

CURRICULUM VITAE

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| I | (a) <u>Name:</u> | Taofeek Gbolahan <u>Muib</u> |
| | (b) <u>Date of Birth:</u> | 16 March, 1976 |
| | (c) <u>Department:</u> | Adult Education |
| | (d) <u>Faculty:</u> | Education |
| | | |
| II | (a) <u>First Academic Appointment:</u> | Lecturer II: 3 October, 2018 |
| | (b) <u>Present Post (with date):</u> | Lecturer I: 1 October, 2022 |
| | (c) <u>Date of Last Promotion:</u> | October, 2022 |
| | (d) Date last considered
(in case where promotion was not through) | Not Applicable |
| | | |
| III | <u>University Education (with dates)</u> | |
| | University of Ibadan, Ibadan | 2001 - 2005 |
| | University of Ibadan, Ibadan | 2006 - 2008 |
| | University of Ibadan, Ibadan | 2011 - 2017 |
| | | |
| IV | <u>Academic Qualifications (with dates and granting bodies)</u> | |
| | B. Ed – University of Ibadan, Ibadan | 2005 |
| | M.Ed – University of Ibadan, Ibadan | 2008 |
| | Ph.D. – University of Ibadan, Ibadan | 2017 |
| | | |
| V. | <u>Professional Qualifications and Diplomas (with dates):</u> | |
| | B. Ed. (Hons) Adult Education | 2005 |
| | Teachers Registration Council of Nigeria | 2024 |
| | | |
| VI. | <u>Scholarship, Fellowships and Prizes (with date) in respect of Undergraduate and Postgraduate work only)</u> | |
| | NIL | |
| | | |
| VII. | <u>Honours, Distinctions and Membership of Learned Societies</u> | |
| | Member, Nigerian National Council of Adult Education | |

VIII. Details of Teaching/Working Experience

Lecturer II, University of Ibadan, Ibadan	2019 - 2022
Lecturer II, University of Ibadan, Ibadan	2019 till date

Undergraduate Courses Taught

ADE 206 - Literacy Teaching Methods

ADE 207 - Principles and Practice of Adult Education

ADE 410 - Introduction to Distance Education

ADE 405 - Organisation and Administration of Adult Education

Postgraduate Courses Taught

ADE 712 - Organisation and Administration of Adult Education

ADE 714 - Public Policy Analysis in Adult Education

ADE 831 - Organisation and Administration of Adult Education

Projects Supervision

B. Ed - 20

M. Ed - 12

IX Research

(a) Completed

1. Influence of Institutional Policy Factors on Learners' Academic Achievement in Two Distance Learning Institutions in Nigeria
2. Impacts of Institutional Policy Factors on Learners' Academic Achievement in Single and Dual Mode Distance Learning Institutions in Nigeria
3. Influence of Digital Learning Tools and Social Networking Services on Learners' Academic Achievement in National Open University of Nigeria
4. Integrating Information and Communication Technology in Open and Distance Learning Delivery at the Distance Learning Centre, University of Ibadan, Nigeria

(b) In-progress

1. Quality Assurance and Learners' Learning Effectiveness at the National Open University of Nigeria

This study specifically started April, 2025 to examine the level of improvement in the delivery of open-distance learning programmes based on acclaimed quality assurance mechanisms put in place by distance learning institutions. This study was designed to investigate the level of improvement in the delivery distance education at the National Open University of Nigeria. The nature of distance education requires regular assessment of quality assurance mechanisms put in place by distance learning institutions.

Based on this, this study investigates five components of quality assurance mechanisms on course design, effective teaching and learning, assessment and evaluation practices, learner support services, and environmental infrastructure in relation to learners' learning effectiveness.

The respondents have been identified as distance learners in National Open University of Nigeria and a letter for ethical approval has been received for data collection. The study is about 45% completed.

