross-Cutting themes/E-Learning and Disasters**

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| **10:00AM – 10:30AM** | **KEYNOTE SPEAKER:** PROF SOLOMON SHIBAIRO  
**TOPIC:** “Supporting Student Well-being in Virtual Education: Mental Health and Resilience” |
| **10:30AM – 10:50 AM** | **Plenary**                                                                               |
| **10:50AM – 11:20AM** | **HEALTH BREAK AND NETWORKING**                                                           |
| **11:20AM – 11:50AM** | **KEYNOTE SPEAKER:** PROF. GOSKI ALABI  
**TOPIC:** “The Future of Education: Navigating the Post-Pandemic Landscape”  
**Moderator:** Prof. Charles Mutai  
**Rapporteur:**                                                                 |
| **11:50AM – 12:00PM** | **Plenary**                                                                               |
| **12:00PM – 12:20PM** | **BREAK AWAY SESSIONS**                                                                   |
| **Sub-theme Three:** | **Moderator:** Prof. Rotimi Ogidan  
**Rapporteur:**                                                                 |
| **12:00PM – 12:20PM** | **Babagana Mallam Abatcha:** Effect of Audit Tenure and Investment in Property, Plant, and Equipment on Tax Avoidance of Listed Financial Firms in Nigeria |
| **12:20PM – 12:40PM** | **Audu Sani:** Incidence and Determinants of Poverty in Damaturu, Yobe State: A Probit, and Logit Models Approach |
| **12:40PM – 1:00PM** | **Plenary**                                                                               |
| **1:00PM – 2:00PM** | **LUNCH BREAK AND NETWORKING**                                                            |
| **2:00PM – 2:20PM** | **SYMPOSIUM PRESENTATIONS**  
**VENUE: MCU001**  
**Moderator:** Prof. Isaiah Wakindiki  
"Assessment and Credentialing in Online Learning: Innovations and Challenges"  
**Rapporteur:**                                                                 |
<p>| <strong>2:20PM – 2:40PM</strong> | <strong>Prof. Paul K. Wainaina</strong> “Digital Pedagogy: Redefining Teaching and Learning in the Digital Age” |</p>
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<td>Rapporteur:</td>
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<td>3:00PM – 3:20PM</td>
<td>Budget and Budgetary Control as</td>
<td>Baba Mohammed, Yusuf Abdulsalam, Hassan Dauda Yahaya: Budget and</td>
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<td>An Instrument of Achieving</td>
<td>Budgetary Control as An Instrument of Achieving Organizational</td>
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<td>Organizational Objectives, (A</td>
<td>Objectives, (A Case Study of Yobe State Investment Company)</td>
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<td>Case Study of Yobe State</td>
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<td>Investment Company)</td>
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<td>3:20PM – 3:40PM</td>
<td>The Impact of Insurgency and</td>
<td>Abubakar Usman Abubakar: The Impact of Insurgency and Violence Conflict</td>
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<td>Violence Conflict on Women and</td>
<td>on Women and Children in North East Nigeria</td>
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<td>Children in North East Nigeria</td>
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<td>3:40PM – 4:00PM</td>
<td>A Comparative Analysis of Expert</td>
<td>Saleh Nadira Saleh, Mohammed Shettima, Ibrahim Abba, Alh. Audu Goni,</td>
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<td>Opinions on Artificial</td>
<td>Jamila Musa Amshi: A Comparative Analysis of Expert Opinions on</td>
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<td></td>
<td>Intelligence: Evolution,</td>
<td>Artificial Intelligence: Evolution, Applications, and Its Future</td>
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<td>4:00PM – 4:20PM</td>
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**VENUE 3 - Strand 3: E-Society/Cross-Cutting themes/E-Learning and Disasters**

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<td>8:00AM – 8:20AM</td>
<td>Sarange Aileen¹; Mandillah Lucy²; Okoth Teresa³ Integration of Computer-Assisted Language Instruction (Cali) in English Language Teaching of Oral Skills Among Secondary School Learners in Kakamega County</td>
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<td>8:40AM – 9:00AM</td>
<td>Ali Aji: Effects of Climate Change and Its Impacts on Crops Yields in Arid Zone of Nigeria</td>
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<td>9:00AM – 9:20AM</td>
<td>Musa Mohammed: Impact of E-Learning on Small Scale Business Growth for Sustainable Development of Geidam Local Government Area Yobe State</td>
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<td>9:20AM – 9:40AM</td>
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<td><strong>VENUE: MCU 001</strong></td>
<td>Moderator: Prof. Kuria Thuo</td>
<td>Rapporteur:</td>
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<td>1:00PM – 2:00PM</td>
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<td><strong>Sub-theme Three:</strong></td>
<td><strong>Moderator:</strong> Sa’adu Lawan</td>
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<tr>
<td>2:20PM – 2:40PM</td>
<td><strong>Yahaya Sulaiman PhD¹, Dr. Abubakar Usman²</strong> Challenges of Teaching and Learning Islamic Studies Education for Disabled Students in Nasarawa State Nigeria</td>
</tr>
<tr>
<td>2:40PM – 3:00PM</td>
<td><strong>Abel Inabo Obaka</strong> Parents of Children with Disabilities' Perceptions and Experiences of Inclusive Education in Abuja, Nigeria</td>
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<td>3:00PM – 4:00PM</td>
<td><strong>PRESIDENTIAL HANDING OVER CEREMONY</strong></td>
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<tr>
<td>4:00PM – 4:20PM</td>
<td><strong>Abubakar Mohammed</strong> The Role of E-Learning in Health Management and Leadership</td>
</tr>
<tr>
<td>4:20PM – 4:40PM</td>
<td><strong>Ibrahim Bukar geidam</strong> The Effect of Boko Haram Insurgency on the Progress of Tertiary Education in North East Nigeria (Case Study of Mai Idris Alooma Polytechnic Geidam Yobe State)</td>
</tr>
<tr>
<td>4:40PM – 5:00PM</td>
<td><strong>Plenary</strong></td>
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<tr>
<td><strong>5:00PM – 5:40PM</strong></td>
<td><strong>KEYNOTE SPEAKER:</strong> PROF. K.H MOAHJI VENUE: MCU 001 <strong>TOPIC:</strong> “The Role of Open Educational Resources (OER) in Resilient Learning Environments” <strong>Moderator:</strong> Dr. Christine Phiri Mushibwe <strong>Rapporteur:</strong></td>
</tr>
<tr>
<td><strong>5:40PM – 6:00PM</strong></td>
<td><strong>Plenary</strong></td>
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**END OF DAY**
### DAY THREE

**VENUE 3 - Strand 3: E-Society/Cross-Cutting themes/E-Learning and Disasters**

#### BREAK AWAY SESSIONS

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>8:00AM – 8:20AM</td>
<td><strong>Clement A.C. Chukwunka:</strong> An Emerging Mass Kidnapping and the Devastating Impact of the Crime on Girl-Child Education Rights and Future in Northern Nigeria</td>
</tr>
<tr>
<td>8:20AM – 8:40AM</td>
<td><strong>Auwalu Chiroma, Ali Aji:</strong> Time Series Analysis on Rainfall Pattern in Yobe State of Nigeria</td>
</tr>
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</table>

#### SYMPOSIUM PRESENTATIONS

**VENUE: MCU 001**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:40AM – 9:10AM</td>
<td><strong>Dr. Rebecca Wambua</strong> “Stimulation of Social learning through digital Education in Higher Education”</td>
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<tr>
<td>9:10AM – 9:40AM</td>
<td><strong>Dr. Bismark Tyobeka</strong> “Data Analytics and Learning Analytics: Leveraging Data for Continuous Improvement”</td>
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<tr>
<td>9:40AM – 10:10AM</td>
<td><strong>Prof. Olufemi Peters</strong> &quot;Emerging Technologies Shaping Online Learning”</td>
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<tbody>
<tr>
<td>11:10AM – 11:30AM</td>
<td><strong>Tonny Nelson Matjila:</strong> Transformation of the Odel Research Ethics Policy: Special Considerations When Working with Vulnerable Populations in Support of Sdg4</td>
</tr>
<tr>
<td>11:30AM – 11:50AM</td>
<td><strong>Mamafha, Takalani Maurice &amp; Ngubane, Sindile:</strong> Covid-19 Lockdown Disruption on Library and Information Services at Public Libraries in A South African Municipality</td>
</tr>
<tr>
<td>11:50AM – 12:10PM</td>
<td><strong>Sipuka, O and Ngubane, SA:</strong> Rethinking Power and the Complexities Between Critical Disability Studies and Decoloniality in Higher Education</td>
</tr>
<tr>
<td>12:10PM – 12:30PM</td>
<td><strong>Grace Litali, Angela Mungai, Umulkher Ali, Anne Musotsi, Gordon Nguka, Benard Wesonga and Donald Kokonya:</strong> Capacity of MMUST ODeL to Deliver Online Education to Students and Faculty in Humanities, Applied and Medical Sciences</td>
</tr>
<tr>
<td>12:30PM – 12:50PM</td>
<td>Plenary</td>
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<tr>
<td>12:50PM – 2:00PM</td>
<td><strong>LUNCH BREAK AND NETWORKING</strong></td>
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<tr>
<td>2:00PM – 2:20PM</td>
<td><strong>Babagana Alhaji Mustapha, Engr. Alh. Bukar Abubakar. PhD.:</strong> Skilling the Repentant Insurgence Youths through Partnership between Industries and Vocational &amp; Technical Training Institutions in Devastated</td>
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</table>
| 2:20PM – 2:40PM | Keynote speaker: Prof. Martins Vilanculos  
Topic: “Lifelong Learning in a Digital World: Strategies for Upskilling and Reskilling”  
Venue: MCU 001                                                                 |
| 2:40PM – 3:00PM | Moderator:  
Rapporteur:  
Plenary                                                                 |
| 3:00PM – 3:40PM | Keynote speaker: Prof. Martins Vilanculos  
Topic: “Lifelong Learning in a Digital World: Strategies for Upskilling and Reskilling”  
Venue: MCU 001                                                                 |
| 3:40PM – 4:00PM | Plenary                                                                 |
| 4:00PM       | ACDE 7th Triennial Conference Communiqué  
Closing Ceremony                                                                 |
## DAY ONE

**VENUE 4 - Strand 4: Innovation and Technology**

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<tr>
<th>Time</th>
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<th>Speaker/Topic</th>
<th>Moderator</th>
<th>Rapporteur</th>
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</thead>
</table>
| 10:00AM – 10:30AM | **KEYNOTE SPEAKER:** PROF SOLOMON SHIBAIRO  
**TOPIC:** “Supporting Student Well-being in Virtual Education: Mental Health and Resilience” | | Prof. Paul Kuria Wainaina | |
| 10:30AM – 10:50AM | **Plenary**                                                              |                                                                               |           |            |
| 10:50AM – 11:20AM | **HEALTH BREAK AND NETWORKING**                                         |                                                                               |           |            |
| 11:20AM – 11:50AM | **KEYNOTE SPEAKER:** PROF. GOSKI ALABI  
**TOPIC:** “The Future of Education: Navigating the Post-Pandemic Landscape” | | Prof. Charles Mutai | |
| 11:50AM – 12:00PM | **Plenary**                                                              |                                                                               |           |            |

### BREAK AWAY SESSIONS

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<thead>
<tr>
<th>Sub-theme Four</th>
<th>Moderator</th>
<th>Rapporteur</th>
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<tbody>
<tr>
<td>12:00PM – 12:20PM</td>
<td><strong>Mohammed Idrissa Auwalu:</strong> Fractional Mathematical Model of Pulsatile Non-Newtonian Blood Flow Heat, Transfer and Chemical Reaction in Blood Vessel</td>
<td></td>
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<tr>
<td>12:20PM – 12:40PM</td>
<td><strong>Muhammad Kagu Mustapha</strong> An Assessment of the Role of N-Power Programme as Poverty Alleviation Strategy Among Unemployed Graduate in Some Selected Local Government Areas of Yobe State, Nigeria</td>
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<tr>
<td>12:40PM – 1:00PM</td>
<td><strong>Plenary</strong></td>
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<tr>
<td>1:00PM – 2:00PM</td>
<td><strong>LUNCH BREAK AND NETWORKING</strong></td>
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### SYMPOSIUM PRESENTATIONS

**VENUE: MCU001**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>2:00PM – 2:20PM</td>
<td><strong>Prof. Isaiah Wakindiki</strong> &quot;Assessment and Credentialing in Online Learning: Innovations and Challenges&quot;</td>
<td></td>
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<tr>
<td>2:20PM – 2:40PM</td>
<td><strong>Prof. Paul K. Wainaina</strong> “Digital Pedagogy: Redefining Teaching and Learning in the Digital Age”</td>
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<td>2:40PM – 3:00PM</td>
<td>Plenary</td>
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<td>3:00PM – 5:00PM</td>
<td>ACDE Annual General Meeting</td>
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<td>VENUE: ABA208</td>
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<td>PRESENTATION SESSION</td>
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<tr>
<td>Sub-theme Four</td>
<td>Moderator: Prof. Hussein Golicha</td>
<td>Rapporteur:</td>
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<tr>
<td>3:00PM – 3:20PM</td>
<td>Hassan Laminu &amp; Alhaji babaidriss:</td>
<td>Evaluation of Mechanical Properties of Self Compacting Concrete with Fly Ash and Superplasticiser</td>
<td></td>
</tr>
<tr>
<td>3:20PM – 3:40PM</td>
<td>Emmanuel Rusibamayila:</td>
<td>Chatgpt A Threat Or A Boon of Technological Innovations for Odel System: A Systematic Review</td>
<td></td>
</tr>
<tr>
<td>3:40PM – 4:00PM</td>
<td>Dunmade Aderinola O. PhD, Akanbiemu Adetola A. PhD, Adewojo Akinade A., Amzat Omolara Basirat:</td>
<td>Enhancing Online Learning at Noun: The Role of Innovative Technologies</td>
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<tr>
<td>4:00PM – 4:20PM</td>
<td>Plenary</td>
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END OF DAY
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<tbody>
<tr>
<td>8:00AM – 8:20AM</td>
<td><strong>Prof. Rosemary Ochanya Ogbodo-Adoga:</strong> Exploring Information and Communication Technology as a Key Tool for Improving Counseling Services in National Open University of Nigeria</td>
<td></td>
</tr>
<tr>
<td>8:20AM – 8:40AM</td>
<td><strong>Eutychus Ngotho Gichuru:</strong> Knowledge Creation, Preservation &amp; Access Through Open, Distance and Online Learning</td>
<td></td>
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<tr>
<td>8:40AM – 9:00AM</td>
<td><strong>Maseko, Vusi &amp; Ngubane, Sindile A.:</strong> Enhancing Inclusion in Higher Education Institutions Through AI Interventions: A Systematic Review Following Prisma Guidelines</td>
<td></td>
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<tr>
<td>9:00AM – 9:20AM</td>
<td><strong>Modu Bulama Buni:</strong> The Consequences of Environmental Accounting and Reporting on Corporate Performance in Nigeria</td>
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<td>9:20AM – 9:40AM</td>
<td>Plenary</td>
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<td>9:40AM – 10:10AM</td>
<td>HEALTH BREAK AND NETWORKING</td>
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<tr>
<td>10:10AM – 10:50AM</td>
<td><strong>KEYNOTE SPEAKER: DR. KARVIRAJ SUKON</strong>  TOPIC “Equity and Inclusion in Online Learning: Challenges and Solutions”  <strong>VENUE: MCU 001</strong>  <strong>Moderator:</strong> Prof. Kuria Thuo  <strong>Rapporteur:</strong></td>
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<tr>
<td>10:50AM – 11:10AM</td>
<td>Plenary</td>
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<tr>
<td>11:10AM – 11:30AM</td>
<td><strong>Prof. Puleng Lenka Bula</strong> &quot;Building Resilient Learning Communities: Strategies for Engagement and Retention&quot;</td>
<td></td>
</tr>
<tr>
<td>11:30AM – 12:00PM</td>
<td><strong>Prof. Elifas Tozo Bisanda</strong> &quot;Global Perspectives on Open Education: Lessons from Around the World&quot;</td>
<td></td>
</tr>
<tr>
<td>12:00PM – 12:30PM</td>
<td>Dr. Christine Phiri Mushibwe, B Ed, MA, PhD “Faculty Development for Effective Online Teaching”</td>
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<tr>
<td>12:30PM – 1:00PM</td>
<td>Plenary</td>
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<td>1:00PM – 2:00PM</td>
<td>LUNCH BREAK AND NETWORKING</td>
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### SYMPOSIUM PRESENTATIONS

**VENUE: MCU001**

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<tr>
<td>11:10AM – 11:30AM</td>
<td><strong>Prof. Puleng Lenka Bula</strong></td>
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<td><strong>Prof. Elifas Tozo Bisanda</strong></td>
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<td>Dr. Christine Phiri Mushibwe, B Ed, MA, PhD</td>
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### PRESENTATION SESSION

**VENUE 4 - Strand 4: Innovation and Technology**
<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>2:00PM – 2:20PM</td>
<td>Edward Khasakhala Kennedy Bota, Manson Sichari, Godfrey Ayaga and Fredrick Matofari: Hear my Cry: Effects of challenging Behaviour on mental health of staff supporting Children and adolescents with ASD</td>
</tr>
<tr>
<td>2:40PM – 3:00PM</td>
<td>Mahmud Malami Shallah: The Impact of An Artificial Intelligence-Based Training Program on the Self-Learning Skills of Basic Science Teachers</td>
</tr>
</tbody>
</table>
| 3:00PM – 4:00PM | PRESIDENTIAL HANDING OVER CEREMONY 
VENUE: MCU001 |
| 4:00PM – 4:20PM | Zakwe, Mduduzi & Ngubane, Sindile: Developing A Framework for Effective Cyber Security Training in South Africa |
| 4:20PM – 4:40PM | Prof. Peter Bukhala: The Changing Nature of Sports in the Face of Technology and Innovations |
| 4:40PM – 5:00PM | Plenary |
| 5:00PM – 5:40PM | KEYNOTE SPEAKER: PROF. K.H MOAHJI VENUE: MCU 001 TOPIC: “The Role of Open Educational Resources (OER) in Resilient Learning Environments” |
| 5:40PM – 6:00PM | Plenary |

