

JOURNAL OF CONTEMPORARY ISSUES IN OPEN DISTANCE AND E-LEARNING (JC-ODEL)

**Published by the Distance Open and eLearning Practitioners' Association
of Kenya (DOLPAK)**

GENERAL INFORMATION

Introduction

The Journal of Contemporary Issues in Open Distance and E-Learning (JC-ODEL) is a scholarly, peer-reviewed journal published by The Distance, Open e-Learning Practitioners Association of Kenya (DOLPAK). It promotes research and discussions on open, distance, and technology-supported learning, while bringing together scholars, practitioners, policymakers, and educators from Africa and other parts of the world who are committed to improving learning through flexible and innovative educational approaches.

What This Journal Is About

This journal was created to document, examine, and promote both the theory and practice of open, distance and e-learning. We firmly believe that equal access to high-quality education is a basic human right, and open learning technologies and approaches are among the most potent tools in this regard. The journal provides an opportunity to critically analyze the current approaches to learning, evaluate their effectiveness, and move the frontiers of knowledge forward.

All published research in the journal is based on one key idea: quality scholarly inquiry into the subject matter is necessary in order to provide an improved learning experience for millions of students across the globe, be it rural Kenya, East Africa, or anywhere else in the world where distance learning is relevant.

Subject Areas Covered by JC-ODEL

JC-ODEL seeks academic works from diverse fields within an ever-changing realm of disciplines. It acknowledges the fact that open, distance, and e-learning is inherently multidisciplinary and draws concepts from educational, technological, psychological,

sociological, policy studies, economics, and communicative sciences. Articles published in JC-ODEL include, but are not limited to, the following areas:

- Designing, developing, and evaluating open and distance learning programmes and systems
- E-Learning technology, tools, and technology-based learning environment
- Instructional design and curriculum development in open and distance learning contexts
- Open Educational Resources (OERs), open licensing, and Open Education movements
- Massive Open Online Courses (MOOCs) and other forms of large-scale digital learning
- Mobile learning (mLearning) and innovative technology-based education
- Learner support, engagement, and retention in distance learning contexts
- Enabling access, equity, inclusion, and lifelong learning through open education
- Policy framework for open, distance, and eLearning at national, regional, and continental levels
- Quality assurance and accreditation in open and distance education institutions
- Staff development and capacity building in open and distance education contexts
- Assessment and credentialing in online and blended learning contexts
- Information Communication Technology (ICT) and ICT management in education
- Blended/hybrid learning modes and pedagogy
- Comparative and international perspectives on distance and open education policy and practice
- The historical, philosophical, and theoretical foundations of open and distance education
- Gender, disability, and marginalized communities in distance learning contexts
- The economics and financing of open and distance education institutions
- Administration of online exams on the Learning Management System
- Artificial Intelligence, Online Resources and Plagiarism

- Collaborative Teaching and Learning
- Disability, Online Teaching and Learning

JC-ODEL is particularly interested in contributions that speak to the African higher education context, including work that addresses the specific challenges and opportunities facing learners and institutions in Africa. However, we also welcome contributions from other regions around the world whose insights can meaningfully inform practice and policy in these contexts.

Who Should Submit to This Journal

JC-ODEL is intended for an international, multi-sector, and interdisciplinary readership that shares a common concern for issues in open, distance, and e-learning.

The target readers of JC-ODEL include:

- Academics in education, educational technology, instructional design, and other related fields of study
- Open and Distance Learning institutions' practitioners, comprising academic personnel, instructional designers, and learning technologists
- Education policymakers and government authorities dealing with education policies, quality, and curriculum matters
- Undergraduates, Master's, and Doctorate-level postgraduate students researching open, distance, and technology-enabled learning
- Development agencies and Non-Governmental Organizations involved in education and capacity-building
- Professionals in higher education institutions offering open or distance programs
- Members of the DOLPA-EA, DOLPAK, and other allied professional organizations
- Education consultants and advisers working with open and distance learning institutions across Africa and around the world

The journal is designed to be both theoretically and practically sound. We do not only ask that our contributors make serious engagements with theory and evidence, but also maintain a focus on the practical importance of what they do.

Types of Articles We Accept

JC-ODEL accepts a broad range of scholarly contributions that reflect the diversity of knowledge production in open, distance, and e-learning. Each article type has distinct conventions and purposes, and the journal is open to submissions across many categories.: For a detailed list of the types of articles accepted for submission to the journal, please review our “Instructions to Authors”.

All manuscripts submitted to JC-ODEL will be evaluated through a rigorous double-blind peer review process. Authors are advised to read the journal's guidelines for submission details on the required format and style. The editors may return manuscripts that are obviously outside the scope of the journal before undergoing peer review.

JC-ODEL is devoted to bringing you the latest and most relevant information. We accept submissions from first-time authors as well as from experienced scholars, as long as their research meets acceptable standards of excellence. We are proud of being a representative of the open and distance learning community both within Africa and the world.