



KNUST
E-LEARNING
CENTRE



E-LEARNING RESEARCH & PRACTICE

JOURNAL LAUNCH

Thursday, 24th July 2025



**E-LEARNING RESEARCH &
PRACTICE**

JOURNAL LAUNCH

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E-Learning RESEARCH *and* PRACTICE

INTRODUCTION.

INTRODUCTION.

The E-Learning Research and Practice (E-LRP) journal is a new Open-Access Journal. This journal aims to increase knowledge and promote understanding of e-learning by publishing high-quality research that extends the theory and practice of using electronic and digital technology platforms to drive improved education and development in Africa and globally. The E-LRP has come to fill a unique niche by supporting sustainable learning and education solutions through providing improved access to cutting-edge research that enables enhanced inclusive digital education and training of education professionals.



KNUST
Kwame Nkrumah University
of Science & Technology

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**E-Learning
RESEARCH and
PRACTICE**

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Expanding access to research and practice on using
electronic learning technologies.

THE GENESIS OF THE JOURNAL.

THE GENESIS OF THE JOURNAL

The establishment of the E-Learning Research and Practice (E-LRP) journal originated from a strategic recognition within the KNUST E-Learning Centre under the directorship of Prof. Eric Appau Asante, of the need for a dedicated scholarly platform to document, share, and advance knowledge in digital education. As the Centre's work in technology-enhanced learning gained visibility across the university and beyond, it became increasingly clear that a peer-reviewed, open-access journal was essential to consolidate research efforts, showcase innovation, and contribute meaningfully to global discourse on e-learning.

In pursuit of this vision, a proposal was submitted to University Management outlining the rationale, scope, and long-term impact of such a journal. The proposal received strong institutional endorsement, leading to the formation of a dedicated committee tasked with bringing the idea to life. The committee comprised academics and professionals with diverse expertise in e-learning, publishing, research, and educational policy.

The initiative was driven not merely by institutional ambition, but by a shared commitment to advancing inclusive, evidence-informed digital learning practices across varied educational contexts—both locally and globally. It was envisioned that the journal would serve as a bridge between theory and practice, providing space for scholarly contributions that explore the pedagogical,

technological, and policy dimensions of e-learning.

From the outset, the goal was to create a credible and accessible platform open to contributions from across disciplines and regions, while intentionally amplifying voices and perspectives from contexts often underrepresented in mainstream academic publishing. By anchoring the journal within KNUST, the university reaffirmed its role as a leader in shaping the future of education through research and innovation.

Today, E-Learning Research and Practice (E-LRP) stands as the embodiment of this vision. It welcomes a wide range of contributions—including empirical studies, theoretical explorations, and practice-led case reports—covering blended learning, instructional design, emerging technologies, virtual assessment, policy development, and more. With a strong editorial foundation and a global outlook, the journal is poised to make a significant and lasting contribution to the evolving body of knowledge in digital education.

The history of E-LRP reflects what is possible when visionary leadership, institutional foresight, and collaborative academic engagement converge with purpose. It is a testament to KNUST's continued commitment to advancing relevant, inclusive, and forward-thinking educational solutions for a rapidly changing world.



MISSION OF THE E-LRP JOURNAL.

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MISSION OF THE E-LRP JOURNAL

E-Learning Research and Practice (E-LRP) is a peer-reviewed, open-access, inter- and multidisciplinary scientific journal dedicated to expanding access to research and practice on using electronic learning technologies, innovations and initiatives to improve education and learning outcomes.

Of Publication

The E-LRP journal welcomes manuscripts (research papers, case reports, and theoretical insights) that address research and practice issues in the following areas:

- Blended learning
- Sustainable Practical Solutions
- Technological Innovations and New Advances (E-Learning and Emerging Technologies) (AI, VR, AR, etc.)
- Case Reports: shorter practice-led articles describing the implementation of forms of e-learning likely to be of interest to the Journal's readership
- Instructional Design and use of interactive learning environments
- Management and Organisational Development (logistics and organisational challenges in e-learning contexts; strategic leadership and management styles in e-learning contexts)
- Policy and Development (formulation and revisions of laws, regulations and guidelines for e-learning initiatives in educational contexts)
- Quality, Assessment, Evaluation and Accreditation in e-learning contexts (quality assurance, evaluation and standardisation issues, accreditation challenges of e-courses, ethics)
- Online/ Virtual examinations