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<tr>
<td>8:00AM – 8:20AM</td>
<td><strong>Martins Dos Santos Vilanculos Laita:</strong> Lifelong Learning in the Digital World: Strategies for Upskilling and Reskilling.</td>
</tr>
<tr>
<td>8:20AM – 8:40AM</td>
<td><strong>Abel Simeon, Phd:</strong> Data Science Literacy Inclusiveness in Both Class Room and Distant Learning Pedagogies Approaches in State and Federal Owned Universities in Rivers State, Nigeria</td>
</tr>
<tr>
<td>8:40AM – 9:10AM</td>
<td><strong>Dr. Rebecca Wambua</strong> “Stimulation of Social learning through digital Education in Higher Education”</td>
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<td><strong>HEALTH BREAK AND NETWORKING</strong></td>
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<tr>
<td>11:10AM – 11:30AM</td>
<td><strong>Nzuki David Musyimi</strong>$^1$ &amp; <strong>Mpine Makoe</strong>$^2$: Open Distance E-Learning Acceptance of Law and Engineering Courses in South Africa and Kenya: Analysis of Policies and Professional Associations’ Guidelines</td>
</tr>
<tr>
<td>11:30AM – 11:50AM</td>
<td><strong>Stephen Odebero</strong>$^1$ <strong>Elizabeth Kalunda</strong>$^2$ <strong>Kellen Kiambati</strong>$^3$ <strong>Timothy Oketch</strong>$^2$: Resourcing for access, equity, and quality higher education during and after COVID-19</td>
</tr>
<tr>
<td>11:50AM – 12:10PM</td>
<td><strong>Edward Khasakhala</strong>$^1$, <strong>Kennedy Bota</strong>$^1$ <strong>Manson Sichari</strong>$^1$, <strong>Godfrey Ayaga</strong>$^1$: Correlation Between Practitioners’ Perception of Causes of Challenging Behaviour and Choice of Management Strategies in Children with Autistic Spectrum Disorders (ASD)</td>
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<td>12:10PM –</td>
<td>Agyei D. D, Anane, E., Acheaw Owusu K., Yaw Kwaah C., Aboagye G. D.,</td>
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<td>12:30PM</td>
<td>Effah Kaufmann E., Oclo A., Awour K., Omolo., Aseey A., Nyonje R.,</td>
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<td>Addae-Kyeremeh E., Ansine J., Awan R., Biard O., Cullen J., Davies, S.,</td>
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<td>Ebubedike, M., Mikroyannidis, A., Murphy, K., Seal, T., Velasco-Garcia,</td>
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<td>Understanding Progression from Secondary into and Through Tertiary STEM Education</td>
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<tr>
<td>Sub-theme Four:</td>
<td>Moderator: Rapporteur:</td>
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<tr>
<td>2:00PM – 2:20PM</td>
<td>Dr Pamela Buhere¹, Dr. Carol Wekullo², Dr. Zilpah Kageha³</td>
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<td>¹Progression Or Retrogression: An Assessment of E-Learning in Higher</td>
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<td>Education in Post Covid-19 Pandemic</td>
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<td>2:20PM – 2:40PM</td>
<td>Prof. Gladys Mengich: Establishing Virtual Learning Classroom to</td>
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<td>Facilitate Learning in Masinde Muliro University of Science and Technology, Kenya</td>
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<tr>
<td>2:40PM – 3:00PM</td>
<td>Adwabour N.G. (CENDLOS, Ghana), Nkanse, E. (GES, Ghana), Jane Cullen</td>
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<td>(OU UK), Olivier Biard, (OU UK): Openstem Africa: Supporting Experiential Learning in the Sciences in Upper Secondary Schools</td>
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<td>3:00PM – 3:40PM</td>
<td>KEYNOTE SPEAKER: PROF. MARTINS VILANCULOS</td>
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<td>TOPIC “Lifelong Learning in a Digital World: Strategies for Upskilling and Reskilling”</td>
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<td>4:00PM</td>
<td>VENUE: MCU 001</td>
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<td>ACDE 7th TRIENNIAL CONFERENCE COMMUNIQUÉ</td>
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<td>CLOSING CEREMONY</td>
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</table>
CONFERENCE ABSTRACTS

Strand 1: Teaching & Learning
- E-Learning Experiences, Student Learning & Learner Diversity
- Teaching Experiences, Pedagogy, Practice & Praxis
- Adult, Lifelong & Distance Learning
- Online Teaching/learning and Inclusive Learning
- Interdisciplinary, Multidisciplinary & Trans-disciplinary E-Learning
1. COMPARATIVE ANALYSIS OF STUDENT PERFORMANCE USING RAPID MINER AND WEKA TOOL

Saleh Nadira Saleh, Mohammed Shettima, Ibrahim Abba, Jamila Musa Amshi
P.M.B 1020 Geidam, YOBE STATE NIGERIA

fusam20@gmail.com

ABSTRACT

Data mining tools are now the most powerful tools for analysis of data in various fields of human endeavor. Student results tell more about performance of students and are the tool used by most institution to make appropriate academic planning. This research looked into various students’ results in Mai Idris Alooma polytechnic (MIAP), Geidam Yobe State, for two (2) years. Student score sheets had been used for different courses from different department in the school of science as the principal source of data. The data collected had been run in both Rapid miner and Weka tool, where the same algorithm was design in both the tools then later the results was collected from both the data mining tools which was analyzed and compared so as to come up with the best data mining tool that helps in better academic planning. A supervised learning was adopted as the methodology of analysis. Naïve Bayes Classifiers algorithm was used for both the Weka tool and Rapid miner studio for this analysis. The results showed that weka tool has the high accuracy on correctly classified instances over the rapid miner.

Key Words: Rapid Miner, Weka Tool, MIAP, Naïve Bayes.

2. LECTURER'S REFLECTION ON ONLINE TEACHING PRACTICE SUPERVISION IN AN ODeL SPACE

Ntombikayise Nkosi & Sindile Ngubane
University of South Africa, College of Education

Email: engcobn1@unisa.ac.za & ngubasa@unisa.ac.za

ABSTRACT

The rapid advancement of technology has led to the integration of online teaching practices in all levels of education, including higher education, necessitating a shift in the way teaching practice supervision is conducted. The challenges, opportunities, and insights discovered when overseeing teaching practice in an Open and Distance e-Learning (ODEL) context are explored
reflectively in this abstract from the lecturers’ perspective. The transition from traditional face-to-face supervision to an online modality and its pros and cons is the subject of the study. Noteworthy challenges identified include communication and administration that requires time and effort but necessary for the insight on technological adaptation; flexibility that promoted accessibility and inclusivity; professional conduct and student (dis)engagement. This study contributes insight through the challenges, opportunities and advances the incorporation of online supervision into the teaching practices in higher education as a result of the quick development of technology. It further suggests evidence-based implications for teaching practice at both practical and professional levels.

Keywords: lecturers, online teaching practice, supervision, ODeL, reflection

This study, therefore sought to answer the following questions:

1. What are the lecturer's experiences on online teaching practice supervision?
2. What measures can universities leverage to effectively support students and mentor teachers in their professional development, contributing to the evolution of teacher education in the digital age?

The shift to online spaces offered flexibility, accommodating diverse schedules and promoting inclusivity. Noticeable, is a crucial role of mentor teachers and continuous professional development became essential for enhancing online teaching strategies, while maintaining student engagement demanded deliberate efforts through interactive activities and collaboration. Ethical considerations, including confidentiality and digital equity, played a vital role in guiding best practices and proactive issue addressing.

3. BUILDING CROSS-CULTURAL COMPETENCE AS A FUTURE OF WORK SKILL IN ONLINE LEARNING PROGRAMMES

Lydia Sophia Mbati
University of South Africa
263 Nana Sita Street, Pretoria, South Africa

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ABSTRACT

Online learning as a means to facilitating higher-order thinking requires unconventional approaches to advancing emerging pedagogies that enable the growth of specific skills required in an increasingly technologically driven changing work environment. Employers in large international corporations perceive diversity as a strength that results in inclusive solutions to problem identification and problem-solving. Cross-cultural competence is an essential skill for the changing workplace and ought to be enhanced in educational settings. One of the major roles of higher education is to prepare graduates with the skills necessary to function and grow in the ever-changing workplace. However, there is a lack of understanding among online learning facilitators regarding what skills are needed for the future of work and how to enhance the skills in students. Furthermore, there is a lack of understanding regarding growing cross-cultural competence in online learning contexts. This article reports on a meta-ethnographic approach used in translating secondary research studies into each other for the purpose of identifying a set of guidelines that can be used to enhance cross-cultural competence in online learning contexts. A main theme identified in this study was curriculum integration with the sub-themes of cognitive dissonance and group discussion. A second main theme was reflection, with the sub-themes integrated self, self-assessment, student autonomy, informed decision making and self-awareness.

Keywords: cross-cultural competence; meta-ethnography; online learning

4. PERSPECTIVES AND CHALLENGES OF DISTANCE HIGHER EDUCATION IN MOZAMBIQUE

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ABSTRACT

This research discusses the perspectives and challenges of distance higher education in Mozambique as this arises from the need for academics to continuously reflect on distance education, as an emerging area of study in Portuguese-speaking countries, particularly in Mozambique. Being a qualitative research, the study uses various national, regional and
international publications and other distance education policy documents. The study also uses participatory observation of the Mozambican reality to support the data collection process as well as it also analyzes the working approaches of other institutions that have adopted distance education in the country. in the end, the paper discusses the challenges of distance higher education in Mozambique, highlighting that for the success of distance education, there is a need for politicians, managers and other professionals to take this kind of education more seriously due to the benefits that it can bring to society and to the country. This means that distance education demands commitment and consistent coordination from both the government and the HEIs that provide it so as to make it more flexible, more effective and more efficient. on the other hand, distance education should be considered as a starting point in helping society face different kinds of challenges, as face-to-face education alone is not capable of solving the problems encountered by most developing countries, like Mozambique. Therefore, the research argues that distance education must be considered as one of the strategic tools that can be used to bring about social development in the country.

Keywords: 1. Distance Education; 2. Mozambique; 3. Challenges; 4 University.

5. PROMOTING ACCESS, INCLUSION AND PARTICIPATION OF STUDENTS WITH DISABILITIES IN SOUTH AFRICAN PRIVATE DISTANCE HIGHER EDUCATION

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ABSTRACT
Students with disabilities did not fully participate in the educational system during the apartheid era, resulting in more than eighty percent of them not attending school (Department of Education, 2001). Those who were fortunate to access to education were placed in “special schools” which harboured them from interacting with their able-bodied peers. Moreover, many of those special schools catering to Black learners with disabilities lacked adequate resources,
meaning that in the end, the learners did not have the necessary grounding to pursue higher education. Such historical imbalances are still evident in the higher education terrain as well, where in some instances, there are many barriers to access, inclusion and participation students living with disabilities. Essentially, post-1994 equity measures have mostly concentrated on increasing the number of women and Black students enrolled in higher education institutions. Student with disabilities (SWD) often received relatively less attention, thereby continuing to be denied access to higher education. Of course, the post 1994 education system has the potential to enable a greater involvement of SWD in higher education, but there are still some impediments harbouring access and participation. Some of the reasons for the ongoing challenges of access to, inclusion and participation by student with disabilities relate to the experiences they had in their previous educational settings: the stigma around student with disabilities, academic curricula and policies that are not inclusive, physical environments, teaching and learning innovative support, as well as the allocation and distribution of resources. In the context of the above, this theoretical review paper aims to provide a holistic understanding of the experiences of students with disabilities, in their efforts to access higher education in the private sector. In doing so, we unpack the efforts made by private higher education to promote access, inclusion and participation in the education space for student with disabilities. In light of this, we discuss some of the challenges in this regard, followed by an assessment of the role of the academic staff in supporting SWDs. We also highlight the necessity of the disability units, as well as the role of assistive technology. We conclude the paper by suggesting the key success factors.

Key words: disability access inclusion higher education

6. SOCIAL SUPPORT AND ACADEMIC ACHIEVEMENT OF LEARNERS WITH COGNITIVE DIFFICULTIES IN KAKAMEGA COUNTY, KENYA

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ABSTRACT

Cognitive difficulties encompass a wide range of learning problems. Time takers are generally considered to have cognitive difficulties. Occasionally, they are subject to neglect and derision from teachers, parents and peers. Teachers view them as ‘dangerous’ others because they slow
down the pace of syllabus coverage, lower the class and school mean score. Ultimately some are hurdled out of initial schools. Some parents develop negative attitudes, with some withholding material and moral support in preference for their above average siblings. Furthermore, it has been observed that some classmates mock the time takers and ridicule their personal efforts. Even though inclusive education advocates for the accommodation of learners with special needs in regular classroom evidently the question social support is still a hurdle. Social support is a vital component in entrenching inclusive education and cultivating the desired social and academic achievement in all learners and particularly those with cognitive difficulties. The article highlights the fact that peer, parent and teacher support are essential. However, the influence of teachers is greater compared to that of peers and parents.

**Key words:** Cognitive difficulties, time takers, Support, regular classroom

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7. **COMPARATIVE ANALYSIS OF E-LEARNING MODELS**

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**ABSTRACT**

E-learning has become one of popular tools in learning activities today. Many organizations have adopted e-learning because they believe e-learning has an ability to deliver information and knowledge more effectively and efficiently. This research paper is a comparative analysis of the basic models of E-learning process and to investigate values of these models for specified E-learning. Several models will be reviewed from various researches, compared and an analysis of a suitable framework will be tabulated. Literature review will form the base for the comparative analysis. Wide range of e-learning theories and models are evolving day-to-day according to the domain of e-learning and learning environment. as such, some of the fundamental models will be outlined which are used by different researchers for educational technology enhancement to take benefit of prospects to develop effective E-learning system with the aid of model/framework to achieve the aim of quality education. These models played very important role for e-learning process development and enhancement.
ABSTRACT

Information Communication Technology (ICT) resource such as educational videos, television and multimedia computer software that combine text, sound and colorful moving images can be used to attract students' attention and make teaching-learning more interesting and also effective. ICT tools have helped to revolutionize the education sector, people find, explore, analyze, exchange and present information with significant flexibility offered by the use of ICT for the creative, innovative and professionally fulfilled workforce. The Nigerian government has made some progress in the deployment of ICT equipment at tertiary institutions across the nation through the Ministry of Education and other Agencies, but the sector is still facing a number of difficulties that are impeding ICT progression. This paper objectively examines the challenges and potential prospects of using ICT in tertiary education in Nigeria. Challenges related to: poor infrastructure, capacity building, Teachers’ attitudes and beliefs about ICT, and lack of funds were considered. The potential included, among other things, flexibility in the teaching-learning process, fosters creativity and inventive thinking, and equips students with the independence they need to succeed.

Keywords: Educational Technologies (ET), Information Communication Technology (ICT), Challenges and Prospects.
9. STUDENTS’ EXPERIENCES OF THEIR ODL CHALLENGES AT THE NATIONAL OPEN UNIVERSITY OF NIGERIA: SOME PSYCHOLOGICAL IMPLICATIONS

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ABSTRACT

in this study, 178 final year students of the National Open University of Nigeria (NOUN) participated in the first edition of the Vice-Chancellor’s ODL essay competition programme to write an essay about their learning experiences at NOUN within a six-week response period, as a form of data collection technique. The idea of writing an essay on the topic was to enable the participants to freely express themselves without any hindrance. The purpose of the study was to identify the challenges students experience during their course of studies and to explore the psychological implications and how to overcome them. Employing the qualitative descriptive approach in data collection and analysis, the study found that lack of technological skills, clashes in examination timetable, and fluctuating internet network experienced during online facilitation, Tutor-Marked Assignments (TMAs), and e-examinations topped the challenges expressed by participants. Most of the challenges encountered were classified as individual, instructional, institutional, and situational. The psychological implications noted that some of these challenges if not properly addressed can become stressors, causing anxiety and depression that can potentially put the students at risk of experiencing mental health difficulties which can impair their learning, as evidenced by the findings of the study. While many participants expressed feelings of satisfaction in many aspects of ODL, some had expressed feelings of discontentment and frustration due to unresolved challenges. One female participant reported feelings of hopelessness, despair and suicidal thoughts that affected her mental health. Based on the findings, it was recommended among others that the outcome derived from this study would serve to inform institutional decision-making in providing appropriate resources that will assist the students in meeting their educational needs and psychological well-being.

Key words: NOUN, ODL, challenges, psychological implications
SUMMARY
This study involved 178 final year students of the National Open University of Nigeria (NOUN) who participated in the first edition of the Vice-Chancellor’s essay competition programme to write an essay about their learning experiences at NOUN, as a form of data collection technique. The purpose of the study was to identify the challenges NOUN students experience during their course of studies and to explore the psychological implications and how to overcome them. Employing the qualitative descriptive approach in data collection and analysis, the study found that lack of technological skills, clashes in examination timetable, and fluctuating internet network experienced during online facilitation, Tutor-Marked Assignments, and e-examinations topped the challenges expressed by participants. Most of the challenges encountered were classified as individual, instructional, institutional, and situational. The psychological implications noted that some of these challenges if not properly addressed can become stressors, causing anxiety and depression that can potentially put the students at risk of experiencing mental health difficulties which can impair their learning, as evidenced by the findings of the study. It was recommended among others that the outcome derived from this study would serve to inform institutional decision-making in providing appropriate resources that will assist the students in meeting their educational needs and psychological well-being.

Key words: NOUN, ODL, challenges, psychological implications

10. EFFECTS OF 7E’S LEARNING CYCLE ON ACADEMIC ACHIEVEMENT IN ECOLOGY CONCEPTS AMONG SECONDARY SCHOOL STUDENTS IN JIGAWA STATE, NIGERIA

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ABSTRACT
This study investigated the effects of 7e’s learning cycle on academic achievement in ecology concepts among secondary school students in Jigawa state, Nigeria. Quasi experimental research design was employed for the study on the population consisting of One thousand two
hundred and seventy five students (1,225) students offering Biology at the ten science secondary schools in the state. One hundred and sixty nine SS II students drawn from 4 science secondary schools formed the sample of the study. Eighty five (85) constituted the Experimental group and eighty four (84) students formed the Control group. Multi stage Sampling Technique using simple random sampling was employed to select the intact classes used for this study. The instrument used for data collection was Biology Achievement Test (BAT) that were validated by four experts and pilot tested at Science Secondary School K/babba, using test-retest method a reliability coefficient of 0.83 was established using Pearson Product Moment Correlation coefficient (PPMC) statistics. Two research questions were answered using mean and standard deviation and Two hypotheses were tested and analyzed using Z-test at p<0.05 level of significance. The results revealed that Biology students in the Experimental group subjected to 7Es learning cycle achieved higher knowledge better than those in the Control group taught through Traditional lecture method, as there is significant different in the achievement level in favour of experimental group. Male biology students did not outperform their female counterparts; hence no significant gender difference was found. on the basis of the finding of this study, major recommendations were made some of which are: Biology teachers should employ 7E Learning Cycle Model that allows students to actively construct their own knowledge along with active participation in the class.

ABSTRACT

Competency Based Curriculum (CBC) is an outcome-based education that emphasizes what learners are expected to do rather than focusing on what they are expected to know. It is based on the learners’ ability to apply the knowledge, skills, attitudes and values they acquire as they progress through education. At the centre of implementation of the competency-based education in Kenya is the propagation of values aimed at teaching students how to make appropriate
ethical judgments and decisions. The purpose of the study was to examine teachers’ views on the core values of CBC in Vihiga County. The objective of the study was to determine the teachers’ perception on influence of CBC core values on students’ ethical judgement and decisions. The population of the study was 346 female; 237 male teachers teaching in primary school. Data was collected by the use of semi structured questionnaire. Construct validity were determined by expert opinion and reliability was determined through test retest. Data was analysed by use of descriptive and inferential statistics. Findings indicate that majority, 366(62.8%) of the teachers regarded love as very important followed by 195(33.4%) who indicated that it was only important. At least 392(67.2%) indicated that responsibility was very important and were further supported by 171(29.3%) who indicated that it was important. Female teachers found it more important (M=4.61, STD) with small variations, to incorporate CBC core values as compared to male teachers (M=4.57, STD=.57). Based on this finding it was recommended that all teachers be trained by the Ministry of education and other education stakeholders to enhance the integration of core values in CBC.

