Bernard Wiafe Akaadom

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Google Scholar scholar.google.com/citations?user=q2K3r84AAAAJ&hl=en · Profile scholar.ucc.edu.gh/staff/f45fa8dc-c033-4796-84b9-0e441579dea3

RESEARCH

Interests	Educational Technology · Teachers' Knowledge for teaching with · Reserach
Areas	Education · Gender Studies · Information Systems · Computer Science Applications · Sociology and Political Science

RESEARCH SUMMARY

18	30	2	1	0.34	0%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 18 publications listed below, 2010–2024. Field-weighted impact is the mean over the 7 works scored for it; 1.00 is the world average for works of the same field, type and year. 0 of the 7 papers scored for it are among the world's most cited tenth for their field, type and year.

PUBLICATIONS

Journal articles 15

1. **Bernard Wiafe Akaadom**, Edem Ahialey (2024). Making Virtual Discussions Engaging, Effective and Equitable: Reflections from Ghana. *American Journal of Smart Technology and Solutions*. https://doi.org/10.54536/ajsts.v3i2.2957
2. **Bernard Wiafe Akaadom**, Francis Kwaku Agyekum, Justina Mariam Forson (2024). Moving from Conventional to Online Instruction: Students' Perspectives from the Global COVID-19 Lockdown. *European Journal of Theoretical and Applied Sciences*. https://doi.org/10.59324/ejtas.2024.2(2).31
3. **Bernard Wiafe Akaadom**, Doris Gorni (2023). Basic School Teachers' ICT Knowledge and Skills in Integrating Technology into Teaching and Learning. *International Journal on Data Science and Technology*. https://doi.org/10.11648/j.ijdst.20230902.11
4. Issah Bala Abdulai, **Bernard Wiafe Akaadom** (2023). Pre-Service Teachers' Computer Literacy and Attitude: Gender Perspective of Freshers in the Colleges of Education. *European Journal of Theoretical and Applied Sciences*. https://doi.org/10.59324/ejtas.2023.1(5).97
5. **Bernard Wiafe Akaadom**, Magdaline Obibi (2023). Self-Proficiency of Essential Technology Skills of Undergraduate Students at a Coastal University in Ghana. *European Journal of Theoretical and Applied Sciences*. https://doi.org/10.59324/ejtas.2023.1(4).93
6. **Akaadom** (2021). Accepting the learning management system in higher educational institutions. *Universe International Journal of Interdisciplinary Research*.
7. **Bernard Wiafe Akaadom** (2021). LEVERAGING INSTRUCTIONAL TECHNOLOGY FOR TRADITIONAL AND NONTRADITIONAL STUDENTS: QUEST FOR QUALITY EDUCATION. *International Journal of Education and Social Science Research*. https://doi.org/10.37500/ijessr.2021.4401
8. Emmanuel Agyei, **Bernard Wiafe Akaadom**, Bright Kwaku Manu (2020). Exposure of Mathematics Education Students to the Usage of Technology in their Training Programme in Ghana. *International Journal of Scientific and Research Publications*. https://doi.org/10.29322/ijsrp.10.05.2020.p10158
9. **Akaadom** (2020). Implications of the absence of qualified technicians in colleges of education in Ghana to support pre-service teachers' technology training. *Global Scientific Journal*. https://ir.ucc.edu.gh/items/39a6ae8e-7ace-438c-adaa-8281adb732a2

10. **Akaadom** (2020). Modelling Technology for Pre-Service Teachers. *European Modern Studies Journal*.
11. **Akaadom** (2020). Pre-service teachers' technology skills and its effects in using technology for instruction: In pursuit for quality teacher training. *International Journal of Engineering and Science*. https://ir.ucc.edu.gh/items/b41e5b1f-297e-4497-b3f5-98e9413aa069
12. **Akaadom** (2020). Preferences and use of digital and/or printed copies of learning resources by students of a coastal university in Ghana. *International Journal of Research and Innovation in Social Science*. https://ir.ucc.edu.gh/items/79b27f0c-ef06-402d-b4ac-af10e6372c02
13. **Akaadom** (2020). Tertiary students' engagement with professional learning networks and emerging technologies in learning: The case of a coastal University in West Africa. *International Multidisciplinary Research Journal*. https://docs.edtechhub.org/lib/B9M4VWKK?referrer=/lib
14. **Akaadom** (2019). Investigating the benefits of incorporating technology in instructional curriculum: Pre-service teachers' perspectives from Ghana. *International Journal of Innovative Research and Advanced Studies*.
15. **Bernard Wiafe Akaadom** (2018). Resource management and utilisation in the training of preservice teachers for technology integration in teaching in selected colleges of Education in Ghana. *PJMS*. https://www.academia.edu/download/65532690/RESOURCE_MANAGEMENT_AND_UTILISATION_IN_T.pdf

Conference papers 1

1. **Akaadom** (2023). Enhancing pre-service teachers' competencies: Investigating the effectiveness of a STEM-based coding instruction training program. *International Conference on Education Research for Development in Africa (ICEDA)*.

Theses 2

1. **Akaadom** (2017). Assessing Pre-service Teachers' Preparation for Technology Integration in Teaching and Learning in Selected Colleges of Education in Ghana. *University of Fort Hare*. https://scholar.google.com/scholar?cluster=7475556247412381999&hl=en&oi=scholarr
2. **Akaadom** (2010). The impact of instructional technology on student comprehension and retention levels: a study of traditional and non traditional student populations in the Kumasi metropolis. *University of Cape Coast*. https://ir.ucc.edu.gh/server/api/core/bitstreams/a2f15daf-fdd6-456d-8432-6fa65a044adf/content