CHANGING THE GAME OF **E-LEARNING.**

The E-LRP journal will create an excellent platform for knowledge dissemination while increasing visibility of researchers and research in the rapidly growing field of e-learning, which has global implications. Through this journal, collaborations will be developed and enhanced, and careers will advance. The journal will become a Knowledge Repository for cutting-edge research. The journal will promote high global standards in the E-Learning research and practice. The journal, originating from a leading institution of teaching and learning in Africa, will be promoting African leadership and showcase Africa's contributions to e-learning research, countering stereotypes and highlighting the region's innovation in education technology. Through this journal, there will be a bridging between academia and practice and showcasing of innovative Solutions, corporate Partnerships that will result in better training of human resources and economic growth.

EDITORIAL BOARD.

Editor-in-Chief (EIC): Prof. Emmanuel Adinyira (PhD)

Deputy Editor-in-Chief (DEIC): Prof. Eric Appau Asante (PhD)

ASSOCIATE EDITORS:

- **Prof. Kofi Agyekum** (PhD)
- **Juliana Abagsonema Abane** (PhD)
- **Paul Kwadwo Addo** (EdD)
- **Benjamin Apraku Gyampoh** (PhD)
- **Dickson Adom** (PhD)
- **Richard Bruce Lamptey** (PhD)
- **Abena Boakye** (PhD)

BIO OF EDITORIAL BOARD ●

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Prof. Emmanuel Adinyira (PhD)

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Emmanuel Adinyira (PhD) is a Professor of Construction Project Management at the Kwame Nkrumah University of Science and Technology (KNUST), Kumasi, Ghana, and a Visiting Professor at the CIDB Centre of Excellence, University of Johannesburg, South Africa. His areas of specialisation include construction HSE, digital, and computational thinking skills. Emmanuel has worked as a visiting scholar at various institutions, including Loughborough University and the University of the West of England, both in the UK, as well as Linnaeus University in Sweden. He has worked as a placement coach for Saxion University of Applied Sciences in the Netherlands and Hochschule Für Technik Stuttgart University of Applied Sciences in Germany. Emmanuel has over 300 publications, including books, book chapters, peer-reviewed journal articles, and conference papers, with over 6,280 citations on Google Scholar. He continues to serve as a guest editor, editor, sectional editor, and editorial board member, as well as a reviewer for several national and international journals and conferences.



Prof. Eric Appau Asante (PhD)

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Prof. Eric Appau Asante (PhD) is an Associate Professor in the Department of Educational Innovations in Science and Technology at KNUST and the founding Director of the KNUST E Learning Centre. He leads the PEBL West Africa initiative at KNUST, spearheaded by the Association of Commonwealth Universities (ACU), and was named ACU Star Ambassador of the Year 2023. He is a certified Blended Learning Expert (SEDA and ACU, March 2023), an eLearning champion, and a member of the Mastercard eLearning Initiative project team at KNUST. His expertise includes eLearning systems design, instructional design, digital education in constrained environments, and pedagogic innovation. Prof. Asante teaches undergraduate and graduate courses in curriculum studies, multimedia development, instructional design, and inclusive inquiry-based education. He holds a PhD and BA from KNUST, a Master's in Educational Leadership (curriculum development), a Postgraduate Diploma in General Education from UEW, and a Graduate Certificate in Instructional Design and Performance Improvement from Arizona State University. He also earned a certificate in Blended and Online Teaching from Amsterdam University of Applied Sciences. He is author of *Maximizing E-Learning in a Constrained Ecosystem* and a prolific researcher.