Key words: CBC, teachers, Core values, ethical judgement and decisions

12. CAPACITY OF MMUST ODeL TO DELIVER ONLINE EDUCATION TO STUDENTS AND FACULTY IN HUMANITIES, APPLIED AND MEDICAL SCIENCES

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ABSTRACT

in the advent of COVID-19 in March 2020 to date, the use of Open and Distance Learning (ODL) has gained prominence in the delivery of education at University level. This study evaluates the role and capacity of MMUST Directorate of Open, Distance and E-learning (ODeL) to facilitate e-learning for students and faculty in the Humanities, Applied and Medical Sciences through the Learning Management System (LMS). A mixed research design was adopted with the use of qualitative and quantitative data. Stratified random sampling was conducted for the selection of students and purposeful sampling for key informants. Data was
collected from 200 students and key informants representing 23 service providers from School of Business and Economics, School of Nursing, School of Medicine, School of Public Health Biomedical Sciences and Technology, ODEL and 2 regulatory institutions. Findings revealed that the Directorate has effectively enrolled and trained over 26,000 students and 450 staff on the ODeL LMS platform with 41-60% of total courses uploaded. Despite the various barriers, such as inclusive access of students from diverse backgrounds, preparedness of faculty and network challenges, the perceived uptake of e-learning has resulted in good academic performance of students and moderate to excellent improvement in skills for staff in terms of development of e-learning resources, on-line teaching, examinations, and uploading notes on the ODEL LMS platform. in order to enhance inclusive e-learning, the study recommends a blended learning format for common courses and increased capacity of digital facilities and human resources at MMUST ODeL

Key words: Open, Distance, Learning, MMUST ODeL, Capacity

13. SKILLING THE REPENTANT INSURGENCE YOUTHS THROUGH PARTNERSHIP BETWEEN INDUSTRIES AND VOCATIONAL & TECHNICAL TRAINING INSTITUTIONS IN DEVASTATED STATE OF NORTH EAST NIGERIA

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ABSTRACT
The study facilitates skilling for sustainable development which sought on (core or soft) skill for the repentant insurgence youths in devastated state. Opinions on needs of community leaders, religious leaders, stake holders were enormous. The study had three purposes and research questions with hypothesis that guided the study. The study adopted survey design and was carried out in Borno State Nigeria. The population of the study consisted of 109 respondents
comprising 70 community leaders, with 39 workers in four different organizations. The study adopted a structured and Un-structured questionnaire. “The structured instrument on four-point rating scale with corresponding numerical value of 4, 3, 2 and 1 was assigned to the response options of each item. The instrument was subjected to face and content validity by two experts has 0.76 reliability coefficient. Data collected from the respondents were analyzed using mean and standard deviation. The mean scores were used to answer the research questions. t-test statistics was used to test the null hypothesis at 0.05 level of significance. The computation of the mean, standard deviation and t-test was carried out with statistical package for social sciences version 22.0 (SPSS). Findings of results revealed the partnership between industries and VTE proven skilling the repentant insurgen youths with identified soft skill as relevant for the repentant youths. The findings also revealed that majority of the community leaders; religious leaders and the stake holders supported the skilling of the repentant youths. Recommendations were made among the others; Borno State government and stakeholders should encourage retraining on skilling to inspires fully awareness of entrepreneurial skill for self-reliance. Ministry of science, technology and innovation in collaboration with specialized private sectors should encouraged skilling on effective core skill. workshops sensitization on the important of core and other skills for job opportunity that will alleviate the vulnerable youths and the repentant youths to be acquainted with the knowledge, that facilitates innovative skills up-date as alternative to violent.

**Keywords:** Needs, Repentant youths, skilling empowerment

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**14. USEFULNESS AND INSTRUCTIONAL BENEFITS OF ONLINE FACILITATION: AN ASSESSMENT OF PERCEPTION OF FACILITATORS IN OPEN AND DISTANCE LEARNING INSTITUTIONS**

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**ABSTRACT**

This study therefore investigated the facilitators’ perceived usefulness and instructional benefits of online facilitation among facilitators in open and distance learning institutions in Nigeria. Survey design was used for the study. Facilitators from universities approved for ODL programmes in Nigeria formed the population of the study. Sampling technique was purposive.
The only single mode ODL institution based in Abuja and two oldest dual mode ODL institutions, one from the southern and the second from the northern regions of Nigeria were purposively selected for the study. Respondents from the three selected universities who were available and willing to participate formed the sample of the study. The sample for the study consisted of two hundred and two (202) facilitators from the three selected universities. The instruments used for the study were Facilitators’ Perceived Usefulness of Online Facilitation (FPUOF) and Facilitators’ Perceived Instructional Benefits of Online Facilitation (FPIBOF). Two research questions were answered while two hypotheses were tested at 0.05 level of significance. Cronbach Alpha reliability test was used to determine the internal consistencies of the instruments which yielded reliability coefficients of 0.748 and 0.710 respectively. Data were analysed using frequencies, percentages, mean and standard deviation statistics for the research questions and Chi-Square for hypotheses. Findings from the study revealed that the perceived usefulness and instructional benefits among facilitators studied still leaves much to be desired. Also there was significant relationship in the levels of perceived usefulness and instructional benefits of online facilitation among facilitators in Nigerian ODL institutions. It was recommended that more awareness, provision for facilities and practice of online facilitation among facilitators in ODL institutions in Nigeria be improved upon.

Key Words: Online Facilitation, Assessment, Perceived Usefulness, Perceived Instructional benefits, Open and distance Learners.

15. DIGITAL LITERACY AND LIFELONG LEARNING IN LAGOS STATE: EXPLORING STRATEGIES TO BRIDGE THE GAP FOR ADULT LEARNERS

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ABSTRACT

in an era driven by digital transformation, the acquisition of digital literacy skills has become essential for individuals to navigate and succeed in various aspects of life. This study
investigates the intersection of digital literacy and lifelong learning, with a specific focus on adult learners in Lagos State, Nigeria. The research aims to explore strategies that effectively bridge the digital literacy gap for adult learners in Lagos State, enabling them to participate fully in the digital age. The study employs a qualitative research design, utilizing interviews, surveys, and case studies to examine into the experiences, challenges, and opportunities faced by adult learners in Lagos State in their quest to develop digital literacy skills. By analyzing the perspectives of both learners and educators in Lagos State, this research seeks to uncover effective pedagogical approaches, teaching methodologies, and curriculum design that can facilitate the acquisition of digital literacy skills among adult learners in the state. Lifelong learning is a critical concept in today's rapidly changing world, and adult learners in Lagos State often encounter unique barriers to accessing and benefiting from educational opportunities. This study acknowledges the diverse backgrounds, needs, and motivations of adult learners in Lagos State and aims to provide insights into tailoring digital literacy programs to suit their requirements. By identifying strategies specific to Lagos State that can bridge the gap, this research contributes to enhancing the effectiveness of lifelong learning initiatives for adult learners in the state. The context of this study is situated within the dynamic landscape of digital literacy education in Lagos State, Nigeria. Adult learners from various socio-economic backgrounds, age groups, and educational levels in Lagos State are considered. Through a comprehensive analysis of their experiences in Lagos State, the research offers practical recommendations for educators, policymakers, and institutions in Lagos State seeking to create inclusive and impactful digital literacy programs. Ultimately, this study serves as a call to action to address the digital divide that adult learners in Lagos State often face.

**Keywords:** Digital Literacy, Lifelong Learning, Strategies

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16. **TEACHERS’ PERCEPTIONS AND ATTITUDES TO ARTIFICIAL INTELLIGENCE IN SENIOR SCHOOL PHYSICS NIGERIA**

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ABSTRACT

Artificial intelligence’s ability to innovate teaching and learning practices is generating profound change in the realm of education, as such, to strengthen the leading role of physics teachers and for effective human-machine collaboration, in-depth knowledge of teachers’ perception and attitude to Artificial intelligence (AI) is needed. This study investigated teachers’ perception and attitude to AI in Senior Secondary Schools in Kwara State, Nigeria. Sample selection used a descriptive survey design. A total of 200 physics teachers participated using the purposive sampling technique. The instrument used was “Physics Questionnaire on Perception and Attitude to Artificial Intelligence (PQPAAI)”, with a 0.76 reliability coefficient using Cronbach Alpha. Data collected were analysed using descriptive methods, t-test, and analysis of variance. Results showed that physics teachers’ perception and attitude to AI were positive. Gender did not influence perception. The attitudes of males were more positive towards AI than their female counterparts. Teachers with 0 – 5 years of teaching experience showed high value in perception. In conclusion, the attitudes and perceptions of teachers were favourable to AI. Also, gender roles were minimal as it relates to perception. The recommendation is that awareness programmes and training be organised for senior physics teachers in emerging AI to enhance physics education.

Keywords: Physics Teachers, Perception, Attitude, Artificial Intelligence.

17. FACILITATORS PERCEIVED INSTRUCTIONAL CHALLENGES OF ONLINE FACILITATION IN OPEN AND DISTANCE LEARNING (ODL) INSTITUTIONS IN NIGERIA

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ABSTRACT
Online facilitation creates an online learning platform that establishes new learning environment and provides multidimensional learning possibilities. This study focuses on facilitators perceived instructional challenges of online facilitation in open and distance learning (ODL) institutions in Nigeria. A descriptive survey research design was adopted. Population for the study consists the open and distance learning facilitators in an approved ODL universities in Nigeria. Three out of the six geopolitical zones were randomly selected and one distance learning university was also randomly selected from each zone to make three ODL universities used for the study. The same simple random sampling technique was adopted for the selection of facilitators in the three universities. Two hundred and two facilitators (202) participated in the study. One research question and three hypotheses were raised. One instrument was developed which is; Facilitators Perceived Instructional Challenges Inventory Scale (FPICI) and a reliability coefficient value of 0.76 was obtained using Cronbach Alpha. Data collected were analysed using descriptive and inferential statistics. The finding reveals that the mean difference in the level of significance (p > 0.05) shows that the facilitators’ age, academic cadre and discipline had no significant effect on the perceived instructional challenges confronting online facilitation as a medium of instructional delivery. It was therefore recommended that in implementing online facilitation in Nigerian institutions, university management should consider the age, academic cadre and discipline of facilitators for them to become active participators in implementing online facilitation.

Keywords: Facilitators, Challenges, Online Facilitation, Open and Distance Learning, Institutions.

18. STUDENT SUPPORT AND THE PERFORMANCE OF STUDENTS, IN ONLINE TUTORIALS AT UNISA NORTH EASTERN REGION

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ABSTRACT
Distance learning is well known to students in South Africa who want to further their studies or education. Previous studies focused to some extent on the face to face tutorials. This study aimed
to make a scientific contribution by investigating student support and the performance of students, in online tutorials using a theory of transactional distance. A quantitative approach will be followed to achieve the research objectives. A questionnaire of structured nature will be employed to collect primary data from 407 students attended online tutorials classes in Facilitation of Learning unit at the Unisa North Eastern Region. Data will be analysed using the Statistical Package for the Social Sciences (SPSS) to compile descriptive and inferential statistics. Although, Unisa provides services to support its students which include e-tutoring, counselling and guidance, tutorials on face to face, information, and communication technology (ICT). Availability of Coronavirus Disease of 2019 (COVID-19) forced Unisa to put more resources to ensure remote learning to sustain and increase student support services. Insufficient student support services in majority of universities offering correspondents or distance education has been as regarded as a reason for lower throughput rate as well as why many students abandon their studies. Adequate student support is essential for distance education.

**Keywords:** North Eastern region, online tutorials and Student support

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19. LIFELONG LEARNING OPPORTUNITIES THROUGH ODEL INSTITUTIONS: AN ANALYSIS

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**ABSTRACT**

This paper focuses on the National Open University (NOUN) as the subject of investigation due to its provision of continuous educational opportunities to its student body. In contemporary society, characterized by rapid change and continual development, the ongoing pursuit of education throughout one's lifespan is assuming growing importance. This phenomenon can be attributed to the societal expectation for individuals to consistently enhance their skills and knowledge, thereby ensuring their sustained competitive advantage and adaptability. Due to its nature as an institution dedicated to remote education, NOUN assumes a prominent role in facilitating educational opportunities that are accessible and adaptable to individuals from
diverse backgrounds and circumstances. The role that NOUN fulfills is that of a distance learning institution, given its nature as a school dedicated to providing education remotely. This paper examines the diverse educational programs, resources, and support systems provided by NOUN to foster lifelong learning among its clientele. Furthermore, the text examines the advantages and disadvantages of participating in lifelong learning via NOUN, along with potential suggestions for enhancing both the educational process and the resulting achievements.

**Keywords:** Lifelong learning, National Open University, NOUN, distance learning, educational programs, resources, support systems

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**20. TECHNOLOGY AND LEGAL EDUCATION IN NIGERIA: TOWARDS A DUAL MODE LEGAL EDUCATION IN NIGERIAN UNIVERSITIES**

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**ABSTRACT**  
Over time, legal education in Nigeria has remained conservative in its teaching methodologies. Both the universities and legal education regulators have insisted on physical legal training for undergraduates and law school students alike. Unfortunately, with the COVID-19 experience, the need to revisit the status quo became inevitable. Technology and Distance education are indispensable tools that can stimulate learning and ensure stricter obedience to university calendars. Again, the rate of enrollment in law courses also entails the need to adopt approaches that will allow for more participation of students. This is not without teething challenges. Law teachers need to be trained in the art of distance and e-learning in order for them to be well equipped and prepared for this challenge. There is also the need to redesign law curriculum especially in Nigeria to take care of these innovations. Using doctrinal approach, this paper argues that despite the reservations expressed by law regulators over time, teaching of law can be done remotely using technology. However, some aspects of legal education may still require physical contact. Hence, this paper recommends the use of a dual mode in this regard.
ABSTRACT
This study delves into the reasons behind Kenya’s insufficient production of PhD graduates in statistics to meet its demands. The paper reviewed current literature guided by four specific inquiries: (i) What factors associated with students influence the successful completion of PhD studies in Statistics? (ii) How do issues pertaining to statistics lecturers impact the supervision and mentoring of PhD students by their advisors? (iii) How does the university environment affect the performance of PhD students in statistics? (iv) What global and Kenyan models have been employed for the training and supervision of PhD students? The study's conceptual framework encompasses four fundamental factors related to these research questions. Two factors fall under the category of human characteristics, while the remaining two relate to course delivery. These domains collectively shape the quality of supervision offered to statistics PhD students. The findings reveal that students often lack a strong foundation in the theory of research methods and statistics. Furthermore, financial constraints frequently hinder their progress and graduation. Additionally, there is a shortage of qualified statistics lecturers, and those available often lack robust supervision skills. Universities in Kenya face resource shortages, including insufficient access to computers and software, which impacts the research environment. The current Humboldtian model of supervision in Kenya is criticized, partly due to outdated curricula. In conclusion, the evidence available advocates a holistic approach to enhance the capacity building process and mentoring of doctoral students in statistics in Kenyan universities.
The Open and Distance eLearning (ODeL) utilizes modern technologies in teaching and learning, changing pedagogical practice and the quality of teaching and learning. In particular, the aspect of Students' eLearning Readiness (SeLR) of the ODeL mode is a significant solution. It allows the students to use e-learning resources and multimedia technologies to improve their quality of learning. Nevertheless, the existing literature reveals that the students face technical challenges when studying through ODeL mode. These include difficulty in communication through the Internet, insufficient computing skills, and difficulty accessing reliable information. Part of the challenges is attributed to contributing to students' dropout. Through theoretical analysis this paper aimed to assess the issue of SeLR in addressing the challenges in ODeL for effective teaching and Learning. The questions answered by the paper include: What did the study tell us about the emerging factors from models influencing SeLR for Effective Learning in ODeL? What did theories tell us about issues influenced by SeLR for effective teaching and Learning in ODeL? What is the study's contribution to enhancing SeLR in ODeL? The work was based on qualitative research design; theories and models based on research questions were reviewed and synthesized, and findings and contributions were presented. The Transactional Distance Theory (TDT) and Self-Regulated Learning Theory (SRLT) were reviewed and the models. The study found that the most emerging factors influencing SeLR include students’ technological readiness and skills, Psychological readiness, a well-designed online content, human resources readiness, and ODL institution readiness. High SeLR minimizes the transactional distance between an ODL learner and the learning environment, and High SeLR leads to high students self-regulating in learning. SeLR in ODeL is significant in meeting inclusive, equitable, affordable, and quality education.
ABSTRACT

The ‘Sustainable Development Goals’ and the vision 2030 categorise TVET as a transformative agenda for resilient and adaptive skills. However, at the centre of such skills requires technological innovations to bring significant change. The adoption of technologies in TVET fall disproportionately especially in developing countries. As such, there is elevated pressure for digitalization systems as drivers of lifelong learning. This study aimed at investigating the strategic responses adopted by TVET in building resilient digitalization systems in Kenya. The objectives were to: determine utilization level of digital systems, establish whether TVET curricula have adopted digitization systems and evaluate how trainers’ digital competence influence skill development in Kenya. The study adopted the “Unified Theory of Acceptance and Use of Technology” (UTAUT). Using a descriptive survey design, 327 respondents were sampled from a target population of 1800 principals, deputy principals, registrars and trainers. The study used questionnaire and interview schedules as data collection tools. However, their reliability was determined by Cronbach’s alpha and KR-20 correlation coefficients at 0.70 and 0.75 respectively. Data was analysed using descriptive and inferential statistics. Results show that TVET present low levels of ICT utilization, insufficient integration of technologies to curricula. Similarly, over 80% of the participants indicated teaching with historical competencies, a
scenario that accelerated resistance among the trainers in adopting digital systems. Nonetheless, the results also show that a resilient and sustainable TVET can also be technically responsible for skills development. The study calls for urgent strategic response for policy makers, the Government, and TVET stakeholders for policy and digital alignment to certainly bridge skills gap at the labour market.

**Keywords:** Digitalization Resilience, Skill Development, TVET, Trainers’ Digital Competence

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**24. STUDENT EXPERIENCES WITH NOUN'S E-LEARNING PLATFORMS: A QUANTITATIVE STUDY**

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**ABSTRACT**

This study aims to explore and understand the student experiences with the e-learning platforms offered by the National Open University of Nigeria (NOUN). As the demand for online education continues to grow, it is crucial to examine the perspectives of students and gather insights into their experiences, challenges, and satisfaction levels within the e-learning environment. Utilizing a rigorous quantitative research design, this study collects data from a representative sample of NOUN students enrolled in various programs. Through surveys and structured questionnaires, students’ perceptions, preferences, and challenges regarding NOUN’s e-Learning platforms are systematically captured. The study investigates factors such as platform usability, content quality, interactivity, communication effectiveness, and overall learning experience. Preliminary findings indicate that NOUN students have varied experiences with the e-learning platforms. The themes that emerged from the analysis include ease of platform navigation, accessibility of course materials, interaction with instructors and peers, technical issues, and overall satisfaction. While some students expressed satisfaction with the platform’s user-friendliness, availability of resources, and opportunities for engagement, others reported challenges related to connectivity issues, lack of timely feedback, and limited interaction. Furthermore, the study highlights the importance of technical support and training for students to effectively navigate
the e-learning platforms. Recommendations for improvement include enhancing the user interface, providing clearer instructions, and offering comprehensive technical support. Additionally, fostering greater interaction and collaboration among students and instructors could enhance the overall learning experience.

