

Editorial

This edition is a continuation of the previous volume (Vol. 8[2]) with respect to Open and Distance Learning (ODL) in the context of the COVID–19 pandemic. The impact of the pandemic on the education sector has brought about the mainstreaming of ODL as educational institutions shifted to various forms of distance learning including online learning. ODL supports lifelong learning by embedding flexibility in course and program offerings and removing learning from a fixed place and time. Flexibility enables learners who do not conform to the profile of conventional students to access educational services including mature students, and unemployed and employed adult learners. Still, despite a hopeful outlook we are reminded of the constraints in integrating online learning across the West African region, including “internet poverty” (Cuaresma et al., 2021), a significant number of people who do not have access to the Internet to the availability or prohibitive costs. Given this context, all but two articles in this volume address various issues pertaining to ODL. From merits to challenges and numerous policy suggestions, featured authors present research on the complex and multifaceted issues surrounding ODL provisions across Nigeria. Readers will observe nuanced differences across articles even as themes and theoretical frames overlap such as the two contributions that adopt human capital theory to rationalize the adoption of ODL. This edition comprises contributions from Nigeria and Ghana. While applied mostly to the Nigerian context, readers will also appreciate that the issues examined are not limited to a single country context but have relevance for higher education systems in other parts of Africa and the Global South more broadly. This timely issue contributes to the ongoing discussions and debates surrounding how to optimize digitalization in higher education systems to support teaching, learning and sustainable economic growth.

Josephine V. Dare and George Bondzie looked at face-to-face tutorial sessions of the University of Education, Winneba distance education learners of Ghana. The objectives of the study were to find out distance education students' perceptions, absenteeism, challenges and expectations of tutorial sessions. Twenty-eight (28) participants (learners) on university of education, Winneba distance education degree programmes were purposively selected for the research. The

research found out that distance education students see face-to-face tutorial sessions as important, and expected their tutors to teach them and not to facilitate during the face-to-face tutorial.

Priscilla O. Dave-Ugwu, Anthonia E. Onah and Eunice O. Chukwunwogor examined open textbook adoption: implication for chemistry education in Nigerian secondary schools. Open textbook is accessible to all intended users. Both teachers and students, everybody is free to use it in different ways. From the review it was revealed that the use of open textbook in the education system improves teaching and learning significantly, have dependable quality and easy to use with reduced cost, as well as having the potential to increase the teacher's opportunity to make input in the curriculum development. But in open textbooks, lack of quality and effectiveness are not ruled out.

Samson S. Afolabi looked into access to Research Findings from Mathematics Higher Education among Primary School Teachers. The paper investigated the sources from which the primary school Mathematics teachers access research findings. The study sampled 170 primary school Mathematics teachers from two purposively selected Local Government Areas of Ibadan municipalities in Nigeria. The findings showed that books, discussions with colleagues and lecture room information are topmost as sources of their access to research findings. It was concluded that the teachers did not have access to the best sources of research outlets which are journals, proceedings, conferences and workshops. The study recommended that journals and proceedings should be directed to primary school libraries.

Simbiat A. Ademuyiwa and Lateef A. Adhlakun - The authors examined the possibility of using the COVID-19-induced e-learning in some tertiary institutions as a catalyst for strengthening such mode of instruction in the Nigerian institutions. The study used primary data triangulated with the secondary data obtained from similar studies in other higher institutions. Findings revealed that though lecturers and students did embrace the e-learning there are some technological gaps to be filled in the Nigerian virtual educational system. The gaps are irregular power supply, high internet subscription costs borne by lecturers and students, poor internet access, the cost of having access to the learning devices as well as users' unfamiliar with the usage of some

software that enhance interactivity. It was recommended that e-learning in Nigeria could be advanced beyond the stage it was before the lockdown to a more robust level if enough attention is given to elimination of the impediments.

Angela E. Okpala and Adam G. Saleh studied distance education and the challenges faced by libraries and the way forward. The advent of distance learning has ushered in significant changes such as improved access to resources, collaboration across borders, effective management of digital libraries and resources and the acquisition of new skills by practitioners. It was discovered that distance learning caused a revolution in the library, from its resources, services, facilities, routine library operations and core functions. Some significant impacts on the library were in the aspect of scholarly publication and digitization; information literacy and collaboration. The paper suggested that parent institutions should improve library funding. Librarians are also expected to acquire new skills which 21st century libraries demand, if they are to remain relevant. Librarians must be equipped to handle copyright and licencing issues in the library and also the issue of compliance in the organization.

Henry U. Agbebaku examined A Review of the Evolution of Geography from Non-Science to Science Discipline Since the History of Geographic Thought. The methodology employed was a combination of content analysis of literature review and documentary materials. Findings from the study revealed that ancient scholars observed and projected geography as a science subject since time immemorial. Geographic thought was more scientific in approach but mainly during the 20th and 21st century as Geographers made use of the tools of quantitative techniques of mathematics and statistics to solve geographical problems and these transformations and developments help to position Geography as a science.

Akinyemi L. Adetunmbi and Oluwafemi E. Ebimomi examined the effects of Video-Based Instructional Strategy (VBIS) on students' achievement in computer programming among junior secondary school students in Lagos State, Nigeria. The study adopted the pretest-posttest control group design which applied the quasi-experimental approach. The participants were 50 students from Education District V of Lagos

State. Results revealed that the performance of students in the experimental group exposed to Video-Based Instructional Strategy was significantly different from those of the control group exposed to conventional teaching strategies. It was recommended that Video-Based Instructional Strategy should be used to enhance effective teaching of Computer Studies in junior secondary schools.

Temitayo O. Onasanya, Bridget I. Otemuyiwa and Samuel A. Onasanya investigated the perception of undergraduates on the utilization of Quizalize app for formative assessment in online educational programme in the University of Ilorin. The study adopted a descriptive survey research design to evaluate the ease of use, efficiency, efficacy and challenges of using Quizalize application for formative assessment in an online education. The sample for the study comprised of one hundred and fifty. Based on the findings, it was recommended that Quizalize application be integrated into the online educational programme and that online lecturers should engage the use of Quizalize application for formative assessment so as to provide students and lecturers with continuous, real time information.