2. Asynchronous Teaching Functions and Learners' Academic Achievement at the Distance Learning Centre, University of Ibadan

This study specifically started June, 2025 to find out how distance learners familiarized themselves with asynchronous teaching functions provided by distance learning institution in recent times. This study was designed to investigate the effects of asynchronous teaching functions (online content delivery, provision for interaction and assessment) on learners' academic achievement at the Distance Learning Centre, University of Ibadan. The challenges of balancing work and studies has led to higher dropout rates and limited peer socialization among distance learners. Based on this, this study investigates how three

components of asynchronous teaching functions (online content delivery, provision for interaction and assessment) bridge the gap of effective teaching and learning, assessment and evaluation practice of distance learning programmes. The respondents have been identified as distance learners of the Distance Learning Centre, University of Ibadan and a letter has been sent for ethical approval before administration of instruments. The study is about 65% completed.

(c) Project, Dissertation and Thesis

Muibi, T. G. (2008). Assessment of University Village Association (UNIVA) Adult Education Programmes for Sustainable Development in Ido Local Government Area of Oyo State. Unpublished M.Ed. project, Department of Adult Education, Faculty of Education, University of Ibadan. 87 pages

Muibi, T. G. (2017). Institutional Policy Factors as Determinants of Learner's Academic Achievement in Distance Learning Institutions in the Southwestern Nigeria Unpublished Ph.D. Thesis, Department of Adult Education, Faculty of Education, University of Ibadan. 150 pages

X Publications:

(a) Books already published:

NIL

(b) Chapters in Books already published

1. Aremu, O. A.; Ojokheta, K. O. and **Muibi, T. G.** (2019). Ibadan Distance Learning Centre: Imperatives of Developmental Strides and Challenges. In Aderinoye, R. A.; Egunyomi, D. A. and Sarumi, A. A. (Eds.). *70 years of Adult Education at Ibadan (1949 – 2019)*. Ibadan: Department of Adult Education, University of Ibadan, Ibadan. 54 – 73 Pp. ISBN 978-978-2860-77-8. (Nigeria). (Contribution: 30%).
2. Muibi, T. G. (2021). Suggesting Paradigm Shift for Learners Assessment in Nigeria’s Education System in the New Normal World. In Ojokheta, K. O. and Kester, K. O. (Eds.). *Education Reengineering in the New Normal World*. Ibadan: John Archers Publishers Ltd. 50 – 60 Pp. ISBN 978-978-58587-2-3. (Nigeria.).
- *3. Muibi, T. G. (2022). Online Learning Space Opportunity for Literacy Education and Skills Acquisition Delivery in Nigeria. In Fajonyomi, A.; Tofa, G. M.; Yusuf, M. A.; Sharada M. A. and Mahmud A. (Eds.). *Management of Adult and Non-Formal Education for Socio-Economic Development in Nigeria*. Kano: Department of Adult Education and Community Services, Bayero University, Kano, Nigeria. 407 – 416 Pp. ISBN 978-978-791-4816. (Nigeria).
- *4. Muibi, T. G. (2024). The Potentials of Open-Distance Learning for Promoting Nigeria’s Continuing Education Practice in Digitalized World. In Kester, K. O.; Aderogba, K. A.; Oladeji, S. O.; Omokhabi, A. A.; Adeyemo, C. W.; Adebayo, D. A. and Odusanya, O.S.E. (Eds.). *Continuing Education and Development in Emerging Digitalized World*. Ibadan: Department of Adult Education, University of Ibadan. 182 – 200 Pp. ISBN 978-978-772-527-6. (Nigeria).
- *5. **Muibi, T. G.** and Ojokheta, K. O. (2025). The Impact of Online Learning on Transformation of Open and Distance Learning in a Post-Digital World in Nigeria. In Joy Eyisi, Sheriff Olatunji, Adaobi Mac-Ozigbo Joy Eyis, Jr., George Bako & Moses Adegboye (Eds.). *Excellence in Open and Distance Learning: Advancing Knowledge in Nigerian Universities: Essays in Honour of Professor Olufemi Ayinde Peters*. Pp. 676-695.