The findings of this study contribute to the existing literature on e-learning platforms and provide insights for educational institutions, policymakers, and administrators to enhance the quality of online education. By addressing the identified challenges and leveraging the positive aspects of the e-learning platforms, NOUN and similar institutions can create a more conducive and engaging online learning environment for their students.

Keywords: e-learning, online education, student experiences, qualitative study, National Open University of Nigeria (NOUN), user satisfaction, challenges, thematic analysis.

25. ASSESSING THE IMPACT OF TIME TAKEN TO COMPLETE ONLINE EXAMINATIONS TO THE FINAL GRADE OF ODL STUDENTS

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ABSTRACT

Open and Distance Learning (ODL) has gained significant popularity as a flexible and accessible mode of education. With the advent of online assessments in ODL programs, the time students take to complete these assessments has become a subject of interest and concern. Understanding how the time taken to complete online assessments correlates with grades can inform instructional strategies and student support services. It can also guide students in optimizing their study habits in an online learning environment. This study aimed to investigate the relationship between the time taken by ODL students to complete online assessments and their final grades. The research employed a quantitative analysis of assessment data gathered from the Moodle Learning Management System (LMS) of the Open University of Tanzania (OUT). A random sample of 2165 ODL students from various academic disciplines from OUT was considered, ensuring the broad applicability of findings. The quantitative analysis involved examining data from multiple courses, tracking the time taken by students to complete online
assessments, and correlating it with their corresponding grades. The results indicated a weak negative correlation between the time taken and the grade achieved but highlighted other factors such as the location of the student, subject matter, and student demographics as potential influencers on the time-grade relationship. The research concludes by recommending a deeper investigation employing both quantitative and qualitative data through surveys and interviews to capture the perspectives of ODL students on broader issues, including their assessment completion strategies and perceived time management challenges.

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26. LIFELONG LEARNING IN THE DIGITAL WORLD: STRATEGIES FOR UPSKILLING AND RESKILLING

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ABSTRACT
with the rapid and constant changes taking place in our societies, especially in the workplace as a result of advances in technology and globalisation, demand for new skills and the adaption of existing skills are also growing rapidly to keep pace with the changes. This implies that people should continuously learn in order to develop new skills. Learning becomes a lifelong process and need. The society in general, including education institutions, businesses, industry and other organizations are called upon to develop programmes aimed at ensuring that the labour force develop new competencies and improve on the ones their have in order to adequately respond to the changing skills demand and to remain competitive and more productive. in this article we identify and analyse the strategies used for upskilling and Reskilling the labour force in order to render it competitive in the context of the digital era. We highlight that digital skills are a fundamental set of skill for all professions and that digital platforms are essential for lifelong learning, for through these digital platforms training programs designed for upskilling and reskilling can be implemented for a wide range for professional in and of service.

Keyword: Lifelong learning, digital era, upskilling, reskilling
27. OPEN DISTANCE E-LEARNING ACCEPTANCE OF LAW AND ENGINEERING COURSES IN SOUTH AFRICA AND KENYA: ANALYSIS OF POLICIES AND PROFESSIONAL ASSOCIATIONS’ GUIDELINES

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ABSTRACT

The Open Distance and eLearning (ODeL) mode of study is a major avenue that can propel many countries towards the realization of inclusive, equitable, and lifelong learning opportunities for all by 2030 as stipulated in the Sustainable Development Goal (SDG) 4. The policies for education and training for many low-income and middle-income countries depict a positive response by the governments; however the regulatory professional associations that control some programs, especially Law and Engineering courses have slowed the ODeL acceptance. This comparative study used the futures research method to thematically analyze the respective countries’ education policies and professional associations’ guidelines that regulate the law and engineering courses in South Africa and Kenya. The study found that the delivery of Law and Engineering courses through ODeL mode is acceptable in South Africa unlike in Kenya where the respective professional associations of the same courses do not approve the ODeL mode of delivery. The findings of the study will be useful to the policy makers, regulatory educational commissions, professional associations, and scholars.

Keywords: Open Distance and eLearning, Regulatory professional associations

28. DATA SCIENCE LITERACY INCLUSIVENESS IN BOTH CLASS ROOM AND DISTANT LEARNING PEDAGOGIES APPROACHES IN STATE AND FEDERAL OWNED UNIVERSITIES IN RIVERS STATE, NIGERIA

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ABSTRACT

Pedagogies, which are ways with which education is administered no longer matter in today world. The advent of Covid-19 has convinced the world that one can be at any part of the globe and learn, just anything. This study concentrated on: “Data Science Literacy Inclusiveness in both Class Room and Distant Learning Pedagogies Approaches in State and Federal Owned Universities in Rivers State, Nigeria” This study was purely an empirical work. The objectives of this study were to ascertain the relationship between the dimensions of Data Science (Data Collection, Data Analysis and measures of Data Literacy (Information Usage and Software Usage), and to ascertain how Regulation significantly moderated, and Regulatory Authorities significantly suppressed the relationship between Data Science and Data Literacy. An Avalanche of literature, evolving idealisms, statistical postulations and assumption testing made part of the body of this work. A secondary data was used in this study. The initial designed used in the primary data a cross-sectional, adapted for the extraction of the study data from the research respondents. A sample size of 396 students from a population of 37320 students from the University of Port Harcourt, Rivers State University of Science and Technology, Ignatius Ajuru University of Education and the National Open University of Nigeria, Port Harcourt Study Centre was used in this study. A purposive and convenience sampling techniques were adopted to select the universities. Karl Pearson’s Product Movement Correlation Coefficient parametric tool was used to test the research hypotheses. The ‘Data Science and Data Literacy’ questionnaire was the instrument used to source the information from the research respondents. The Statistical Package for Social Science (SPSS Version 25) and Eviews 10 were the software used to compute the univariate and the bivariate analyses. An idiographic approach, through a predetermined critical mean, was compared with an SPSS computed mean, leading to acceptance or rejection of the general opinions of the research respondents. The null hypotheses in the study were subjected to simple regression, hierarchical multiple regression and partial correlational analyses. A ninety-nine per cent (99%) Alpha Coefficient of .01 was used in the bivariate analyses. The findings from this study included but were not limited to a substantive correlation between the dimensions of Data Science and the measures of Data Literacy. Regulation played a moderating role in the relationship between Data Science and Data Literacy. Conversely, Regulatory Authority a suppressing role in the relationship between Data Science and Data Literacy. This study also found that the study variables had stationarity, stability, long-run relationships, and no serial correlationality among the study variables. In conclusion, there was a significant relationship between Data Science and Data Literacy. Based
on the findings the following were recommended: Data Science should be taken seriously in our higher institutions of learning. Educational regulations should be taken more seriously as it helps to boost the knowledge of the students on data science and data literacy. Regulatory Authorities directing the affairs of education should follow the regulations on the education of higher institutions of learning, Lecturers should not be interested in the submitted work alone, but to see that the student submitting the work did the work, Data-based systems should be encouraged in schools to provide data for research work by students, Institutions of learning should avail software packages for analysis, Lecturers should focus on directing hands-on learning relating to data collection methods, data analysis methods and data visualization methods, Lecturers in schools should de-emphasize certificates but emphasize knowledge.
1. THE ROLE OF OPEN EDUCATIONAL RESOURCES (OER) IN RESILIENT LEARNING ENVIRONMENTS

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ABSTRACT
Open educational resources (OERs) are defined by UNESCO as “learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, which permit no-cost access, re-use, re-purpose, adaptation and redistribution by others”. On the other hand, resilient learning environments refer to education environments that are adaptable, flexible, and able to withstand disruptions or challenges. There are several possible challenges/disruptions to learning contexts and a typical case in point is COVID-19. Several educational systems were able to continue the business of learning during the pandemic through implementation of OERs and open learning platforms. The key issue to be discussed in the keynote is that OERs play a major role on engendering resilient learning environments, especially given the myriad of challenges faced by higher education institutions, especially those offering distance education. Since learning environments exist in socio-economic, technical, and political contexts that are characterized by volatility, uncertainty, complexity, and ambiguity (VUCA) it is posited that OERs can play a critical role in enhancing resilience by impacting relevance, innovation and creativity, access to education, quality education, lifelong learning, collaboration, and many others that will be discussed in this presentation. The presentation would not be complete however if the “state of the art” of OERs is not addressed. In as much as OERs hold much promise for resilience of learning environments, research has shown that the uptake has been less than anticipated or expected, even with the impetus of the Covid pandemic. The paper will therefore seek to bring to the fore challenges and make suggestions of how they may be mitigated.
2. **TOPIC: ADMINISTRATIVE CHALLENGES OF E-LEARNING IN DISTANCE EDUCATIONAL SYSTEM IN NIGERIA**

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**ABSTRACT**

As distance education is gaining momentum, offering flexibility and access to learners, educational institutions are confronted with a lot of administrative challenges and demands in the areas of: Strategic planning and implementation of the e-learning in distance educational system. It is imperative to reaffirm that it is the role of the administrators to achieve the e-learning objective by planning and organising the e-learning programmes in terms of quality of instructions and time management, coordination and control of the resources; Effective leadership and monitoring of e-learning institution in area of communication, coordination of the stakeholders, provision of quality instructional resources and services to students; and promoting of resilience in students and teachers. This paper discusses the administrative challenges and demands of e-learning education in distance educational system that affects the learners, the instructors and technology in Nigeria. These challenges range from managerial, cultural, and environmental to insufficient ICT resources and manpower demands. The authors suggested that with effective administration of e-learning programmes the problem of quality of education and resource provision will be much easier for the institutions and government to handle. It can also improve students learning outcomes and promote educational resilience.

**Key Words:** Administration, E-Learning, Distance Education

3. **THE IMPACT OF AN ARTIFICIAL INTELLIGENCE-BASED TRAINING PROGRAM ON THE SELF-LEARNING SKILLS OF BASIC SCIENCE TEACHERS**

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ABSTRACT
The primary objective of this research was to enhance the self-learning skills of Basic Science teachers, a crucial aspect of professional development in the field of education. To accomplish this goal, the researcher formulated and executed a specialized training program that harnessed the capabilities of artificial intelligence (AI) applications. The study was conducted with a cohort comprising 25 male and female Basic Science teachers, all selected from the Gwandu Local Government Education Authority. Before the commencement of the training, the teachers underwent a comprehensive assessment using established research tools. Following this initial evaluation, the meticulously crafted training program, featuring AI-powered tools, was implemented over a span of three weeks. Subsequent to the completion of the training regimen, the same research tools were once again administered to the participants, facilitating a comparative analysis. The outcomes of this research project revealed compelling evidence, showcasing a statistically significant discrepancy at a 0.01 significance level. This discernible difference underscored a noteworthy improvement across various dimensions of self-learning skills post the training program. The findings reveal the efficacy of the devised training program in fostering the development of self-learning skills among Basic Science teachers. This research not only contributes to the academic understanding of AI's impact on professional development but also offers practical insights into the realm of teacher training. The association of AI applications and educational enhancement serves as a blueprint for crafting targeted training programs that effectively elevate the self-learning capacities of educators, subsequently benefiting the quality of education imparted to students.

Keywords: Artificial Intelligence, self-learning skills, and Basic Science

4. CORRUPTION AND RENT-SEEKING LEADERSHIP: A HINDERANCE TO EDUCATIONAL DEVELOPMENT IN YOBE STATE: IMPLICATION AND PANACEA

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ABSTRACT
This study examined corruption and rent-seeking leadership as a hinderance to educational development in Yobe State. The work examined the implications of corruption and rent-seeking leadership in the administration and management of education in Yobe State on the development of the sector in the state. It also came up with a number of policy suggestions as panacea to how corruption and rent-seeking leadership hindering the development of education in the state can be ameliorated. Secondary and primary methods were utilized in obtaining data for the study. Probability sampling technique was used as respondents chosen and involved in the study were selected using the stratified sampling technique. Descriptive statistic was adopted in analyzing respondents’ socio-demographic data while the Positive Correlation Analysis (PCA) was used in analyzing quantitative data collected. The study found out that misappropriation of fund and shortage of facilities in schools are part of the implications of corruption and rent-seeking leadership on the development of education in Yobe State. Effective anti-corruption measures and supervision as well as auditing of school income and expenditures are panacea to corruption and rent-seeking leadership truncating the development of education in Yobe State.

5. **AN ASSESSMENT OF ETHICAL LEADERSHIP PRACTICE IN MAI IDRIS ALOOMA POLYTECHNIC GEIDAM, YOBE STATE, NIGERIA**

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**ABSTRACT**

This research determined whether polytechnics academic staffs holding leadership positions are regarded as ethical leaders in Mai Idris Alooma Polytechnic Geidam. Currently, there is a lack of research concerning ethical leadership practices in business and non-business settings especially in institutions of higher learning. Kalshoven et al., (2011) ethical leadership at work (ELW) survey is one of the most valid and reliable research tools in the field of ethical leadership, which would be used to assess ethical leadership practices of managers based on followers’ perceptions. Since it is not possible to study the entire Population, a sample of 40 respondents was randomly selected and Administered questionnaires from the institution studied.
The research is quantitative in nature and was conducted using a survey design. Sampling procedure of the study is stratified random sampling. The study revealed that There is ethical leadership Practices among academic staff of Mai Idris Alooma Polytechnic Geidam, Yobe state. The study also revealed that significant differences exist in the perceptions of members of staff toward ethical leadership based on differences in gender, rank, and experience. The study there for recommend that Government should provide friendly working environment in terms of adequate infrastructural facilities, good road network, efficient telecommunication system and uninterrupted power supply to encourage institutions of higher learning to float their businesses effectively.

Key words: Ethical, leadership, Management, Fairness, Dimensions

6. AWARENESS AND KNOWLEDGE OF OPEN EDUCATIONAL RESOURCES AMONG LECTURERS, FACILITATORS, COURSE WRITERS AND EDITORS IN SELECTED NIGERIAN DISTANCE LEARNING INSTITUTIONS

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ABSTRACT

Open Educational Resources (OER) are borne out of initiatives attempting to clear barriers which hinder access to knowledge, achieve equality to educational resources, expand access to learning, reduce cost of distribution of educational materials, offer augmentation of classroom materials and achieve continuous improvement of available resources. OER makes high quality educational materials and opportunities readily and easily available while broadcasting and popularising talent and innovative efforts in education. Though these benefits are enormous and widespread, there is the erroneous impression that OER is primarily for the Open and Distance eLearning (ODeL) institutions and practitioners whereas evidence abounds that in Nigeria, most ODeL institutions and resources especially course materials which are the bedrock of programme implementation do not have OER embedded in them. This study, therefore, assessed levels of OER awareness and knowledge among ODeL practitioners in selected Distance Learning Institutions (DLIs) in Nigeria. Expost-Facto type of the descriptive research design was used to provide answers to the research questions raised. 220 ODeL practitioners
(Lecturers, Facilitators, Course Writers and Content Editors) were purposively selected from six DLIs in Nigeria. Data were collected using a self-developed instrument tagged “Critical ODeL Stakeholders Awareness and Knowledge of OER” \( (r=.82) \). Descriptive statistics, t-test and Analysis of Variance were deployed for data analysis. Findings showed a poor level of awareness (means range from 1.95-2.58) and low knowledge status (mean = 10.20; SD = .33). Among lecturers, facilitators, course writers and content editors, no significant differences exist \( (p>.05) \) in awareness and knowledge. However, male respondents differed significantly from females \( (t<.05) \) with higher awareness (mean = 37.80) and knowledge (mean = 12.50) scores. The study concluded that ODeL stakeholders hold poor awareness and knowledge of OER, hence, recommended that OER sensitization, orientation and advocacy activities should be organized across Nigerian DLIs and other tertiary institutions in Nigeria.

Keywords: Open Educational Resources, Awareness, Knowledge, Open and Distance Learning Institutions

7. USE OF TECHNOLOGY IN OPEN AND DISTANCE LEARNING FOR LEARNING AMONG THE DISENFRANCHISED PEOPLE IN AFRICA: CHALLENGES AND RECOMMENDATIONS FOR ITS ACTUALIZATION

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ABSTRACT
The use of Open and Distance Learning (ODL) through technology to transmit knowledge among the disenfranchised population is undoubtedly the surest option of ensuring that Africans enjoy the opportunity to be educated regardless of their circumstance, distance or financial resources. The disenfranchised population cover group such as people who are displaced because of war either locally, nationally or internationally. Others are the women in the purdah, the prison inmates and house maids who are saddled with domestic responsibilities. This paper is therefore focused on how to use relevant technology in ODL for teaching and learning among the disenfranchised population in Africa. This is considered to be very important given the rate of internal violence that often leads to sudden migration of people from their homes. This paper
will therefore identify relevant technological facilities in ODL that can be used for learning through the institutions where ODL is practiced in Africa, the reason why the disenfranchised population matters and method of ensuring that learning among them is actualized. Challenges of taking education to the disenfranchised population shall be discussed and the recommendations to achieve this shall be identified in order to ensure that such group of people are included in the affairs of the continent in line with the provisions of the mission on Science Technology and Innovation Strategy (STISA) 2024 which is aimed at accelerating Africa’s transition to an innovation-led Knowledge-based Economy and the SDG 4 in order to create a pathway for the realization of the AU Agenda 2063.

**Key Words:** Open and Distance Education, Disenfranchised Population, Technology

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8. **A FRAMEWORK FOR HIGHER EDUCATION INSTITUTIONS TO THRIVE POST COVID-19**

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**ABSTRACT**

The Covid-19 epidemic has shifted our perspective on education and learning as new approaches were introduced. Higher education institutions must profit from the approaches used during Covid-19, while also learning from their failures. Based on this, this study draws from the International Commission on the Futures of Education proposed nine possibilities for public action on education for a post-COVID future. These include expanding the notion of the right to education, valuing the teaching profession and teacher cooperation, and promoting student's engagement and rights. The Commission further recommends that schools safeguard the social spaces they provide, and that instructors and students have access to free and open-source technology. Establishing scientific literacy in the curriculum and defending domestic and foreign funding of public education were also proposed. Lastly, they advocated for the promotion of global solidarity in order to reduce existing levels of inequality. While research has been done on these topics, there has been little effort to combine these concepts into a framework that might
help higher education institutions to better strategize for a post-covid future. This research thus uses a systematic literature review methodology of articles between 2018 and 2022 to explore literature linked to the nine proposed ideas in order to develop a framework that higher education institutions can use to re-imagine education in the post-covid-19 age. The findings of this research can be used to develop policies to assist future educational strategies.

