

## EDITORIAL

We are pleased to announce that WAJOFEL is now indexed in the Directory of Open Access Journals (DOAJ). This is indicative of our continued commitment to quality and excellence in scientific communications. In this issue, the focus is on the transformative potential of open, distance, and eLearning (ODEL) to democratise education and improve learning outcomes. Featuring eight research articles, this issue covers a broad spectrum of themes from enhancing accessibility of open educational resources (OER) to assessing the efficacy of blended learning models, teaching and learning approaches to STEM, ICT integration, impact of online learning in various contexts, catering to the needs of vulnerable learners. The issue also features a reflective piece on recent developments in inclusive open and distance learning in the commentary section. These contributions enrich the discourse on ODeL, providing valuable insights to policymakers, educators, and researchers in their efforts to support access to education, social inclusion, and improve learning experiences across diverse contexts in Africa.

**Adedokun-Shittu, Mejabi, Olasehinde-Williams, Yusuf, Abdu Raheem, Ahmed and Ajani** explore the impact of the Glocalise approach to STEM education in Nigeria. Their study demonstrates the effectiveness of the approach in empowering learners by reducing fear associated with STEM subjects, providing more engaging and culturally relevant learning experiences.

**Qua-Enoo, Bervell, Nyagorme and Edumadze** investigate students' readiness for ICT integration in distance learning at the tertiary level in Ghana. In the light of their findings which include low computer literacy among students, effective albeit low presence of online study communities, they underscore the importance of computer literacy and online study communities in Ghana for a successful and seamless ICT integration.

**Akande and Adebajo's** study focuses on the impact of video instructional techniques on vulnerable learners in secondary schools in Nigeria. In comparison to instructional contexts where they are not used, he showcases the positive influence of instructional videos in enhancing

learning outcomes of vulnerable learners and recommends their integration into teaching strategies.

**Kalu-Uche and Adolphus** assess the readiness of science teachers and level of adoption of blended learning in science teacher education programmes post-COVID-19 in South-East Nigeria. Noting low adoption rates, they recommend the incorporation of learning management systems to provide a platform for training opportunities on the use of blended learning for pre-service teachers.

**Akpan, Mayowa-Adebara, and Oluwatuyi** report on the findings of their study that investigated the inclusion of disadvantaged individuals in university education in Nigeria. Using the National Open University as a case study, their investigation of inmates in correctional facilities receiving higher education reveals a positive impact on their self-actualisation and of employment opportunities post-incarceration. They advocate for enhanced support to reduce recidivism.

**Wiredu, Asante, and Alagbe's** study evaluate the impact of a blended learning model on students' outcomes in a Master of Philosophy distance learning programme at the Kwame Nkrumah University of Science and Technology, Ghana. Their study underscores the advantages of flexibility and content in the integration of online systems with in-person instruction as one of blended learning models' most impactful aspects.

**Adelakun's** study examines public opinion on integrating open courseware into social media platforms as open educational resources with focus on instructional videos at the National Open University of Nigeria. The study reveals positive perceptions and advocates its adoption to enhance openness and user confidence.

**Majebi, Agbebaku, Adegbola, Ume, Omuya and Okunade** analyse students' perceptions of the efficiency of facilitation in an online context at the National Open University of Nigeria, highlighting its positive impact on learning efficiency, flexibility, and computer proficiency.

In the commentary section of this issue, is a reflective piece titled, *Reflections on recent developments in inclusive open and distance*

*learning* by **Letseka, Akintolu** and **El-bahay**, from the UNESCO Chair in open and distance learning at the University of South Africa.

Finally, we want to sincerely appreciate our reviewers for their dedication and commitment to quality as exemplified by their rigorous review of the published papers.

**Professor Christine Ofulue**  
*Managing Editor*