Prof. Kofi Agyekum (PhD)

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Prof. Kofi Agyekum (Ph.D.) is an Associate Professor of Building Science, Engineering, and Materials at the Department of Construction Technology and Management, Kwame Nkrumah University of Science and Technology (KNUST), Ghana. He specializes in circular economy in construction, construction project management, building pathology, net-zero carbon buildings, and industrialized construction. He holds BSc (Hons), MPhil, and PhD degrees in Building Technology. A Commonwealth Academic Fellow (Loughborough University, UK), he is a Fellow of the Brew-Hammond Energy Centre and Research Fellow at KNUST's Responsible Artificial Intelligence Lab. He leads both the KNUST Green Building Team and the Building Science, Materials and Engineering Research Team. Prof. Agyekum is Associate Editor for Journal of Engineering, Design, and Technology, PLOS ONE, and Academia Engineering, and serves on editorial boards of Buildings, Smart and Sustainable Built Environment, and Acta Structilia. With over 300 publications, he has a Google Scholar h-index of 31, i-10 index of 91, and over 3500 citations. He is ranked by Scientific AD as the Best Civil Engineering Research Academic in Ghana and has received numerous reviewer awards from Emerald Publishing. His work continues to influence construction practice and research across Ghana and beyond.



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Juliana Abagsonema Abane (PhD) is a Senior Lecturer in Management Studies and Public Administration at the Department of History and Political Studies, KNUST, Kumasi-Ghana. Her expertise spans local government administration, public sector performance management, compensation management, and sustainable development. Her research interests include performance management, administrative corruption, organizational behavior, leadership, sustainability, and public service motivation, among others. She has published extensively in internationally indexed peer-reviewed journals such as *Public Organization Review*, *Public Budgeting & Finance*, *Future Business Journal*, *Global Social Welfare*, *International Journal of Human Resources Studies*, and *Social Sciences Open*, and contributed to volumes like the *Global Encyclopedia of Public Administration, Public Policy, and Governance* (Springer).



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Paul Kwadwo Addo (EdD) is an Education Specialist, Scholar Practitioner, Deputy Registrar at the Kwame Nkrumah University of Science and Technology, Kumasi Ghana. He is an Adjunct at the level of Associate Professor at the department of Teacher Education, Faculty of Educational Studies of the same university. He was the National Coordinator (Technical Consultant) for the pilot phase of the Educational Leadership Development (ELD) Programme for the Ministry of Education of Ghana (August, 2022-2025). Paul previously served as the Foundation Deputy Director-General (Administration & General Services), Institute for Educational Planning and Administration (IEPA), a UNESCO Category II Centre of Excellence for West Africa at the University of Cape Coast (UCC), Ghana. (October 2020- February 2022). His research interest is in educational leadership, administration, policy analysis, educational reforms, educational planning, quality assurance among others. He has about 30 approved administrative memoranda/policy development/technical reports (KNUST), 25 peer-reviewed publications (journals and book chapters) and 15 conference papers to his credit. He is the consulting editor for the Ghana Association of University Administrators' journal. He is a reviewer for some national and international journals including *International Studies in Educational Administration for the Commonwealth Council for Educational Administration and Management (CCEAM)*.



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Dr Benjamin Apraku Gyampoh (PhD) is a senior lecturer at the Department of Fisheries and Watershed Management, KNUST. He is also the Founding and current Editor-in-Chief of the Scientific African journal. With a background in Natural Resources Management, he holds a Master of Education (**MEd**) in Higher Education Pedagogy and a PhD in Watershed Management. His areas of specialization include Environmental Systems Analysis, Climate Change Vulnerability Assessments, Adaptation and Mitigation Strategies to Climate Change; Watershed and Water Resources Management; Groundwater Hydrology; Ecosystem Resilience; and Indigenous Knowledge Systems. He has extensive experience in developing robust, reliable scientific research systems and frameworks for knowledge-led and evidence-based decision making for sustainable development. He has a wide global network worked extensively in Africa.



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Dickson Adom (PhD) is a Senior Lecturer and multidisciplinary researcher at the Department of Educational Innovations in Science and Technology, KNUST, Ghana. His work explores the intersection of indigenous knowledge, art, nature conservation, digital solutions, and education. He is a visiting scholar at Pangasinan State University in the Philippines and a Research Fellow at INTI International University in Malaysia. Additionally, he serves as a research consultant for South Africa's National Research Foundation and advises on research grants at Gower Street, UK.