**Keywords:** Higher education, Covid-19, Education, Educational strategies, Curriculum

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9. ACCESS FOR SUCCESS FOR ODeL OFFENDER STUDENTS IN GAUTENG CORRECTIONAL FACILITIES IN SOUTH AFRICA

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**ABSTRACT**

This paper was to investigate Access for success for ODeL offender students in Correctional facilities in Gauteng, in South Africa. Theories of Transitional Distance and Wellness Model as lens for the study were employed. to achieve the objectives of the study, a qualitative research design was adopted, and data was collected through semi-structured interviews. Thirteen offender students from one of Gauteng’s Prisons participated in the study. Information concerning the study was communicated to all participants and consent forms were completed after all participants agreed to the terms set out for participation. The study revealed various challenges experienced by offender students such as limited internet access for offender students at Correctional facilities, lack of training on online library services resulting in limited access to relevant articles for offender students and poor administrative support services by Unisa and the Department of Correctional Services (DCS) staff, which excludes offender students from receiving adequate training to use online resources effectively. Furthermore, the findings reveal that correctional facilities were not conducive as learning environments because internet access is mostly regarded as a high-risk factor that compromises security at these facilities. Similarly, applying restrictions to address bridge of security through technology is envisaged as an
exclusion of certain learning material by the offender students. The findings highlight the plight of offender students and required learner support services which will enable them to become successful participants in post-school education. The researcher recommends that DCS reforms its practices as the current restrictions technically exclude offender students from accessing education through Open and Distance Learning institutions such Unisa and exposes DCS to possible legal litigation. Given the move by Higher Education institutions towards online mode of education, it is critical that offender students be accommodated in this new dispensation.

**Keywords:** Access, Internet, Success, Offender Students, Online Learning Devices, Open and Distance E-Learning

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10. **AN ASSESSMENT OF LEVEL OF ORGANIZATIONAL COMMITMENT AMONG ACADEMIC STAFF OF YOBE STATE UNIVERSITY DAMATURU, NIGERIA**

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**ABSTRACT**

Today’s organizations are facing the challenges of competing with each other due to globalization. Competitiveness of an organization depends on how the organization gain competitive advantage over others, and how its leaders influence their subordinates and ensure that they have a workforce with higher level of organizational commitment, which will ultimately lead to the success of organizations especially in education sector (higher educational institutions), hence, it is considered as backbone of development of any nation. This study examined the level employees’ organizational commitment among academic staff of public universities in (YSU) Nigeria. Quantitative research design was used in the study, where a survey questionnaire was distributed among academic staff, total of 196 samples were used for the analysis. In order to analyze the data, SPSS version 25.0 statistical software was used. The
results indicate that organizational commitment is being practiced in YSU at a moderate level. Furthermore, Implication of this study is the contribution of ethical leadership to organizational commitment in HEIs. Ethical leadership should therefore be applied and practiced by school leaders to improve the success of organizational commitment and consequently improve the performance of HEIs in Nigeria.

**Keywords:** Ethics, Ethical Leadership, Commitment, Academics, Educational Administrators, Public Universities, Employee outcome.

11. CHALLENGES AND OPPORTUNITIES OF ARTIFICIAL INTELLIGENCE USE FOR POSTGRADUATE RESEARCH STUDENTS: A CASE OF CHAT GPT USE AT THE OPEN UNIVERSITY OF TANZANIA

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**ABSTRACT**
The study explored the challenges and opportunities of artificial intelligence, particularly using Chat GPT for postgraduate research students at the Open University of Tanzania. The study used the interpretivism philosophy, the exploratory design, the inductive approach and qualitative methodological choice. The purposive sampling was employed to select the 22 participants for the focus group discussion. The interview guide was used for data collection. The data was analyzed by using the thematic and manual content analysis. The findings revealed that only a few students had knowledge of using Chat GPT in the postgraduate research. The postgraduate students acknowledge the great use of Chat GPT in promoting their research. However, the findings indicate that unscrupulous students may use the Chat GPT to violate the research ethical issues. The study recommends training all postgraduate students on using Chat GPT and other artificial intelligence software. The policy makers should establish policies that integrate AI use in postgraduate research. The findings contribute to personalized learning theory by revealing that personalized learning is more powerful with artificial intelligence, particularly Chat GPT.

**Keywords:** Artificial Intelligence, Chat GPT, Postgraduate Research Students, Tanzania
ABSTRACT
There is strong need for the Nigeria’s education system to shift towards teaching skills, critical thinking, problem solving and creativity for the attainment of sustainable development goals (SDG). Article 4.7 of the SDG maintains that, by 2030, Education systems should ensure that all learners acquire the knowledge and skills needed to promote sustainable development of both the present and future generations. SDG, among others, encompasses: education for sustainable development and sustainable lifestyles, human rights, Gender equality, Promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, and, of culture’s contribution to sustainable development. However, the global focus in curriculum development emphasises the incorporation of contents that promote functional education. The earlier curriculum has been adjudged as fallen short of the needs of the societal demands (Okebukola, 2013). The National certificate in education is the basic and minimum qualification for teaching the basic education: from kindergarten to Junior Secondary school. The crux of this paper therefore is synthesis of the revised (2021) Nigeria Certificate in Education (NCE) Minimum Standards with special reference to Course contents of NCE Hausa Language in order to expose if the elements of SDG and 21st Century skills have been captured/reflected with a view to suggesting way forward. Hausa language is offered as a course in the NCE in many Colleges of Education across Nigeria. The data for this synthesis will basically be drawn using the Hausa minimum standard vis-a-vis the 21st century skills outlined in the sustainable development goals (SDG).

Keywords: Education, Nigeria, Sustainable, Development, Goals, Hausa, Curriculum
13. DISTANCE LEARNING AS A PANACEA FOR REPOSITIONING OF HIGHER EDUCATION IN NIGERIA: THE STRATEGIC ROLE OF NATIONAL OPEN UNIVERSITY OF NIGERIA

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ABSTRACT
Distance learning represents a complex but great means of learning and education delivery, but still bedeviled with inadequate understanding, thus limited attention paid to its development and recognition. The purpose of this paper is to highlight the strategic role of the National Open University of Nigeria (NOUN) as one of the largest and leading open and distance learning institutions (ODL) in Nigeria and Sub-Saharan Africa with emphasis on its role in building educational recovery and resilience for other ODL institutions to emulate. After a general context analysis, aimed to underline the benefits and challenges connected to the development of distance learning, materials were collected and reviewed through internet search engines, moxilla, google chrome, texts, journals etc. and all relevant papers in the last 6 years (2017 – 2023) were examined and analysed. Conclusions were drawn and recommendations were based on the reported analysis. Key findings were that Nigeria currently has over 170 universities which are still not enough to cater for the educational needs of its people, especially youths that make up to 60% of its over 200 million population. National Open University of Nigeria (NOUN) is strategically positioned to take care of the educational needs of the teeming population of young Nigerians in quest of education and must continue to grow and provide quality education that not only cuts across Nigeria but should be extended to other African countries who depend on NOUN for quality education. Conclusively, the National Open University of Nigeria has the capacity, resilience, and experience to reposition higher education in Nigeria; contributing to making other universities stronger, more effective, and adequately equipped to compete internationally using NOUN as a dependable template (model) for quality education.

Keywords: Distance learning, Educational repositioning, Model, Open University, Resilience
14. EXPLORING THE TRANSFORMATIVE POTENTIAL OF ELEARNING IN FOSTERING NATIONAL UNITY AND PEACE IN NIGERIA

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ABSTRACT

in Nigeria, higher education encounters significant challenges, such as limited admission spaces and the high costs of quality tertiary education. These barriers restrict the aspirations of many seeking advanced qualifications. The demand for higher education consistently exceeds university capacity, especially in traditional face to face learning. The COVID-19 pandemic revolutionized education, forcing institutions to temporarily close and driving a surge in electronic learning. Learners increasingly turned to information communication technology (ICT) for electronic learning, making digital platforms a fundamental part of education delivery, particularly in open and distance learning (ODL), replacing conventional classrooms-learning has democratically opened access to education, benefiting those previously disadvantaged by geography or circumstance. It offers diverse skill development and cognitive growth opportunities, contributing to national unity and peace in Nigeria and as well showcase successful e-learning initiatives have significantly contributed to national unity and peace. This study explores the transformative potential of eLearning in fostering national unity and peace in Nigeria through the lens of social learning theory and literature analysis. It begins with an assessment of Nigeria's current state of unity and peace, exploring education's role in fostering these values and examining the status of e-learning in the country. The research probes how e-learning can bridge educational gaps of national unity and peace, as well as identifies barriers to implementation, and highlights successful e-learning initiatives fostering national unity and peace. Ultimately, the study offers recommendations for policymakers, educators, and stakeholders to maximize e-learning's potential in promoting and sustaining unity and peace while addressing associated challenges with practical solutions.

Keywords: E-Learning, National Unity, Peace, Educational Access, Nigeria.
15. EXAMINING THE INCIDENCES OF ACADEMIC MISCONDUCT AMONG STUDENTS IN HIGHER INSTITUTIONS IN NIGERIA

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ABSTRACT

Academic misconduct has been found to be a general problem in the higher educational institutions globally. Few studies on academic misconduct in Nigeria have been concentrated on universities with few on other higher education institutions. Using the theory of planned behaviour, the present study examined the incidences and prevalence of academic misconduct among students. An ex-post facto research design was adopted and a total of 368 students from Management and Applied Science were selected for the study. Two by two factorial ANOVA was used to test the hypotheses. Result revealed a significant interaction effects between intentions and perceived behavioural control ($F (1, 183) = 4.831; p < 0.05$) and between subjective norm, perceived behavioural control and intentions ($F (1, 183) = 6.398; p < 0.05$) on academic misconduct. The study recommends that school management should put in place efforts that will help in discouraging academic misconduct among students.

Keywords: Academic misconduct, Perceived behavioural control, Theory of planned behaviour, Nigeria

16. MAXIMIZING DOCTORAL STUDENTS’ SUPPORT IN AN OPEN DISTANCE E-LEARNING INSTITUTIONS

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ABSTRACT
ABSTRACT

Some of the students pursuing doctoral studies have been out of the education system for a while due to various reasons, including systematic exclusion practices. Although some may be given access to further studies through open and distance learning, such access may bear minimum results if adequate support is not provided. Much of research done on doctoral education tend to focus on the actual supervision which include areas such as supervision, supervisor’ experiences, roles, feedback, and support. The research on support is skewed towards that which comes from the academics and supervisors than the role of administrative and professional staff. The purpose of this paper is to shift the focus towards incorporating the role of administrative and professional support staff in doctoral student support which may even include supervision in the context of Open Distance and eLearning institution. The paper proposes that administrative and professional services should be professionalized to support doctoral students prior to, and during their encounter with their allocated supervisor/s. One way of professionalizing this area is aligning their operations within the following established doctoral supervision approaches: functional, enculturation, critical thinking and emancipations that were outlined by Lee (2008). Qualitative data collected from purposely selected administrative and professional staff will be shared with the view of enhancing the academic project of institutions of higher learning.

Keywords: doctoral education, doctoral support, doctoral supervision, doctoral supervision approaches, administrative staff, professional staff.

17. ASSESSING THE IMPACT OF JAMB SCORES, 'O' LEVEL RESULTS, AND COMMUNICATION SKILLS ON POST-UTME EXAMINATIONS IN NIGERIAN TERTIARY EDUCATION

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ABSTRACT
The purpose of this study was to find out whether there is relationship between Jamb Point, Post-UTME Score, O-level Credits and Communication Skill of admission candidates in Bauchi State University Gadau. The design of the study was data extracted from Academic planning Unit through Academic secretary, Registry unit. The sample for this study consisted of 1300 students who applied for admission in Bauchi State University Gadau. They were screened and examined during the exercise. Two questions were raised and answered, and hypotheses were tested. Pearson product moment correlation and regression model were used to test these hypotheses. The result indicated that there is no statistically significant relationship between the variables involved in the analysis. We concluded that since both the explanatory and the respond variables do not validate each other, Post-UTME examinations should continue in Nigerian Universities.

Keywords: Pearson correlation coefficient, Regression Analysis, Post-UTME, Nigerian higher education, Admissions process, JAMB scores, 'O' Level results, Communication Skills, University admission, Academic performance

18. DEVELOPING A RESEARCH FRAMEWORK FOR OPEN, DISTANCE, AND E-LEARNING IN THE GLOBAL SOUTH: A CASE STUDY OF NIGERIA
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ABSTRACT
This paper discusses the development of a research framework for Open, Distance, and eLearning (ODeL) in the Global South, using Nigeria as a case study. It highlights the lack of research in this area in the Global South, particularly in sub-Saharan Africa. The study applies Zawacki-Richter's evidence-based approach to categorize ODeL research into macro-, meso-, and micro-levels, adapting it for Nigerian ODeL landscape. This study focuses on categorizing research themes into an ODeL research framework based on a validation of research themes as part of a National Research Fund-supported project on “Setting an Agenda for Research into
Open, Distance and eLearning in the Global South: Nigeria as a case study”. It conducts a scoping review of journal publications in Nigeria from 2000 to 2020, identifying 1088 articles. Following exclusion and extraction processes, 653 articles are analysed and categorised using thematic content analysis and social network analytical techniques. Findings from an earlier study based on a preliminary survey and expert interviews using the delphi technique revealed newly emerging research priority areas, such as infrastructure, data costs, and digital skills which are particularly relevant in the African context. The outcomes of this study will offer deeper insights into the ODeL research landscape in Nigeria, contributing to the development of a comprehensive national and continental research agenda that can effectively address evolving social and political realities impacting higher education across the continent.

**Key words:** Research Framework, Contextualisation, Research Themes, Priority Areas. Agenda

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19. **ASSESSMENT OF AWARENESS AND USE OF E-LEARNING PLATFORMS BY LECTURERS IN TERTIARY INSTITUTIONS: A CASE STUDY OF FOUR SELECTED TERTIARY INSTITUTIONS IN YOBE STATE, NIGERIA**

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**ABSTRACT**

In the last five years, much research works has shown that attention is gradually shifting from the traditional classroom system to online learning. This study examined the awareness and use of e-learning platforms by lecturers in tertiary institutions in Yobe state. The study adopted the survey design. Four research questions were raised as guide to the study. A total of 220 lecturers were used for the study population drawn from four tertiary institutions located in urban and suburban areas of the state. The result showed that in Yobe state, lecturers still used the old method face to face lecture delivery. Other findings include non-availability of internet facilities, high cost of data, network failure, general lack of awareness of existing e-learning platforms and lecturers lack of readiness to adopt to new technologies for easy adoption and adaptation to e-learning. It is therefore recommended that government should provide functional, and cheap internet facilities in tertiary institutions in the state. Training and retraining workshops should
be organized for tertiary institutions lecturers to enable them to adopt to new technologies. Network providers should reduce the cost of data subscription among others.

**Keywords:** E-learning, E-learning platforms, online learning, E-learning methodology, Yobe Nigeria

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### 20. THE CHALLENGES OF RESEARCH OUTPUT IN MOZAMBIQUE’S HIGHER EDUCATION: THE CASE OF ISCED OPEN UNIVERSITY

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**ABSTRACT**
Among most Mozambican academic staff, both in public and private universities, there is little attention given to the need of each one of them willingly do research. in most situations, just like in teaching, most academic staff perceive research as an activity in which they are supposed to get immediate returns. Taking into consideration that, as compared to face-to-face education, online education is much more demanding for tutors as this requires them not only to master the content they deliver to students, but also the technological and technical tools that they are supposed to use in such processes and adopting an hermeneutical and bibliographic approach, this research aims to proposing different approaches of why online tutors should be more engaged in research activities. in the end, the research also argues for the adoption of both intrinsic reasons and extrinsic motives for them to improve their research output even working as online tutors.

**Keywords:** Research output, online education, tutors, higher education

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### 21. REIMAGINING THE FUTURES OF HIGHER EDUCATION IN AFRICA USING FUTURE RESEARCH METHODOLOGIES

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**ABSTRACT**
The fundamental value of higher education is to prepare citizens to contribute to society through knowledge, understanding, critical thinking, and innovative ideas with the aim of developing and advancing society as a community. However, higher education institutions in Africa have been criticised for responding to the economic growth and the development agenda of their nations. One of the ways of addressing this challenge is to reimagine new ways of creating a higher education that is responsive especially when faced with high uncertainty. In time of upheavals, the tendency is to focus on short term solutions and in the process ignore what is likely to be faced after the crisis settles. It is precisely during the crisis that the focus should also be on reimaging what needs to be done to build a resilient higher education system towards the future. To reimagine a desirable higher education system that will address African needs, it is important that we start thinking about the future of young people who will be adults over the next 30 years. The objective of this paper is to analyse potential changes that are likely to make fundamental difference in years to come. This will be done by using Futures Research methodologies that will assist us to understand the range of possible futures. The process of thinking about the future or visioning is vital because it gets people to think about things in a different way than they normally do. The idea is to imagine the futures that people do not know, but need to know, to create new policies and strategies that will enable them to operate when the new futures emerge.
Strand 3: E-Society/Cross-Cutting themes/E-Learning and Disasters

- E-learning and Climate Change Resilience
- E-learning, and Health
- E-Learning and Vulnerable Populations
- E-learning, Language and Communication

1. EFFECT OF AUDIT TENURE AND INVESTMENT IN PROPERTY, PLANT, AND EQUIPMENT ON TAX AVOIDANCE OF LISTED FINANCIAL FIRMS IN NIGERIA

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ABSTRACT

This study explores the impact of audit tenure and investment in property, plant, and equipment (PPE) on the tax avoidance of Nigerian financial firms. The sample consisted of 40 financial firms on the Exchange Group from 2015 to 2021. Applying the robust regression model, the results of this study showed that while audit tenure does not significantly affect tax avoidance, investment in PPE is significantly associated with a reduction in the tax avoidance of Nigerian financial firms. Specifically, the results suggested that every 1% increase in PPE investment reduces tax avoidance by approximately -0.05%. In line with the above conclusion, the study recommends that the provision of Finance Act 2023 (signed into law on 28 May 2023 by former President Muhammadu Buhari) deleting Section 32 of the CITA, which provides for reconstruction investment allowance on qualifying plants and equipment should be revisited by the present national assembly. The findings have important implications for policy-makers and financial firms in developing countries as it confirms the need for ensuring that firms have healthy levels of audit tenure and invest adequately in PPE for successful tax administration. Further research is needed to identify other strategies that can be used to improve tax compliance.

Keywords: Audit Tenure, Property, Plant, and Equipment, Corporate Tax Avoidance, Financial service firms
2. INCIDENCE AND DETERMINANTS OF POVERTY IN DAMATURU, YOBE STATE: A PROBIT, AND LOGIT MODELS APPROACH

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ABSTRACT
This study assessed the Incidence and Determinants of Urban Poverty in Damaturu, Yobe State, Nigeria. A multistage random sampling technique was employed in the study. The data were collected using a well-structured questionnaire. The analysis of data was done by the use of Foster, Greer, Thorbeck (FGT) poverty index analysis, probit and logit regression models with marginal effects. The study discovered from the FGT index that the incidence of poverty stands at 70.24%, while both probit and logit regression models revealed that the age of household heads and farm size are negatively and highly significant at 1% levels of significance. The Age of household head and farm size revealed an inverse results of (-0.0453868, -0.0774235, -0.0146508) and (-0.2053323, -0.3476851, -0.657922) from the probit, logit and marginal effects results respectively. This means that as these variables increase, so also the households’ poverty situation decreases, leading to a down drift of poverty level in the study area. Variables like Gender, Marital Status, Household size, Educational Status, Dwelling type, and Occupational status of the household head are also determinants of poverty in the study area but are insignificant in both models. The research therefore recommends that a serious people intervention policy at Federal, states, and local government areas targeting on those below the poverty line in urban areas of the country with emphasis to Yobe State should be addressed among others.

