

My 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.