*Publications since last promotion

- (c) Articles that have already appeared in Refereed Conference Proceedings:
- *6. Omokhabi A. A.; **Muibi, T. G.** and Amusa, K. A. (2025). Student Support Services Intervention on Learners' Participation and Retention in Distance Learning Programme at the University of Ibadan, Nigeria. In Stankovic, M. and Nikolic, V. (Eds.). *Path to a knowledge Society Managing Risks and Innovation PaKSoM: Proceedings of the 6th Virtual International Conference*. October 21-22, 2024 Complex System Research Centre, Nis, Serbia Mathematical Institute of the Serbian Academy of Sciences and Arts. 95-102 Pp. (Serbia). (Contribution: 35%).
- (d) Patents and Copyrights: NIL
- (e) Articles that have already appeared in learned journals:
7. Ojokheta, K. O. and **Muibi, T. G.** (2018). Advocating a Multi-Sectoral Approach for Financing Adult Education in Nigeria. *Journal of Educational Thought*, Vol. 7. No. 2: 12 - 34. (Nigeria). (Contribution: 50%).
8. Muibi, T. G. (2019). Influence of Institutional Policy Factors on Learners' Academic Achievement in Two Distance Learning Institutions in Nigeria. *Ibadan Journal of Educational Studies*, Vol. 16. No. 2: 148 - 155. (Nigeria).
9. Muibi, T. G. (2019). Enhancing Literacy Education and Skill Development in Nigeria: Information and Communication Technology Intervention. *International Journal of Literacy Education*, Vol. 9. No. 2: 69 – 87. (Nigeria).
10. Muibi, T. G. (2020). The Use of Online Learning Tools in Open Distance Learning Delivery in Nigeria. *International Journal of Adult Learning and Continuing Education*, Vol. 4. No. 1: 192 – 206. (Nigeria).
11. Muibi, T. G. (2021). Influence of Digital Learning Tools and Social Networking Services on Learners' Academic Achievement in National Open University of Nigeria. *African Journal of Adult Education and Development Studies*, Vol. 3.: 61 - 70. (Nigeria).
12. Adegbite, O. O. and **Muibi, T. G.** (2021). Integrating Innovative Learning Assessment Approaches in Nigeria's Tertiary Education System. *International Journal of Literacy Education*, Vol. 10.: 239 – 259. (Nigeria). (Contribution: 50%).
13. Muibi, T. G. (2022). Integrating Information and Communication Technology in Open and Distance Learning Delivery at the Distance Learning Centre, University of Ibadan, Nigeria. *Journal of Positive Psychology and Counselling*, Vol. 10.: 348 – 358. (Nigeria).

*Publications since last promotion

- *14. Itasanmi, S.; **Muib, T. G.** and Adedore, O. (2022). Covid-19 and Adult Learning in Nigeria: Can Technology help? An Exploration of Adult Literacy Facilitators' Perspective. *International Journal of Distance Education and E- Learning*, Vol. 8. No. 1: 18 - 34. (Pakistan). (Contribution: 30%).
- *15. **Muib, T. G.** and Suulola O. M. (2022). Factors Predicting Participation in Skill Acquisition Training Programme and Skill Development in Ibadan Metropolis of Southwestern Nigeria. *International Journal of Advance Research and Innovation*, Vol. 10. No. 3: 7 - 19. (India). (Contribution: 50%).
- *16. **Muib, T. G.** and Akinyemi, A. L. (2022). Emergency Remote Teaching during Covid-19 Pandemic and Undergraduates' Learning Effectiveness at the University of Ibadan, Nigeria. *African Journal of Educational Management*, Vol. 23. No. 2: 95 - 110. (Nigeria). (Contribution: 50%).
- 17. Muib, T. G. (2023). Potentials of Blended Learning in Changing the Delivery of Literacy Education and Skills Acquisition in Nigeria in the Digital Age. *Shodh Sari-An International Multidisciplinary Journal*, Vol. 2. No. 3: 274 - 293. (USA).
- *18. Akinyemi, A. L. and **Muib, T. G.** (2023). Teachers Attitudes and Competency in Utilising Information and Communication Technologies for Secondary School Instructional Delivery in Mathematics at Ibadan, Nigeria. *International Journal of Continuing and Non Formal Education*, Vol. 11. No. 2: 180 - 197. (Nigeria). (Contribution: 50%).
- *19. **Muib, T. G.** and Ukpabi I. D. (2024). The Influence of Work-Study Scheme on Students' Retention at the University of Ibadan, Nigeria. *Ibadan Journal of Educational Studies*, Vol. 21. No. 2: 16 - 26. (Nigeria). (Contribution: 50%).
- *20. Quadri, G. O. and **Muib, T. G.** (2024). Online learning environment and learners' learning effectiveness at the Distance Learning Centre, University of Ibadan. *Regional Journal of Information and Knowledge Management*, Vol. 9. No. 1: 61 - 76. (Kenya). (Contribution: 50%).
- *21. Muib, T. G. (2024). Web-based learning and students' scholastics accomplishment at National Open University of Nigeria. *Information Technologies and Learning Tools*, Vol. 99. No. 1: 49 - 62. (Ukraine).