Key words: Poverty, FGT Index, Probit regression, Logit regression, Damaturu, Nigeria

3. BUDGET AND BUDGETARY CONTROL AS AN INSTRUMENT OF ACHIEVING ORGANIZATIONAL OBJECTIVES, (A Case Study of Yobe State Investment Company)

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ABSTRACT
This project work titled “Budget and Budgetary Control as an Instrument of Achieving Organizational Objectives where Yobe Investment Company as Case Study,” The main objective of this project were to appraised the how budget and budgetary control assist in the achievement of organization goals. The questionnaire was complimented with the interview method of data collection. The population of the study comprises all the staff Yobe Investment Company, where forty four (44) questionnaire was administered to the staff, where only forty (40) was returned which made the researcher works the data elicited was analysed in chapter four after the analysis of data, hypothesis was tested using chi – Square , which reveal that the company does not have the principle budget factor. The lower level of management did not agree that budget serve as an effective means of communication. The level of attainment of the company's objectives would have been low if the budgeting has not been applied. and finally the few recommendations were made.

4. THE IMPACT OF INSURGENCY AND VIOLENCE CONFLICT ON WOMEN AND CHILDREN IN NORTH EAST NIGERIA

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ABSTRACT
The study aimed to promote sustainable development by enhancing the skillsets of reformed insurgent youths in a conflict-ridden region. Valuable insights were gathered from community leaders, religious figures, and stakeholders. The research had three objectives and associated research questions, supported by hypotheses. Conducted in Borno State, Nigeria, the study employed a survey design and included 109 respondents, comprising 70 community leaders and 39 employees from four different organizations. Data collection involved structured and unstructured questionnaires, utilizing a four-point rating scale. Face and content validity were assessed, yielding a reliability coefficient of 0.76. Data analysis was performed using mean and standard deviation, with t-test statistics used to evaluate the null hypothesis at a 0.05 level of significance, facilitated by SPSS version 22.0. Results indicated that industry partnerships and Vocational and Technical Education (VTE) programs effectively enhanced soft skills among reformed insurgents. The majority of community and religious leaders, as well as stakeholders, supported the up skilling of these individuals. Recommendations included encouraging
retraining and entrepreneurial skill development, core skill promotion through public-private collaborations, and workshops to raise awareness of the importance of diverse skillsets for employment opportunities. These efforts aim to empower vulnerable and reformed youths with alternative, non-violent skills, fostering self-reliance and innovation.

5. A COMPARATIVE ANALYSIS OF EXPERT OPINIONS ON ARTIFICIAL INTELLIGENCE: EVOLUTION, APPLICATIONS, AND ITS FUTURE

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ABSTRACT

Artificial Intelligence (AI) is a field of computer science that primarily focuses on automating tasks that explicitly require human intelligence. The mechanics of AI technology majorly revolves around central affairs including knowledge representation, learning, problem-solving, reasoning, etc. Additionally, each discipline of AI focuses on a particular component to efficiently train the machines. Every branch of AI technology exploits knowledge in machines using diversified practices but with a clear idea of achieving the desired output. AI has evolved drastically over the past two decades and is considered the most in-demand technology at present times in varied fields including healthcare, education, forecasting, security, etc. This paper provides an extensive survey on artificial intelligence and related work going on in this field, how it differs from human intelligence, various subfields of AI and their importance, various issues related to AI and possible solutions along with and future trends related to this technology depicting people’s reliability on it and various possible concerns.
6. INTEGRATION OF COMPUTER-ASSISTED LANGUAGE INSTRUCTION (CALI) IN ENGLISH LANGUAGE TEACHING OF ORAL SKILLS AMONG SECONDARY SCHOOL LEARNERS IN KAKAMEGA COUNTY

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ABSTRACT
Computer technology plays a crucial role in English Second Language Instruction. Given this scenario, it is necessary to study the extent of integration of Computer-Assisted Language Instruction (CALI) in English language teaching. The present study focused on the integration of CALI in the teaching of oral skills among secondary schools’ learners in Kakamega County, Kenya. Oral skills in English language have been shown to significantly contribute to the development of proficiency in ESL among learners. However, studies have shown that learners in public secondary schools in Kenya demonstrate low levels of proficiency in oral skills which has greatly affected the performance in English language in their summative examination. The study adopted a descriptive survey design with a mixed method approach. Cluster sampling technique was used to obtain a sample size of 110 principals and 104 teachers of English. Purposive sampling was used to select public secondary schools that were equipped with computer laboratories. Questionnaires and key informant interviews were used to collect both quantitative and qualitative data from teachers and school principals. Quantitative data was analyzed through Pearson’s Product moment coefficient of correlation for independence while qualitative data was analyzed through content analysis and presented thematically. A coefficient determination of 0.69 (69%) revealed a significant positive relationship between extent of integration and CALI in English language teaching of oral skills among secondary schools’ learners with the F-value of 0.598 implying that the relationship between CALI integration and the teaching of oral skills is statistically significant. The extent of integration has an influence on CALI in English language teaching of oral skills. You-tube was reported to be the most used integration resource at 64(58.2%). School administrators should encourage teachers of English to make use of CALI in English language oral skills teaching and learning.

Keywords: Computer Assisted Language Instruction; English Language; Teaching and Learning; Secondary Schools; Oral Skills
Disability disclosure contains significant implications when considering democratic educational opportunities for students with disabilities in higher education. Understanding students’ experiences with disability disclosure is essential for ensuring equitable access to higher education. It is imperative for students with disabilities to declare their disability to the university to access accommodations, but many do not disclose or do so late. This paper highlights the disconnect between support that universities can provide to students with disabilities and the perceptions that some students have about the disadvantages that disclosure can bring. The following research question was addressed in the paper: What psychological factors serve as barriers and facilitators for disability disclosure among students and applicants with disabilities? The findings are drawn from qualitative data collected from ten participants by in-depth interviews. Psychological factors related to identity, stigma, self-worth, and self-awareness are identified as the most important factors in supporting the decision to disclose a disability. Findings reveal that students with disabilities carefully assess disclosing their disability due to the emotional risks involved and that the administrative process poses an obstacle. Students with apparent disabilities (i.e., physical and sensory) emphasize self-sufficiency and normalization of their presence, while students with hidden disabilities (i.e., mental disorders and learning challenges) focus on avoiding stigma and increasing credibility. Early support for these dimensions is important and should be provided as early as the application stage to facilitate the disclosure and help-seeking of ODL students with disabilities. The findings support initiatives at policy and practice level across the sector to recognise and address perceptions and experiences of risk and stigma that students may have. Recommendations for future departmental policies and practices to normalise diversity as a positive social construct and enhance support for ODL students with disabilities are discussed.
8. EFFECTS OF CLIMATE CHANGE AND ITS IMPACTS ON CROPS YIELDS IN ARID ZONE OF NIGERIA

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ABSTRACT

This paper was formulated to investigate the effects of climate change and its impacts on crop yield in the region, the analysis on crop yield as a result of variability in fluctuating of temperature and rainfall in recent years, the result indicate that average annual rainfall and temperature are good factors for predicting crop yield in the region. These shows that there is increase in desertification in the region that lead to low yield in crop production, urgent measures should be taken in order to avert such problems.

Keywords: Crop yield, Rainfall, Temperature, arid zone of Yobe.

9. IMPACT OF E-LEARNING ON SMALL SCALE BUSINESS GROWTH FOR SUSTAINABLE DEVELOPMENT OF GEIDAM LOCAL GOVERNMENT AREA YOBE STATE

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ABSTRACT

This study assess the impact of E-Learning on sustainable development of Geidam Local Government area Yobe State Nigeria using five small scale Businesses in Geidam, Geidam local government area of Yobe state Nigeria. Namely: Gursulu Bakery, Gadangas enterprise, Barema enterprise, Maigari resources and service enterprise and Shuaibu tailoring centre. The study
formulated and tested two hypotheses drawn. Data were collected through primary and secondary sources, the primary data were collected through questionnaire and personal interview while the secondary data were collected from journals, text books and other relevant literatures. The Samples of fourty (40) respondents were drawn from the staff and customers of these five small scale Businesses in Geidam Town of Geidam Local Government Area Yobe State Nigeria. The data collected from the respondents were presented using tables and analyzed with the aid of simple percentages (%) and the hypotheses were tested using Chi-square (X²). From the analysis of the study, the findings revealed that effective implementation of E-learning system to institutions of learning helps small scale businesses in promoting the sustainable development of Geidam Local Government area Yobe. It was also revealed that the internet challenges faced by small scale businesses in Geidam Local Government area Yobe State affect the adaptation of e-businesses which affects the sustainable development of the Local Government area. The study recommends that government should provide friendly business environment in terms of adequate internet and infrastructural facilities such as good road network, efficient telecommunication system and uninterrupte
d power supply to encourage existing small and medium scale business to operate efficiently and effectively for sustainable development.

**Keywords:** Small scale, businesses, Sustainable, Contribution, Geidam,

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10. **THE ROLE OF E-LEARNING IN HEALTH MANAGEMENT AND LEADERSHIP**

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**ABSTRACT**

Health management and leadership are essential for ensuring resilient health systems. Relevant training opportunities are often scarce and the use of digital education could help to address this gap. as an alternative to traditional teaching, e-learning has enabled continuity of learning for health professionals especially during the corona-virus disease 2019 (COVID-19) Pandemic. This paper is aim to assess the effectiveness of e-learning for healthcare management and leadership capacity building, as literature on the effectiveness of health management and
leadership education is scarce, the use of e-learning could support this type of training by making it more accessible and affordable.

11. THE EFFECT OF BOKO HARAM INSURGENCY ON THE PROGRESS OF TERTIARY EDUCATION IN NORTH EAST NIGERIA (CASE STUDY OF MAI IDRIS ALOOMA POLYTECHNIC GEIDAM YOBE STATE)

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ABSTRACT

The research is on-going boko haram insurgency in Nigeria’s north east region is negatively affecting the progress of tertiary education in the region. The research identified the effect insurgency on the student’s enrollment and their performances. The research also investigated the effect of the insurgency on academic staff work and infrastructural growth in the research area. The Mai Idris Alooma Polytechnic, Geidam Yobe State. The research used qualitative and quantitative methods of research Reduction in level of student’s admission increasing record of poor academic performances, withdrawal of academic staff and devastation of social amenities and impediment of infrastructural growth were found out to be part of the effect of book haram insurgency on the progress of tertiary education in north east Nigeria. Increase and improving security within and around school as well as providing rewarding risk allowance package for academic staff of tertiary institution in north east region was part of the policy suggestion made by the study.

Keywords: Boko Haram effect, Insurgency, North-east Region
12. THE PROBLEMS AND PROSPECTS OF SMALL AND MEDIUM ENTREPRENEURS IN BOKO HARAM INSURGENCE AREA, GEIDAM YOBE STATE, NIGERIA

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ABSTRACT
The main purpose of this study is to identify the problems and prospects of entrepreneurs in insurgency area; The crisis was witness severally in Geidam, first on the 14th Dec 2014, 04th October 2015, April 2021 and lastly April 2022 respectively. This came along with negative consequences to individual entrepreneur’s businesses as the whole market was engulfed in fire. Fundamentally this article examines the problems and prospects of business, in insurgency affected area Geidam and to proper solution as a remedy (in some selected Enterprises.) Data were collected from both primary and secondary sources. The main instrument of data collection was the questionnaire. The data were presented in tables as frequency distribution in the data analysis; the techniques of percentages frequencies were used. Having analyzed the data the following were the major findings; Most of the entrepreneurs of small and medium enterprises in Geidam make an average daily sales turnover of ₦30,000 and profit of about ₦8,111 000,00 daily. There has been a phenomenal growth in the dimensions and nature of entrepreneurs in Geidam local government. The growth is mainly on account of people’s desire to be self-employed and the heavy commercial activity taking place weekly on market days. The problems of establishing and managing small and medium enterprise as entrepreneurs includes lack of enough capital, lack of managerial skills, lack of business ideas, high cost of operational facilities, scarcity of accommodation, lack of efficient preservation, system and poor environmental and sanitation.

Key words: Small and Medium entrepreneurs, insurgency, managerial skills, loan facility, turnover Capital.
13. CHALLENGES OF TEACHING AND LEARNING ISLAMIC STUDIES EDUCATION FOR DISABLED STUDENTS IN NASARAWA STATE NIGERIA

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ABSTRACT

This research aims to describe the challenges of learning and teaching Islamic Education for Disables in the light of Islamic Objectives (Maqāṣid al-Sharī‘ah) in schools in Nasarawa State Nigeria. This research uses qualitative research methods with a research focus that the difficulties that often experienced by teachers when teaching Islamic education for learners with disabilities, and teachers strategies to resolve it. The research subject in this research is Islamic education teachers in every special school institution in Nasarawa State. Data were collected through interviews and observation techniques. Data were analyzed through data collection, data reduction, data display, and conclusion. The result showed that teachers experiencing difficulties when teaching material of reasoning, abstract, memorization, and recognition of letter. Therefore, teachers should collaborate on some models, methods, and learning media to convey the subject matter so that the learning objectives can be achieved satisfactorily.

KeyWords: Islamic Objectives Maqāṣid al-Sharī‘ah, Challenges, Islamic Education, Disable Students
ABSTRACT
In today's debate over equal access to education, inclusive education has grown in popularity. This study examines the experiences of parents of children with disabilities on inclusive and special needs schools using empirical data from Abuja, Nigeria, and theoretical viewpoints of the social and cultural models of disability. To engage with the real-life experiences of parents of children with impairments, a phenomenological study was done. Twenty Abuja-based parents of disabled children (14 F and 6 M) took part in semi-structured interviews. Thematic content analysis was used to examine the research findings and determine the perceptions and experiences of parents of disabled children. The results reveal that parents of disabled children have differing opinions about the policy's true value given the state's limited ability to provide inclusive education. While some parents laud the system, others see it as a threat to their children's social integration and future prospects. Women are seen as responsible for providing for the health and educational requirements of a child with a disability due to cultural logic. It is concluded that parents' experiences illustrate the challenges of inclusive education in developing nations, like Nigeria, and that stakeholders should key into ODL offered by NOUN for inclusive education.

Keywords: Inclusive Education, Parents, Students with Disabilities, ODL NOUN, Nigeria.
ABSTRACT
The main point of this study is to investigate the impact of Mass kidnapping on the education of a secondary school girl-child and its consequences in Northern Nigeria. The prime target of the girl-child has a horrific consequence of a less literate population. We therefore examined the effect of this new trend of security challenge, forced marriage and unwanted pregnancies, violation of girl-child educational rights, rates of school dropouts, and huge demand for ransoms. to achieve this objective, the study elicited data through questionnaire from 100 randomly selected respondents while 20 respondents were interview amongst the police officers, students, and Emirs. Other secondary data were obtained from books, journals, and related literatures. We adopted mixed method research designs to collect and evaluate the data. The quantitative method uses the Chi-square analytical tool to analyse the data at 0.05 level of significance while the qualitative method used content analysis. The result from the test of hypothesis one shows that there is significant relationship between the rate of kidnapping and high rates of school dropouts. Test of hypothesis two shows that there is significant relationship between rate of kidnapping and high violation of girl-child rights to education. Test of hypothesis three shows that there is no correlation between kidnapping and the role of law enforcement agencies. Findings from the study showed that, the pervasiveness of the mass kidnapping in Northern Nigeria was because of the ineffective of the law enforcement agencies toward the terrorist activities. Consequent upon these findings, we recommend the security of school children be prioritised in the school environments and extant laws on kidnapping should be strengthened to act as deterrence. In conclusion, we therefore, argue the government to develop Skill empowerment programmes for the youths to ameliorate the devastating impact of mass kidnapping on girl-child education.

Keywords: Mass kidnapping; Education; Rights; Girl-child; Crime

16. TIME SERIES ANALYSIS ON RAINFALL PATTERN IN YOBE STATE OF NIGERIA

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ABSTRACT
This paper presents an empirical analysis of monthly Rainfall on Yobe state, Nigeria for the period of 34 years (1989 – 2022). The data used for this study is secondary source and is collected from the statistical bulletin of the Nigeria Meteorological Agency (NIMET). This study analysed the monthly rainfall experienced in the three weather stations of the state, namely: Damaturu, Potiskum and Nguru weather stations. Time series analysis was conducted on the monthly rainfall data. The time series plot of the data showed the pattern of the monthly rainfall in Yobe State. The visual inspection of the plot for both the ACF and PACF shows that the data is non – stationary and needs differencing, hence single differencing is enough. Exploratory data analytical tools of unit root/stationary tests, Akaike criterion, Schwarz criterion, Hannan-Quinn, normality test, autocorrelation (Ljung-Box Q) test amongst others were employed on the data. Three information criteria were used (AIC, SC and HQ) shows that ARIMA (2, 1, 3), (3, 1, 2) and ARIMA (3, 1, 3) models were found to be the best models in terms of the minimum value of the different criteria used. ARIMA (3, 1, 2) is the most appropriate model for forecasting the future rainfall because it has (highest p – value) among the three and have passed Normality ($\chi^2$), Autocorrelation (Ljung-Box Q) and ARCH Effect (LM) tests for the series. Results indicated that for the year 2023, rainy season will start by the month of May with at least 23.97mm of rainfall and will end by the month of October with 20.25mm. The highest amount of rainfall to be experienced according to the model is in the month of August with 213.02mm, while in 2024 it will start in the month of May and ends in October with 26.77mm and 19.88mm respectively with the peak amount in August (222.78mm). The total amount of rainfall to be experience for the year 2023 according to the model within a span of six (6) months is 570.57mm and 2024 is 604.68mm which are slightly higher than that of 531.80mm within a span of five (5) months for the year 2022.

Keywords: Rainfall, Time Series, ACF, PACF, ARIMA, Forecasting
ABSTRACT

The transformative research paradigm's application encourages researchers to interact with marginalised and at-risk groups while envisioning the study with the intention of achieving emancipation. However, higher education settings' research ethics mandate that researchers conceptualize their studies before they begin recruiting participants. This exploratory study aims to highlight the misalignment of the research ethics process to research methodologies while applying the transformative research paradigm. In order to determine whether the academic integrity policies are pushing or pulling boundaries in terms of inclusiveness and advocating change for students with disabilities in an ODeL university, the reports and legislation governing academic integrity and research ethics policies influencing higher education were dissected. Additionally, the philosophical presuppositions were explored to show how research ethics guidelines are (mis)aligned with research designs and methodologies. This was made feasible by exploring the philosophical foundations of the Transformative Research Paradigm and its interrelationship with ontology, epistemology, axiology, and methodology as well as Transformative Mixed Method Research. The suggested framework takes into account unique factors that higher education research ethics committees should take into account. The adoption of the framework by HE institutions could help them meet their goals under Sustainable Development Goal 4.

Keywords: Academic Integrity, Research Ethics, Sustainable Development Goal 4, Transformative research paradigm
ABSTRACT

The outbreak of Covid-19 pandemic and its subsequent widespread led to the disruptions in all aspects of people’s daily lives. However, the extent to which covid-19 lockdown and other disruptions has affected library and information services (LIS) at public libraries in less developed countries has not been fully researched and documented. Using the Library and Information Services (LIS) Transformation Charter and Batho Pele philosophy as a conceptual framework, this paper presents on the extent to which covid-19 lockdown disrupted library and information services at public libraries in the city of Ekurhuleni municipality in South Africa. Data were collected from librarians of all 47 CoE libraries (selected using total population sampling method) through emailed survey questionnaire. However, the study found that the lockdown has led to the disruptions in almost all library and information service, such as.