Dr. Adom is an editor for prominent journals including Elsevier's Scientific African, Springer Nature's Discover Education as well as Humanities and Social Sciences Communications, and contributes as a guest reviewer for journals like PLOS ONE and African Identities. He is the founding Editor-in-Chief of the Research Journal in Advanced Humanities, which was indexed in Scopus within a year. Recognized as Top Reviewer in the cross-disciplinary field by Publons in 2018, he has reviewed and edited over 600 articles. With over 100 publications, he has garnered more than 4,400 citations, an h-index of 25, and an i10-index of 49 on Google Scholar. Dr. Adom also serves on several editorial boards and participates actively in national and international conferences.



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Richard Bruce Lamptey (PhD) is the Deputy Librarian of the Kwame Nkrumah University of Science and Technology (KNUST) Library System and the College Librarian for the College of Science. He is also a Fellow at the Africa Centre of Excellence Regional Transport Research and Education Centre Kumasi (TRECK), KNUST. His research interests include Open Access, scholarly communication, information literacy, research support services, and the role of libraries in advancing Sustainable Development Goals (SDGs). He is passionate about demystifying AI and promoting the ethical use of emerging technologies in libraries and research ecosystems. Dr. Lamptey has authored and co-authored several peer-reviewed publications and serves as a reviewer for journals in library and information science. He actively supports research capacity-building initiatives and advocates for the strategic use of Open Access platforms to increase research visibility in Africa.



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Abena Boakye (PhD) is a consultant food scientist and senior lecturer at the Department of Food Science and Technology, a Fellow of the Food Systems Research Network for Africa (FSNET-Africa] and a 2023 EC Fellow of UNESCO's Organization for Women in Science for the Developing World. She is also an International Fellow of the University of York Environmental Sustainability Institute (YESI) and an active member, and immediate-past branch executive of the Ghana Science Association. Her research spans high-impact interdisciplinary studies in compositional analysis that explore the nutrition and health benefits of food commodities, valorization/ product development and postharvest management of tropical food commodities, sensory studies, and food process modification and standardization. Aligned with her research interests, Dr Boakye is a guest editor for *Frontiers in Sustainable Food Systems* and served on the editorial board for a special issue of the *Journal for Ghana Science Association*. She is a reviewer for several Journals across diverse publishers, including Elsevier, Wiley, Springer, Frontiers and the Institute of Food Science and Technology. She is passionate about mentoring the next generation of scientists and promotes activities that *demystify science and make Science, Technology, Engineering and Mathematics friendly to the Youth*.

MEMBERSHIP OF E-LRP JOURNAL COMMITTEE ●

MEMBERSHIP OF E-LRP JOURNAL COMMITTEE

NAME AND DESIGNATION OF COMMITTEE MEMBERS



Prof. Emmanuel Adinyira

Department of Construction Technology & Management
Status: **CHAIRMAN**



Dr. Juliana Abagsonema Abane

Department of History & Political Studies
Status: **MEMBER**



Prof. Kofi Agyekum

Department of Construction Technology & Management
Status: **MEMBER**



Dr. Benjamin Apraku Gyampoh

Department of Fisheries & Watershed Management
Status: **MEMBER**



Dr. Dickson Adom

Department of Educational Innovations in Science & Technology
Status: **MEMBER**



Dr. Richard Bruce Lamptey

College of Science Library
Status: **MEMBER**



Dr. Paul Kwadwo Addo

Directorate of Student Affairs
Status: **MEMBER**



Dr. Abena Boakye

Department of Food Science & Technology
Status: **MEMBER**



Michael Kwasi Anderson

Centre for Settlements Studies
Status: **SECRETARY**

E-LEARNING RESEARCH &
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E-Learning Research and Practice (E-LRP) invites the submission of original research papers that explore the pedagogical uses of digital technology in education. The journal is particularly interested in studies that offer broad relevance, extending beyond isolated or narrowly focused contexts to engage a wider educational community. Contributions should aim to provide insights that are not only innovative but also applicable to diverse learning environments. Topics of interest include the integration of digital tools in classroom instruction, the impact of online and blended learning models, and the role of emerging technologies such as AI, VR, and mobile applications in enhancing teaching and learning.

Overall, E-LRP seeks to be a leading platform for scholarly work that advances the discourse on digital pedagogy and educational innovation.



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