*Publications since last promotion

- *22. Quadri, G. O.; **Muibi, T. G.** and Ukpere, W.I. (2025). Building Entrepreneurship Capacity of Adult Learners While Converting Literacy Education to Functional Literacy: A Case Study of Lift Above Poverty Alleviation Programme in Ibadan Metropolis. *Journal of Ecohumanism*, Vol. 4. No. 3: 381 - 388. (United Kingdom). (Contribution: 35%).
- *23. Quadri, G. O. and **Muibi, T. G.** (2025). Exploring the Impact of Social Interactions on Academic Achievement among Leaners at the National Open University of Nigeria *Journal of Positive Psychology and Counselling*, Vol. 16.:78 – 92. (Nigeria). (Contribution: 50%).
- *24. Quadri, G. O.; **Muibi, T. G.** and Ukpere, W.I. (2025). Quality Assurance and Learners’ Learning Effectiveness: University of Ibadan Distance Learning Centre Experience. *Journal of Economic Development, Environment and People*, Vol. 14. No. 4: 31 – 46. (Romania). (Contribution: 35%).
- *25. **Muibi, T. G.;** Quadri, G. O. and Ukpere, W.I. (2025). Assessing the Effects of Fuel Subsidy Removal on Students' Academic Achievement. *Journal of Information Systems Engineering and Management*, Vol. 10. No. 50s: 1017 – 1027. (Portugal). (Contribution: 35%).
- *26. Quadri, G. O.; **Muibi, T. G.** and Ukpere, W.I. (2025). Leveraging Blended Learning to Cushion the Effect of Fuel Subsidy Removal on Students’ Academic Achievement. *International Journal of Environmental Science*, Vol. 11. No. 8: 3981 – 3994. (India). (Contribution: 35%).
- 27. Ukpabi, I. D.; **Muibi, T. G.** and Ojedeji, S. O. (2025). Influence of Mass Media on Academic Performance of Secondary School Students in Nigeria and Strategies for Improvement. *Journal of Research in Adult and Continuing Education*, Vol. 4. No. 1: 24 – 40. (Nigeria). (Contribution: 35%).
- 28. Olajide, F. O.; **Muibi, T. G.;** Ogunwande, E. A. and Adun, O. A. (2026). The Role of Artificial Intelligence in Open and Distance Learning in Nigeria: A Systematic Review. *AKSU Journal of Social Sciences*, Vol. 7. No. 1: 302 - 311. (Nigeria). (Contribution: 25%).