These above-mentioned disruptions therefore opened a way for opportunities for libraries to render services using methods and strategies that have hardly been used before, including online, virtual, and digital platforms. Public libraries in the city of Ekurhuleni should use these opportunities to support the demand for more funding to train staff on how to render services using these fourth industrial revolutions based platforms as well as improving their telecommunications infrastructure. The study adds to the current discourse on the extent to which covid-19 outbreak has disrupted library and information services at public libraries globally.

Keywords: Covid-19 Pandemic, City of Ekurhuleni Municipality, Public Libraries, Library and Information Services, Batho Pele, LIS Transformation Charter
ABSTRACT

This chapter explores the intersecting facets of people with disabilities and open distance learning. It examines how the increased decolonization of Higher Education (HE) and experiences for students with disabilities in a South Africa university can be positively and negatively affected. I relate the biggest issues to the institutional level strategic support, personnel preparation and understanding, policy reflection and planning, inclusive programmes and student engagement. Above all, how disability inclusion drive change is reflected through decolonized Student Walk system that has been conceptualized can play a pivotal role in the education of students with disabilities. It found structural discrimination; staff and students alike, poorly understood social injustices, suggesting there are more obstacles than opportunities for further decolonization in HE. The chapter suggests that several contradictory institutional support programmes need to be decolonized and integrated within inclusive teaching and student support.

Keywords: Disability inclusion, Decolonization, Transformation, Inclusivity, Student support, Student Walk
1. FRACTIONAL MATHEMATICAL MODEL OF PULSATILE NON-NEWTONIAN BLOOD FLOW HEAT, TRANSFER AND CHEMICAL REACTION IN BLOOD VESSEL

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ABSTRACT

A mathematical model for the non-Newtonian hydro-magnetic blood flow in a non-Darcy porous media with a heat source and the Joule effect is put out in the current study. The porous surface is affected perpendicularly by a constant magnetic field. The explicit finite difference Method (FDM) has been used to numerically solve the governing non-linear partial differential equations. Graphs have been used to analyze the impacts of many parameters on velocity, temperature, and concentration, including the Reynolds number, hydro-magnetic parameter, Forchheimer parameter, Darcian parameter, Prandtl number, Eckert number, and heat source parameter. The current work has applications in industrial material processing, surgery, and different heat transfer processes.

2. AN ASSESSMENT OF THE ROLE OF N-POWER PROGRAMME AS POVERTY ALLEVIATION STRATEGY AMONG UNEMPLOYED GRADUATE IN SOME SELECTED LOCAL GOVERNMENT AREAS OF YOBE STATE, NIGERIA

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ABSTRACT

This research work assesses the role of N-power programme as a poverty alleviation strategy among unemployed graduate in some selected local government Areas of Yobe State. The
The research design used for this study is survey method. The population of the study comprises the beneficiaries of N-Teach, N-Agro, and N-Health of the three selected local government areas of the state. The sample size was 450 derived out from the total population of such magnitude. Data were collected from both primary and secondary sources for the study. The primary data was obtained from the respondents through instrument of structured questionnaires while the secondary data were obtained from annual reports and documents from state N-power programme office of the Desk officers of the three local government areas, Yobe State. Simple percentage was adopted as a method of data analysis for the study. The findings of this study reveal that, N-power programme helps to increase income levels of the beneficiaries. This attributes to the fact that, the income levels after the programme is significant. Meanwhile, the consumption of the nutritional status indicates positive result through increase in income level of the beneficiaries. It is also strongly indicated that most of the beneficiaries have become self-reliant. With regard to the investment levels, the programme has enhanced and improved significantly. In view of the findings, the research recommends that: Government should convert the N-power beneficiaries from temporary to the permanent government workers (local, state and federal) to promote their basic income. This is because the income generated would help to improve investment level of the beneficiaries. If not possible for the government to permanent the beneficiaries, it should extend the duration from 3 years to more. Government should enroll the non-working graduates into the pay rolls. Effort should be made by the government to ensure the N-power programme be efficient and effective in reducing the level of poverty and the government of Nigeria should set up a special scheme meant for provision of loans to enable the beneficiaries to establish business themselves, after the end of the programme.

**Keywords:** N-Power, Poverty alleviation, Strategy, Beneficiary, Unemployed

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3. **EVALUATION OF MECHANICAL PROPERTIES OF SELF COMPACTING CONCRETE WITH FLY ASH AND SUPERPLASTICISER**

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**ABSTRACT**

Self-compacting Concrete (SCC) is a new category of concrete which flows under its own weight. It does not require any external vibration for compaction. Due to many advantages of this concrete, it is suitable for the situations where congested reinforcement is used. In this project, self-compacting concrete is developed using various percentages of fly ash, 30%, 40%, and 50% by weight of cement as partial replacement of cement. The rheological strength has been assessed. This research presents the result of an experimental program that has been carried out, aimed at investigating the hardening properties of SCC contain fly ash and superplasticizer. The fresh state properties of the concrete were evaluated. Finally, some hardened state properties of the concrete were assessed, the water cement ratio was maintained 0.5 for all the mixes. Properties included workability, compressive strength, all were evaluated. The result indicated that the medium volume contain of fly ash can be used in SCC to produce good strength concrete with this type of superplasticizer that originated from waste material. High absorption values are obtained with increasing amount of fly ash however almost all the specimen exhibits absorption of less than 5%. The results of mechanical properties compressive strength for 2% have shown significant performance compare with the control mixes.

**Keywords:** Self-compacting, concrete, Superplasticizer, fly ash, fresh properties compressive Strength

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**4. CHATGPT A THREAT OR A BOON OF TECHNOLOGICAL INNOVATIONS FOR ODEL SYSTEM: A SYSTEMATIC REVIEW**

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**ABSTRACT**

This systematic review critically examines the role of ChatGPT, an advanced AI-powered chatbot developed by OpenAI, in the context of Open and Distance E-Learning (ODEL) systems. The study explores whether ChatGPT represents a potential threat or a boon in the realm of technological innovations for ODEL. Drawing upon a comprehensive analysis of 60 existing literature, this review assesses the advantages and challenges associated with integrating
ChatGPT into ODEL environments. Owing to the findings of the study, this research paper advocates that ChatGPT represents a significant technological innovation that can be a boon to ODEL systems if utilized effectively. However, its integration also poses ethical and pedagogical challenges. Empirical research indicates high user satisfaction but underscores the importance of addressing privacy concerns and maintaining human-technology interaction. By implementing ethical guidelines, providing training and adopting a hybrid approach, ODEL institutions can harness ChatGPT’s potential while ensuring responsible and effective usage while preserving the essence of human teaching and learning.

**Keywords:** ChatGPT, Open distance learning (ODL), Artificial Intelligence (AI), Technological Innovation

5. ENHANCING ONLINE LEARNING AT NOUN: THE ROLE OF INNOVATIVE TECHNOLOGIES

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ABSTRACT

This paper explores how innovative technologies can transform the learning experience at the National Open University of Nigeria (NOUN), as a pioneer in open and distance learning, NOUN has embraced innovative technologies as catalysts for revolutionizing education delivery. This abstract delves into the multifaceted impact of technologies such as artificial intelligence, immersive simulations, adaptive learning platforms, and digital collaboration tools. These technologies have the potential to revolutionize education by overcoming traditional limitations. These tools not only facilitate personalized and interactive learning experiences but also enable efficient content delivery, engagement assessment, and real-time feedback mechanisms. The resulting dynamic learning environment fosters deeper student engagement, knowledge retention, and skill development. Furthermore, this abstract underscores the potential of innovative technologies in addressing the challenges of equitable access and flexibility inherent in NOUN's mission. Leveraging digital platforms and mobile applications, NOUN can extend its
reach to diverse learner populations, transcending geographical barriers and enhancing inclusivity. The abstract also emphasizes the role of data analytics in gauging learner progress, identifying areas for improvement, and tailoring instructional approaches to individual needs.

Innovation at NOUN extends beyond the classroom, encompassing administrative functions and support services. This abstract highlights the streamlining of administrative processes through digitization, the use of chatbots for student inquiries, and the creation of virtual student communities for peer learning and networking. In conclusion, this abstract underscores the transformative potential of innovative technologies in enriching the educational landscape at NOUN. By embracing these technologies as integral components of the learning ecosystem, NOUN can elevate its educational offerings, foster a culture of continuous improvement, and empower learners to thrive in an increasingly digital world. As NOUN navigates the future of education, the symbiotic relationship between innovative technologies and enhanced learning outcomes serves as a beacon guiding the institution toward excellence and relevance.

**Keywords:** Online Learning, NOUN, Innovative Technologies

6. **EXPLORING INFORMATION AND COMMUNICATION TECHNOLOGY AS A KEY TOOL FOR IMPROVING COUNSELING SERVICES IN NATIONAL OPEN UNIVERSITY OF NIGERIA**

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**ABSTRACT**

The world over, information and communication technology has revolutionize human activities thereby creating comfortability in our ways of doing thing. In counseling, ICT has brought innovation on the way counselor serves their clients. In the light of the above, the study focus ways in which information and communication technology for improves counseling services in National Open University of Nigeria (NOUN). For valid findings sake, three research questions and two null hypotheses were formulated to serve as a guide. Descriptive survey research design
was adopted. Similarly, the sample size for the study is all counselors in the entire one hundred and fourteen (114) study centres. The instrument use for data collection was questionnaire known as Information and Communication Technology for Counselors Questionnaire (ICTCQ). The statistical tools for data analysis are mean and standard deviation for research questions, while t-test statistics was used to test the null hypothesis at 0.05 level of significance. Findings indicated among others that ICT actually promoted counseling services to the majority of our students and other personnel in the university. The recommendation reached was that university management should provide adequate ICT facilities to all the study centres for easily utilization and delivery of counselling services to university community.

**Keywords:** ICT, improvement, counseling services, NOUN

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7. **KNOWLEDGE CREATION, PRESERVATION & ACCESS THROUGH OPEN, DISTANCE AND ONLINE LEARNING**

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**ABSTRACT**

Knowledge creation, preservation, and access are critical components of education and learning, particularly in open, remote, and online learning settings. Collaborative Learning: Online platforms offer collaborative learning, allowing students from all backgrounds to contribute their perspectives and collaboratively develop knowledge. This process is aided by discussion boards, group projects, and virtual gatherings. Research and Exploration: Digital resources and internet access provide learners with a wealth of information and opportunity to conduct research, investigate new topics, and generate new knowledge. Online libraries, databases, and academic periodicals are quite useful in this area. Digital Archives: Open, distance, and online learning institutions frequently save digital archives of course materials, research, and educational content. These archives ensure that knowledge is preserved and accessible to future generations. Version Control: Digital platforms make it simple to control and update educational resources. This ensures that the content is always relevant and up to
date. Open Educational Resources (OERs) for Knowledge Access: OERs are open educational resources that are freely available online. They enhance access to information by lowering financial barriers to study. Many institutions and educators contribute to the growth of OER. Online libraries and databases provide students with access to a broad assortment of scholarly articles, books, and other resources. Subscriptions to academic journals and e-books also improve access to knowledge. Learning management systems (LMS) and other e-learning platforms provide quick access to course materials, lectures, quizzes, and assignments. Structured learning and knowledge access are supported by these systems. Global Reach: Because online learning crosses geographical barriers, it makes education available to learners all around the world.

**Keywords:** Collaborative learning, Research and Exploration, Digital Archives

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### 8. ENHANCING INCLUSION IN HIGHER EDUCATION INSTITUTIONS THROUGH AI INTERVENTIONS: A SYSTEMATIC REVIEW FOLLOWING PRISMA GUIDELINES

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**ABSTRACT**

This paper presents a systematic review, conducted in accordance with PRISMA guidelines, to comprehensively analyse the role of Artificial Intelligence (AI) in enhancing inclusion within higher education institutions. The study aims to address the challenges of resource constraints, socio-economic disparities, and geographical obstacles by focusing on digital affordances. A systematic search was performed across multiple databases, including ERIC, PubMed, IEEE Xplore, and Google Scholar, to identify relevant studies published between 2010 and 2022. The search strategy employed specific keywords such as "AI in education," "digital inclusion," and "adaptive learning platforms." Quality assessment was conducted using the Cochrane risk-of-bias tool. AI-driven adaptive learning platforms, machine learning algorithms, and virtual reality simulations have shown significant potential in personalizing learning experiences and democratizing educational resources. Notably, AI has been instrumental in breaking down language barriers, particularly in the South African context, thereby fostering a more inclusive
and multicultural learning environment. While these advancements are promising, they also highlight the need for ethical, responsible, and equitable implementation of AI technologies. The study underscores the necessity for further research on the scalability of these interventions and the development of policies that can support the integration of AI in educational entities. This review acknowledges the potential risks associated with the digital divide, privacy, and bias, and calls for further investigation in these areas. This systematic review lays the foundation for understanding how AI can play a transformative role in shaping an inclusive educational landscape in South Africa, while also identifying areas that require further research and policy development.

9. THE CONSEQUENCES OF ENVIRONMENTAL ACCOUNTING AND REPORTING ON CORPORATE PERFORMANCE IN NIGERIA

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ABSTRACT

The main aim of this research was to assess the consequence of environmental accounting and reporting on corporate performance in Nigeria and the objectives of this research were guided by four hypotheses and the variables to the study were environmental cost, profit from environmental activities, and management of firm’s resources and identification of environmental liability. The area of research was the Nigerian Oil and Gas industry. The analysis was computed by means of descriptive and inferential data gathered through the use of questionnaires that is purely primary data was used. Thirty-Two (32) respondents were selected from six Oil and Gas companies as sample from the population. The one-way analysis of variance and the Pearson correlation approaches of data analysis were used in analyzing the data obtained. From the analysis, the research concluded that Environmental Accounting has a significant relationship with the Corporate Performance of companies. The research recommends that a detailed and well spelt out environmental revelation refrains and evidence must be established to provide underpinning for improving social environmental disclosure among businesses. That is standard setting bodies should come up with guiding ideologies or
environmental accounting ethics in order to improve the financial and nonfinancial environmental disclosures. Acceptable steps should be put in place to inspire or reassure companies to practice the culture of environmental audit. This process analytically assesses how well a company’s environmental administration practices conform to green production goals and help diffuse green production practices through the organization. The government should inspire or reassure managers of enterprises on the need to embrace environmentally approachable practices in order to restore and assurance a battle free atmosphere desirable by the country. Managers are recommended in line with the proposal of stakeholder theory on the need to embark on social environmental sustainability actions and the disclosure of such actions in order to advance the unremitting support of the society in which they operate. There should be a creation of awareness of environmental accounting through adverts, conferences, seminars, articles in newspapers, enactment of laws in relation to environmental accounting practices and others.

10. THE IMPACT OF AN ARTIFICIAL INTELLIGENCE-BASED TRAINING PROGRAM ON THE SELF-LEARNING SKILLS OF BASIC SCIENCE TEACHERS

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ABSTRACT
The primary objective of this research was to enhance the self-learning skills of Basic Science teachers, a crucial aspect of professional development in the field of education. To accomplish this goal, the researcher formulated and executed a specialized training program that harnessed the capabilities of artificial intelligence (AI) applications. The study was conducted with a cohort comprising 25 male and female Basic Science teachers, all selected from the Gwandu Local Government Education Authority. Before the commencement of the training, the teachers underwent a comprehensive assessment using established research tools. Following this initial evaluation, the meticulously crafted training program, featuring AI-powered tools, was implemented over a span of three weeks. Subsequent to the completion of the training regimen, the same research tools were once again administered to the participants, facilitating a comparative analysis. The outcomes of this research project revealed compelling evidence,
showcasing a statistically significant discrepancy at a 0.01 significance level. This discernible difference underscored a noteworthy improvement across various dimensions of self-learning skills post the training program. The findings reveal the efficacy of the devised training program in fostering the development of self-learning skills among Basic Science teachers. This research not only contributes to the academic understanding of AI’s impact on professional development but also offers practical insights into the realm of teacher training. The association of AI applications and educational enhancement serves as a blueprint for crafting targeted training programs that effectively elevate the self-learning capacities of educators, subsequently benefiting the quality of education imparted to students.

**Keywords:** Artificial Intelligence, self-learning skills, and Basic Science

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**11. DEVELOPING A FRAMEWORK FOR EFFECTIVE CYBER SECURITY TRAINING IN SOUTH AFRICA**

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**ABSTRACT**

The objective of this study was to formulate a roadmap upon which a curriculum for cyber security can be built to bring about a resilient cyber-workforce, thereby enabling South Africa to be on par with or ahead of international cyber security know-how through a fusion of innovation, research and development that sharpens the country’s academic programmes and training. The purpose of this roadmap is to emphasise sustainability strategies relating to policy, capacity, and governance. A mixed method research design, comprising a design-based approach that was iterative, integrating, flexible, context-based, pragmatic and grounded in both theory and real-world contextual situations and a case study approach that complemented the design-based research through the interrogation of real-world contextual situations, was adopted for the study. Purposive sampling with domains of exploratory, descriptive, and inductive research was used to support the case study approach. Curriculum development managers, lecturers and managers of the Media, Information and Communication Technologies Sector Education and Training Authority (MICT SETA) were approached to take part in interviews. Owing to the homogeneity of the target population, non-probability convenience sampling was also used for the study. For purposes of qualitative research, interviews were
conducted to collect meaningful content, a survey questionnaire was administered to randomly sampled research respondents and online surveys were administered to purposefully sampled respondents for the quantitative triangulation of data. The results of the study revealed that there is a great need for cyber security skills to guarantee the country’s cyber liberty. South Africa lacks resources, expertise, and governance processes, and this is hindering institutions’ readiness to prioritise educational programmes on computer security (CS) in response to unabated cyber-attacks and rampant cyber espionage. This has systematically produced less cyber security professionals while the demand for skills in cryptography, secure coding, penetration testing, digital forensics, network security and cyber security risk management, among other things, continues to increase. The results of this study also highlight a need for coherent thinking that pulls legislators, policymakers, researchers, innovators, and educators together to plug the security holes, to ease institutional rigidity and to tackle the lack of depth and breadth in South Africa’s CS offering. The inadequate CS offering has caused multinationals and other private sector stakeholders to import or train their own talent, leaving the public sector with a shortage of cyber security skills. The recommendations made based on the findings of the study include the elimination of restrictive practices that work against innovation, on the one hand, and the promotion of cyber security investment and outside collaboration, on the other. Capacity governance, according to the model proposed in the study must augment the Cybercrimes and Cyber Security Bill which does not adequately address the cyber security skills agenda. The government needs to adopt medium to long-term policies that will create a sustainable supply of cyber security professionals in academia and industry. South Africa should embark on large-scale CS awareness-raising and public education on the importance of cyber security through, for example, cyber-hygiene campaigns that target different demographics of its cyber-citizenry and effect meaningful change in academic settings and hiring practices. CS courses must be introduced from the primary and secondary levels to the tertiary and postgraduate levels. Inter-institutional cooperation will be vital since we are all fighting the same adversaries in the cyber-terrain. The use of shared laboratories and simulation laboratories must be explored as a possible means of creating the resources needed to bring about a competitive CS offering. Training will be vitally important in creating champions of change in the fields of justice, law enforcement, academia, research, and policy formulation. in the interest of delivering impactful education and cutting-edge resources, well-funded research is paramount to building a capable state, stimulating innovation, promoting commercialisation, and reversing the information technology import/export conundrum.
12. THE CHANGING NATURE OF SPORTS IN THE FACE OF TECHNOLOGY AND INNOVATIONS

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ABSTRACT

Technological solutions have emerged as a game-changer in various industries – and sports is no exception. Technology has revolutionized the sporting world by enhancing data analysis, athlete performance and fan engagement. Technology such as virtual reality, artificial intelligence, wearable devices and better streaming platforms, have all helped to redefine the sports industry and propel it into the future. Fitness apps, usually based on smartphone technology, are seen as one way of increasing participation in sport. One of the most notable technological advancements in sports is the implementation of Video Assistant Referee (VAR) systems. VAR has been introduced to assist referees in making more accurate decisions regarding goals, penalties, red cards, and mistake. With an estimated 500 million esport gamers across the globe, the International Olympic Committee (IOC) has announced plans to create an Olympic Esports Games. The integration of technology into sports has presented opportunities and challenges in terms of adaptation and implementation. Resistance to change, potential errors in technology, and the need for training officials and players to effectively utilize the technology are some of the hurdles that need to be overcome. In addition, implementing and maintaining technology in sports can be expensive. Smaller clubs and leagues may face financial constraints in adopting advanced technologies, creating a potential imbalance in the accessibility of technological advancements. There is a concern that excessive reliance on technology may diminish the human element of the game. Sports have always had a certain level of subjectivity and interpretation, and an over-reliance on technology could lead to a loss of spontaneity and the emotional aspects that make the sport unique. This study was a scooping review of available literature on the impact of technology on sports.
13. HEAR MY CRY: EFFECTS OF CHALLENGING BEHAVIOUR ON MENTAL HEALTH OF STAFF SUPPORTING CHILDREN AND ADOLESCENTS WITH ASD

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ABSTRACT

Staff supporting children and adolescents with ASD are at risk of developing mental health problems. There is a close association between exposure to challenging behaviour presented by adolescents and children with ASD and mental health problems of staff supporting these children and adolescents. There is a dearth of knowledge on perception of effects of mental health problems and management of challenging behaviours exhibited by children and adolescents with ASDs in Kenya. The present study investigated the support staff perception of effects of challenging behaviour on mental health of staff who support children and adolescents with ASDs in schools and hospitals in western Kenya. Target population was 3490 practitioners. Sample size was 1047, comprising of 38 assessment staff, 27 hospital personnel, 548 regular teachers, 294 teachers from special schools, and 140 teachers from special units for children with ASDs. Stratified and purposive sampling techniques were used. Data was collected using semi-structured questionnaires and interviews. Internal, construct and criterion validities were established. Test- Retest was used which yielded a coefficient of 0.78. Dependency and trustworthiness of qualitative data was established through thick description. Findings show that perceived effects account for 20.8% variance in mental health problems among staff supporting children and adults with ASDs (R2=.208, F(1,1045)=274.915, p=.000. This means that the remaining 70.2% in mental problems is accounted for by other factors other than the perceived challenging behaviours presented by learners with ASDs. The findings indicates that perceived effects of challenging behaviours had a negative significant effect on mental health of support staff (β=-.415, p=.000). Staff supporting children and adolescents with ASDs should be trained on raising the quality of life for children and adolescents on the use of positive challenging behaviour management strategies; how to manage their stress and burnout, making
ASDs friendly environment, providing positive experiences and being flexible to challenging behaviour presented.

**Keywords:** mental health, children and adolescents with ASDs, challenging behaviour

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**14. OPENSTEM AFRICA: UNDERSTANDING PROGRESSION FROM SECONDARY INTO AND THROUGH TERTIARY STEM EDUCATION**

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**ABSTRACT**

Imagine the ways in which more science hands-on learning could benefit take-up, relevance and achievement for young people, especially young women navigating their way into and through tertiary-level study to STEM careers. The vision is that all learners are enabled to engage with context and gender-responsive, technology-based, practical science experiences, inquiry, and learning, without limitations, to develop their STEM-related knowledge, skills and opportunities. Participation in STEM is a global concern, particularly for women, with interest and confidence falling between adolescence and degree graduation and affecting Europe and North America as much as the low/middle income countries (LMICs) (OECD 2019).

The Open University (OU) UK, is a world leader and innovator in the development and use of authentic interactive screen experiments, e.g. OpenSTEM Labs to support undergraduate science education at scale. UN SDG 4 targets equal access to technical and higher education; more people with relevant skills for financial success; and education for sustainable development and global citizenship (https://www.globalgoals.org/goals/4-quality-education/).

African Union Agenda 2063 Goal 2 is of “well educated citizens and skills revolution underpinned by science, technology and innovation” (https://au.int/agenda2063/goals). This R&D pilot project involves universities in Ghana and Kenya partnering with The Open University (UK) to envision practical, evidence-based solutions to support, and enhance the

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numbers of young people choosing to study STEM subjects at the tertiary level. In particular, the project will focus on methodologies and gender-responsive technologies which could better support the teaching of the practical sciences.

15. ESTABLISHING VIRTUAL LEARNING CLASSROOM TO FACILITATE LEARNING IN MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY, KENYA

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ABSTRACT

A virtual classroom is an online learning environment that allows teachers and students to communicate, interact, collaborate and explain ideas. A virtual classroom enables students to access quality teachers anywhere on the planet so long as they both have a reliable internet connection. The purpose of this project is to establish Virtual Learning Classroom using Practice - and Research Oriented approach to facilitate learning to students who travel from distances for face to face sessions in Masinde Muliro University of Science and technology (MMUST). The specific objectives are to identify suitable centres where students have access with internet connectivity; determine the feasibility of the centres and establish the number of students within the identified centre. The outcome of the project will be to provide learning solutions to students travelling from long distance and make use of virtual learning classroom. This will help students converge in one place and the lecturer/teacher can offer virtual sessions near to where they work and live. The use of virtual learning classroom will allow students who travel from distant areas to converge in nearby centres/ rooms and enable them attend learning sessions. This will solve time wasted in travelling where majority of our students who travel from far too main campus at MMUST. Majority of our students are pursuing upgrading degree and postgraduate programmes. Hence, it will reduce absentism and improve good working relationship with their employers. Hence motivation to work will be increased if allowed to study based on their areas of interest. MMUST will also receive increased number students pursuing postgraduate and unique programmes offered.
16. OPENSTEM AFRICA: SUPPORTING EXPERIENTIAL LEARNING IN THE SCIENCES IN UPPER SECONDARY SCHOOLS

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ABSTRACT
The development of a Science Technology and Innovation agenda (STI) across Africa is critical to integration in the global economy and to closing the innovation gap UNESCO (2015). OpenSTEM Africa is a partnership between The Open University (OU) UK, and partners in Africa to enhance the opportunities for young people to experience high-quality practical science and to encourage more students, particularly young women, to choose STEM career pathways. It is currently at pilot stage in Ghana, under the guidance of the Ministry of Education via the government agencies CENDLOS and the Ghana Education Service (GES). The OU UK is a world leader and innovator in the development and use of authentic interactive screen experiments to support science education. This programme focuses on the creation of a virtual laboratory containing virtual instruments, onscreen immersive laboratory experiences and virtual field trips to support learning in the practical sciences in Ghana’s Senior High Schools, given rising numbers and limited laboratory resources. Senior High School science teachers from Ghana’s Science Resource Centre and the Ghana Education Service storyboarded applications relevant to the curriculum ensuring authenticity and relevance in co-creation. Besides onscreen applications and exemplar lessons, the teams also considered how teachers and school leaders could be supported to manage a transition from more traditional methods of teaching practical science to technology-based approaches, resulting in the creation of School Leadership and science teacher CPD programmes to develop changes in teaching within school-based communities of practice. The potential impact of the OpenSTEM Africa virtual laboratory and learning and teaching...
materials are being assessed, via a large-scale quantitative survey in 15 Senior High Schools located across Ghana.

17. PROGRESSION OR RETROGRESSION: AN ASSESSMENT OF E-LEARNING IN HIGHER EDUCATION IN POST COVID-19 PANDEMIC

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ABSTRACT

The emergency online education caused by COVID-19 pandemic disruption posed unprecedented challenges for students and staff in institutions of learning. Universities quickly reinvented themselves in record time to keep their operations running, where courses moved to online, while faculty and administrators worked remotely. Since then, everything became virtual including graduation. The question is; have the institutions of higher learning institutionalized the gains made to sustain the culture of remote learning or have they moved back to traditional way of running their activities in the post-COVID-19 period? The paper seeks to assess the developments of higher education in the uptake of online teaching and learning in the post COVID-19 period. The emergency online education response to COVID-19 pandemic created an opportunity for wider applications of technological tools and platforms to support online learning: video-conferencing, streaming conferences, Open online courses and educational apps. The positive experiences gained during the pandemic period present good grounding for resilience that would create excellence adoption of online education. Further, the paper explains the barriers and challenges that universities have encountered as well as technological resources and strategies implemented to transform higher education into sustainable online education for the future.

Keywords: Post COVID-19 Pandemic, Emergency Online Education, Technological tools
Dominant paradigm in studies investigating causal attributions made by staff working with people with disabilities is Weiner’s (1985) cognitive model of helping behaviour. Attributions about the causes of behaviour elicit emotions in the observers which then determines their willingness to help the person. While there is support for this model in the general population, application to children with ASDs has proved less consistent. The purpose of this study was to determine correlation between perception of the causes of challenging behaviour and the choice of challenging behaviour management among learners with Autistic ASD.

Population was 3490 practitioners. Sample size was 1047, comprising of 38 assessment staff, 27 mental health workers 548 regular teachers, 294 teachers from special schools, and 140 teachers from special units for children with ASD. Stratified and purposive sampling techniques were used. Interviews and structured questionnaires were used. Test- Retest yielded a coefficient of 0.78 while Cronbach’s reliability coefficient was 0.830. Perceived causes explained 1.8% variance in strategies used in management of CB $R^2=.018$, $F (1, 1045) =19.370$. Perceived causes only explained a small percentage although very significant. There was a small but significant relationship between the cognitive perception of CB and choice of management strategy: intensive interaction ($r=27101.0p$), development of social stories($r=0.33001.0p$) and behaviour therapy model ($r=42105.p$). Practitioners who perceived CB presented by children with ASDs as a temporary feature used least restrictive CB management strategies while those who perceived it as a permanent future used restrictive strategies. Based on this finding, it is recommended that practitioners be trained in least restrictive behaviour management strategies.

Keywords: ASD, Management strategies, challenging behaviour, practitioners’ perception
ABSTRACT

Though distance learning and its sub-set, the e-learning is not new in Kenya, its development has been undermined by many challenges ranging from championship to policy. Prior to the coming of African Virtual University (AVU) in 1997, the shadows of distance learning that had been in existence since colonial era had included delivery of learning through correspondence, continuing education, radio, and CCTV. School-based and blended mode followed in early 2000. All these variants of distance learning were never anchored on neither a national policy framework nor law. Their existence in the country was driven by individuals’ initiatives and desires for further education or by the institutional commercialization of this form of education provision for income generation purposes. The beneficiaries for this mode of access to education were limited. These included those seeking for promotion and professional upskilling, enhancing their literacy, teaching across geographical barriers, handling large classes in conventional learning set up, and in-service training of teachers and health professionals. Though there were some levels of flexibility and convenience in these access routes to further education, learning and training, exclusivity was dictated by the admission criteria anchored on conventional learning set up, mode of study and learning technologies.

This paper examines the recent developments in higher education that have expanded and diversified the learning ecosystem. The milestone of this development is the establishment of the Open University of Kenya (OUK) whose vision is “innovative university for inclusive prosperity”. It is the amplification of this vision that is the central discussion of the paper. How is the University addressing the concept of inclusivity?

Keywords: distance learning; e-learning; access; inclusivity
The COVID-19 pandemic is wreaking havoc on education systems, particularly in developing countries such as Kenya, with little understanding of its effects on access, equity, and quality of education. In this study, we examined the effects of the pandemic on Kenya's higher education sector to understand higher education institutions' vulnerability and resilience; and reposition them to respond better to future pandemics. For access, the study focused on infrastructure, support, resources, and skills. This working paper was produced in the context of countrywide research on how COVID-19 affected ways in which learners and lecturers were able to equitably access online teaching and learning, with or without restraints; opportunities that emerged for Public-Private Partnerships (PPP) to support continued learning; and postgraduate training and research and the future of emerging academics.

The study was conducted to interrogate the strengthening of equitable access to quality higher education in a pandemic environment in Kenya. It explored the availability, accessibility, affordability, usability, and acceptability of several indicators that were deemed to influence equitable access to higher education. For access, the study focused on infrastructure, support, resources, and skills. For equity, the study was interested in gender, age, sex, attitude, and abilities. The interaction of these two variables, equity and access, informed ways in which quality education was conceptualized in a pandemic environment. In undertaking this study, we used the explanatory sequential mixed-method research design incorporating a cross-sectional survey, focus group discussions and key informant interviews. The cross-sectional survey was conducted first with students and academic faculties, followed by an in-depth qualitative study through focus group discussions and key informant interviews. A total of 34 universities were sampled with a postgraduate population of 61,294 a sample of 209 (117-male and 92-female) was estimated. We also critically reviewed policies and interventions that supported or hindered access, equity, and quality of higher education during the pandemic. The research approach was complemented using an “Utafiti Sera” House approach – a research and policy community to

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facilitate policy uptake. The Utafiti Sera House approach, an initiative of PASGR, was used to mobilise stakeholders within the higher education sector.

The findings showed that most universities were financially vulnerable before the pandemic, which then affected how they managed through the Covid-19 era. Thus, financial resourcing was critical for universities in creating and sustaining access to higher education during the pandemic. The findings show that public universities account for most of the university places in Kenya. However, with increasing public debt and dwindling revenue collections, the demands on the exchequer in the country have been high, leaving public universities heavily indebted and unable to meet some of their mandates. The precarious financial situation was attributed to universities relying on fees mostly paid by families and private individuals with limited public funding to support students from low socio-economic backgrounds. as a result, universities had difficulties providing the appropriate infrastructure for online education during the pandemic, which may explain why very few students (9%) attended their scheduled curriculum.

During the pandemic, most students (60%) reported using smartphones to access learning material provided by the institutions. This was largely due to the inability of students to afford laptops for learning. Although MOODLE platform, ZOOM, and Google meet were the main platforms used by students for online learning, most students (78%) relied on personal and family sources of the internet to support their online learning. Students acknowledged the contributions of some organisations through Public-Private Partnerships (PPP) to support students with internet bundles. Though limited, these PPP initiatives encouraged and increased access to online learning opportunities.

Given the nature of public education financing, there is an urgent need to protect the education budget for adequate higher education financing: building and resourcing resilient university education systems to strengthen equitable access for sustainable development. It is imperative to rethink higher education provision with a view to strengthening innovation in teaching and learning and a paradigm shift in pedagogical methods in higher education instruction while positioning universities to withstand future pandemics.

**Keywords**: access, equity, quality, strengthening, COVID-19, Pandemic period, higher education
ABSTRACT
When I sat in the committee that identified students for bursary allocation, I came face to face with not just the high number of needy cases for bursary allocation but also what I considered a flawed means testing tool. This was confirmed by my study on, ‘Equity implications of bursary allocation as a method of financing secondary school education’ as the Lorenz curve and Gini-Coefficients for all the years studied measured above 0.05 index. Later, for my Doctoral research, I delved into the unending challenge of “Equity in Access to University Education in Kenya through HELB Loans in Relation to Demand Supply and Effectiveness in Loan Recovery. The study established a strong link between equitable financing of university students and increased access to higher education but recommended amendment of the HELB Act 1995 to make it more effective in loan recovery. Higher education financing in Kenya has been marked by shifting socio-political regimes determined by local micro-economic fluctuations and policy shifts of international funding agencies, mainly the World Bank and the International Monetary Fund (IMF). In my lecture, I identify and trace four distinctive evolving phases of funding which underpin the current state but all of which have implications on equity and quality. I link these with my works of over 20 years to establish the nexus between financing, equity and quality. In conclusion, inability by HELB to effectively recover funds from past loan recipients is established implying that efforts towards creation of a revolving fund to minimise financial burden on the exchequer are still far. A strong Justification for increased financing of higher education is advanced signalling a departure from earlier education policy for developing countries that put higher premium on investment in primary education. The VSLF model is applauded as it will increase revenue at the disposal of HE institutions, however, MOEST is urged to invest in a technical study to establish the actual cost of programmes per university
without relying on university costing of programs and use it to improve the model. Similarly, the proportions of households in each category be determined scientifically and imputed into the funding formula. HELB is urged to embrace means testing application (MTA) rather than means testing instrument (MTI) to speed up loan processing and for more accountability.

**Keywords:** Higher education financing, means testing app, means testing instrument, loan recoveries.

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**22. ADAPTABILITY IN MANAGEMENT OF LEARNING PROGRAMMES IN TECHNICAL AND VOCATIONAL TRAINING INSTITUTIONS (TVET) IN KENYA DURING COVID 19 PANDEMIC: A CASE STUDY OF TVETS IN WESTERN KENYA**

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**ABSTRACT**

TVET institutions are educational institutions whose main objectives are to provide general education, knowledge, and technical and vocational fields to meet national human resource requirements in Agriculture, Business, Industry, and other technical services. In recent years, there has been a growing focus on the various learning methods that TVET institutions management needs to adopt in the post-COVID 19 pandemic era. TVET institutions management in Kenya has been experimenting with e-learning and has successfully provided learners with positive engagement. This research aimed to establish the factors influencing the learning programs in TVET institutions, evaluating the management strategies employed by TVET institutions in the containment of COVID-19, and examining the learning delivery options available for TVET institutions the COVID-19 pandemic in the Western Kenya region. The study was founded on the management contingency theory, representing a rich blend of organizational theory, such as organizational decision-making and organizational structure. The Adaptability of management to learning methods focused on this study included learning delivery options, leveraging deep roots within communities, and increasing online learning. on the other hand, the research utilized COVID 19 as a dependent variable. The empirical
literature on the concepts and context under investigation were also presented. The research followed a descriptive research design. This study's target population comprised all the 55 TVET institutions in Kenya's western region from which a sample size of 22 was drawn. This study was quantitative, which collected primary data through the use of a questionnaire. The findings of this study indicate that learning resource strategy and relevance of learning resources are the factors that affect the delivery of learning programs most in TVET institutions. The study also concluded that conducting pandemic related training to enhance preparedness and investing in infrastructure and technology to support working remotely during the COVID-19 pandemic and improvement of a current curriculum leading to the achievement of organizational goals is the most widely employed strategies. On the other hand, the current learning methods used face-to-face delivery in TVET institutions during the COVID-19 Pandemic proved challenging. Therefore, the study recommended that TVET institutions invest in technology and infrastructure to encourage working remotely; TVET institutions to invest in training for both management and learners on different platforms of conducting virtual training. Management of TVET institutions to improve curriculum to factor in interactive, engaging sessions with learners. Institutions should allocate enough resources to ensure sustainability to achieve their goals and objectives further.

**Key Words:** Learning strategy, TVET Institutions
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