*Publications since last promotion

- *29. **Muibi, T. G.** and Fashogbon, B. A. (2026). Open-distance Education: Quality Delivery and Learners' Academic Achievement at the National Open University of Nigeria. *Ibadan Journal of Sociology*, Vol. 17. No. 2: 46 - 55. (Nigeria). (Contribution: 50%).
- 30. Muibi, T. G. (2026). Adoption and Acceptance of Artificial Intelligence Literacy for Enhancing Learning Effectiveness Among Distance Learners in Nigeria. *Edumania-An International Multidisciplinary Journal*, Vol. 4. No. 3: 214 - 230. (USA).
- 31. Akinyemi, A. L. and **Muibi, T. G.** (2026). Learners' Perception of Asynchronous Teaching Modes at Distance Learning Centre, University of Ibadan. *ASSEREN Journal of Educational Research and Development*, Vol. 13.: 126 - 136. (Nigeria). (Contribution: 50%).
- 32. Quadri, G. O.; **Muibi, T. G.**; ALO, O. and Ukpere, W.I. (2025). Postgraduate Students' Learning Experience and Effectiveness at the National Open University, Framed as a Strategy of University Leadership. *Annals of Spiru Haret University. Economic Series*, Vol. 26. No. 2: 755 – 768. (Romania). (Contribution: 25%).

(f) Books, Chapters in books and articles already accepted for Publication: NIL

(g) Technical Reports and Monographs: NIL

*Publications since last promotion

GRANTS

1. 2024: Tertiary Education Trust Fund Institutional Based Research (TETFund IBR): Effects of Fin-Tech Literacy Promotion on Small and Medium Scale Enterprises among Rural Citizens of Oyo State, Nigeria. (Principal Investigator). Amount - #2,500,000
2. 2024: Tertiary Education Trust Fund Institutional Based Research (TETFund IBR): Determinants of the Abuse of Artificial Intelligence (AI) for Academic Purposes among Nigerian University Undergraduates. (Team Member). Amount - #2,600,000

*Publications since last promotion

XI Major Conferences and Workshops Attended in the Last Five Years (with Papers Read)

- (1) National Conference of Nigerian National Council for Adult Education in Conjunction with Dept. Adult Education and Community Development, Ekiti State University held at Ado – Ekiti 23 – 27 November, 2020.
Paper Read: Professionalisation of Adult Education for the Promotion of Adult Learning and Education Practice in Nigeria.
- (2) Multidisciplinary International Conference on “Contemporary Global Challenges and Opportunities in Education Science and Humanities” held at Auditorium, I.N.M. PG College Meerut India, jointly organized by Department of English, I.N.M. PG College Meerut & International Council for Education, Research and Training (ICERT). 15 January, 2023.
Paper Read: Blended Learning Potentials in Transforming Nigeria’s Literacy Education and Skills Acquisition Delivery (Online Participation).
- (3) 2nd E-Learning International Conference on Fostering Excellence in E-Learning Across Diverse Disciplines: Progress, Challenges and Progress on 11 – 12 July, 2024 at the Kwame Nkrumah University of Science and Technology, Kumasi, Ghana.
Paper Read: Assessing the Impact of Quality Assurance Measures on Students’ Learning Effectiveness at the University of Ibadan’s Distance Learning Centre in Nigeria.
- (4) The 6th Virtual International Conference Path to a Knowledge Society-Managing Risks and Innovation, October 21-22, 2024 Mathematical Institute SANU. (Serbia).
Paper Read: Student Support Services Intervention on Learners’ Participation and Retention in Distance Learning Programme at the University of Ibadan, Nigeria. (Online Participation).
- (5) 2025 Faculty of Education International Conference on Digital Transformation in Education: People, Process and Product held on June 30 – July 3, 2025 at the Trenchard Hall, University of Ibadan, Oyo State, Nigeria.
Paper Read: Leveraging on Blended Learning to Cushion the Effect of Fuel Subsidy Removal on Students’ Academic Achievement.

XII Fifteen (15) Best Publications that Reflect the Totality of my Contribution to Scholarship

1. Muibi, T. G. (2019). Influence of Institutional Policy Factors on Learners' Academic Achievement in Two Distance Learning Institutions in Nigeria. *Ibadan Journal of Educational Studies*, Vol. 16. No. 2: 148 - 155. (Nigeria).
- 2.. Muibi, T. G. (2019). Enhancing Literacy Education and Skill Development in Nigeria: Information and Communication Technology Intervention. *International Journal of Literacy Education*, Vol. 9. No. 2: 69 – 87. (Nigeria).
3. Muibi, T. G. (2020). The Use of Online Learning Tools in Open Distance Learning Delivery in Nigeria. *International Journal of Adult Learning and Continuing Education*, Vol. 4. No. 1: 192 – 206. (Nigeria).
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8. Muibi, T. G. (2023). Potentials of Blended Learning in Changing the Delivery of Literacy Education and Skills Acquisition in Nigeria in the Digital Age. *Shodh Sari-An International Multidisciplinary Journal*, Vol. 2. No. 3: 274 - 293. (USA).
9. Quadri, G. O. and **Muibi, T. G.** (2024). Online learning environment and learners' learning effectiveness at the Distance Learning Centre, University of Ibadan. *Regional Journal of Information and Knowledge Management*, Vol. 9. No. 1: 61 - 76. (Kenya). (Contribution: 50%).

10. Muibi, T. G. (2024). Web-based learning and students' scholastics accomplishment at National Open University of Nigeria. *Information Technologies and Learning Tools*, Vol. 99. No. 1: 49 - 62. (Ukraine).
11. Quadri, G. O. and **Muibi, T. G.** (June, 2025). Exploring the Impact of Social Interactions on Academic Achievement among Leaners at the National Open University of Nigeria *Journal of Positive Psychology and Counselling*, Vol. 16.:78 – 92. (Nigeria). (Contribution: 50%).
12. Quadri, G. O.; **Muibi, T. G.** and Ukpere, W.I. (2025). Quality Assurance and Learners' Learning Effectiveness: University of Ibadan Distance Learning Centre Experience. *Journal of Economic Development, Environment and People*, Vol. 14. No. 4: 31 – 46. (Romania). (Contribution: 35%).
13. **Muibi, T. G.** and Fashogbon, B. A. (2026). Open-distance Education: Quality Delivery and Learners' Academic Achievement at the National Open University of Nigeria. *Ibadan Journal of Sociology*, Vol. 17. No. 2: 46 - 55. (Nigeria). (Contribution: 50%).
14. Muibi, T. G. (2026). Adoption and Acceptance of Artificial Intelligence Literacy for Enhancing Learning Effectiveness Among Distance Learners in Nigeria. *Edumania-An International Multidisciplinary Journal*, Vol. 4. No. 3: 214 - 230. (USA).
15. Akinyemi, A. L. and **Muibi, T. G.** (2026). Learners' Perception of Asynchronous Teaching Modes at Distance Learning Centre, University of Ibadan. *ASSEREN Journal of Educational Research and Development*, Vol. 13.: 126 - 136. (Nigeria). (Contribution: 50%).



Dr T. G. MUIBI

10 August, 2026

Date

Research Focus

My research focus centres on Open and Distance Education (ODE), Literacy Education and Skills Development, Digital Learning Technologies, Artificial Intelligence in Education, and Learners' Learning Effectiveness, with particular emphasis on improving access, quality, innovation and learning outcomes in tertiary education in Nigeria. My research trajectory has evolved systematically from examining institutional and technological factors influencing learners' academic achievement to investigating contemporary digital innovations, quality assurance mechanisms and Artificial Intelligence (AI) applications for enhancing learning effectiveness. A major strand of my research is Open and Distance Learning (ODL) delivery and learners' academic achievement. My early research examined the influence of institutional policy factors on learners' academic achievement in distance learning institutions in Nigeria (2019), thereby establishing my interest in understanding how institutional structures and policies shape learning outcomes in flexible education. This line of inquiry was subsequently extended to the use of online learning tools in ODL delivery (2020), digital learning tools and social networking services and their influence on academic achievement (2021), and the integration of Information and Communication Technology (ICT) in ODL delivery at the Distance Learning Centre, University of Ibadan (2022). These studies demonstrate a sustained concern with how technological resources and institutional arrangements can be strategically deployed to improve the effectiveness of open and distance education. A second major area of my scholarship is literacy education, digital literacy and skills development. My research on ICT intervention in enhancing literacy education and skill development in Nigeria (2019) examined the potential of technology to transform literacy learning and skills acquisition. This interest has progressed into research on blended learning and its potential to transform literacy education and skills acquisition in the digital age (2023). Collectively, these studies reflect my commitment to repositioning literacy education beyond traditional approaches by incorporating digital technologies, innovative pedagogies and skills development strategies that respond to the demands of contemporary society. Another important component of my research is innovative teaching, learning and assessment practices in tertiary education. My work on innovative learning assessment approaches in Nigeria's tertiary education system (2021), emergency remote teaching during the COVID-19 pandemic and undergraduates' learning effectiveness (2022), and learners' perceptions of asynchronous teaching modes at the Distance Learning Centre, University of Ibadan (2026) reflects my continuing investigation of emerging pedagogical approaches. This strand of research is concerned with how institutions can redesign teaching, assessment and learner engagement to support flexible, learner-centred and technology-mediated education. My scholarship also places significant emphasis on learning environments, social interaction and quality assurance as determinants of learning effectiveness. My research on online learning environments and learners' learning effectiveness (2024), social interactions and academic achievement among learners (2025), and quality assurance and learners' learning effectiveness at the University of Ibadan Distance Learning Centre (2025) extends my research from the mere availability of technologies to the broader educational ecosystem within which learning takes place. In particular, my recent work recognises that effective distance education depends not only on technological infrastructure but also on quality course design, teaching and learning processes, assessment, learner support services, social interaction and institutional quality assurance mechanisms. A further dimension of my research is quality delivery and academic achievement in open-distance education. My 2026 study on open-distance education, quality delivery and learners' academic achievement at the National Open University

of Nigeria demonstrates the continuing development of this research agenda. This area is particularly significant in the Nigerian context, where the rapid expansion of flexible and distance education requires empirical evidence to guide institutional policies, quality assurance practices and sustainable strategies for improving learners' educational outcomes. Most recently, my research has expanded into the emerging field of Artificial Intelligence literacy and education. My study on the adoption and acceptance of Artificial Intelligence literacy for enhancing learning effectiveness among distance learners in Nigeria (2026) represents a natural progression of my longstanding scholarship in ICT, digital learning and distance education. This emerging research direction seeks to investigate learners' awareness, knowledge, skills, acceptance, adoption and responsible use of AI technologies for educational purposes. It also provides an opportunity to examine how AI can complement existing digital learning systems, personalise learning, support learner engagement, improve academic performance and strengthen the capacity of distance learners to participate effectively in the contemporary knowledge economy. Taken together, my research demonstrates a clear and progressive scholarly trajectory from ICT-supported literacy and distance education, through digital and online learning, blended and asynchronous learning, learning environments, social interaction and quality assurance, to Artificial Intelligence literacy and AI-supported learning effectiveness. The central concern running through these research strands is the development of accessible, technology-enhanced, quality-assured and learner-centred educational systems capable of improving learning outcomes in Nigeria and other developing contexts. Going forward, my research agenda will focus increasingly on Artificial Intelligence, digital literacy, emerging technologies, quality assurance and learning effectiveness in Open and Distance Education. I intend to investigate AI literacy competencies, ethical and responsible AI use, AI-supported personalised learning, human-AI interaction in education, digital inclusion, AI readiness among distance learners and educators, and the integration of AI into quality assurance systems for flexible learning. I also intend to examine the relationship between digital and AI competencies and learners' academic achievement, engagement, self-directed learning and lifelong learning capabilities. My ultimate research goal is to contribute empirical evidence and theoretically informed models that can guide policy formulation, curriculum development, instructional practice, digital transformation and quality assurance in open, distance and flexible education, particularly within the Nigerian higher education system. Through this continuing programme of research, I seek to establish a distinctive scholarly niche at the intersection of Open and Distance Education, Digital and AI Literacy, Educational Technology, Quality Assurance and Learners' Learning Effectiveness, while contributing to the broader development of inclusive and innovative education in Nigeria and beyond.